

|                   |         |
|-------------------|---------|
| File ID Number    | 12-0831 |
| Introduction Date | 4/25/12 |
| Enactment Number  | 12-1162 |
| Enactment Date    | 4-25-12 |
| By                |         |



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education

April 11, 2012

To: Board of Education  
 From: Tony Smith, Superintendent  
 Vernon Hal, Deputy Superintendent, Business & Operations WZV  
 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 year 2011-2012 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 2011-12 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

| File I.D # | Backup Document Included | Type  | Recipient              | Grant's Purpose  | Time Period                  | Funding Source   | Grant Amount |
|------------|--------------------------|-------|------------------------|--|------------------------------|--|--------------|
| 12-0831    | Yes                      | Grant | Castlemont High School | Comprehensive After School programming for high school site. | July 1, 2012 - June 30, 2013 | California Department of Education, 21st CCLC After School Safety and Education for Teens (ASSETs) Grant | \$295,000.00 |

**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: \$295,000.00

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year 2011-2012 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**ATTACHMENTS:**

Grants Management Face Sheet

21st Century Community Learning Centers Program Grant Application

OUSD Grants Management Face Sheet

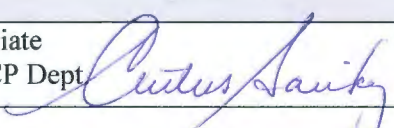
|   |   |
|---|---|
| <b>Title of Grant: 21<sup>st</sup> Century Community Learning Center</b>  | <b>Funding Cycle Dates: July 1, 2012 – June 30, 2013</b>  |
| <b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address)<br>Oakland Unified School District<br>1025 Second Ave.<br>Oakland, CA 94606 | <b>Grant Amount for Full Funding Cycle:</b><br>\$250,000 annually for Core<br>\$25,000 annually for Equitable Access<br>\$20,000 annually for Family Literacy |
| <b>Funding Agency: CA Dept of Education, 21<sup>st</sup> CCLC After School Safety and Education for Teens (ASSETs) Grant Program</b>                            | <b>Grant Focus: Comprehensive After School programming for high school sites</b>  |
| <b>List all School(s) or Department(s) to be Served:</b><br>Castlemont High School  |   |

| <b>Information Needed</b>   | <b>School or Department Response</b>  |
|---|---|
| How will this grant contribute to sustained student achievement or academic standards?  | After school and summer programs provide opportunities to extend student learning outside of the regular school day, and to reinforce and complement classroom learning. Programs provide academic and enrichment activities that are aligned with school and district goals, and are based on content standards. After school programs work in alignment with the regular high school program to provide additional supports for students, including credit recovery, 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?<br><br>(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 <sup>st</sup> Century after school programs in OUSD. Student attendance data, test scores, and grades, along with survey results from students, parents, teachers, and principals, will be collected and analyzed to determine the impact of after school programming on students' academic performance, social-emotional development, school attendance and school engagement. Formal site visits will be conducted to monitor program quality.   |
| Does the grant require any resources from the school(s) or district? If so, describe.   | Yes. This grant will be supported by the After School Programs Office and Family, Schools, and Community Partnerships Dept.   |
| Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?<br><br>(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 <sup>st</sup> Century ASSETs after school grant, and will sustain comprehensive after school and summer services at Castlemont High School.   |
| Will the proposed program take students out of the classroom for any portion of the school day?<br>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)  | No  |

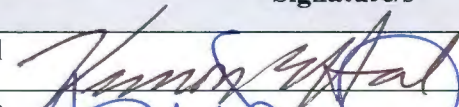

Who is the contact managing and assuring grant compliance?  
 (Include contact's name, address, phone number, email address.)


Julia Ma  
[Julia.Ma@ousd.k12.ca.us](mailto:Julia.Ma@ousd.k12.ca.us)  
 After School Programs Office  
 495 Jones Ave.  
 Oakland, CA 94603  
 (510) 568-1022

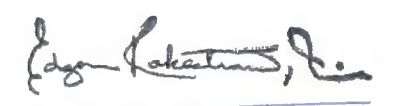
**Applicant Obtained Approval Signatures:**


| Entity   | Name/s   | Signature/s   | Date      |
|--|--|---|-----------|
| Department Head<br>(e.g. for school day programs or for extended day and student support activities) | Curtiss Sarikey, Associate Superintendent of FSCP Dept |  | 3/27/2012 |

**Grant Office Obtained Approval Signatures:**

| Entity         | Name/s     | Signature/s  | Date    |
|----------------|------------|--|---------|
| Fiscal Officer | Vernon Hal |  | 3/28/12 |
| Superintendent | Tony Smith |  | 4/2/12  |

  
 Jody London 4/26/12  
 President, Board of Education

  
 Edgar Rakstraw, Jr. Secretary  
 Board of Education 4/26/12

File ID Number: 12-0831  
 Introduction Date: 4-25-12  
 Enactment Number: 12-1162  
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 By: 

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

APPID: 12-04-01-71-ASSETS-259


**Cover Page**

Mail signed original and two (2) copies to:

After School Division  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814

Email for questions:  
afterschool@cde.ca.gov

|                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Are all schools in this application either (1) in Program Improvement status, or (2) ranked in the lowest three deciles based upon the Academic Performance Index? |
| <input type="checkbox"/>            | Does the projected program cost exceed \$10 per student per day?   |
| <input checked="" type="checkbox"/> | Is this application submitted jointly by at least one local educational agency and one community-based organization or other public or private entity?             |

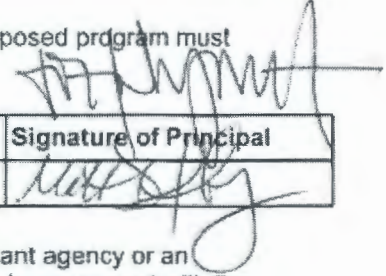
|   |  |
|---|--|
| Agency Name                             | Oakland Unified  |
| CDS/FEIN                                | 01612590000000   |
| County Name                             | Alameda  |
| Agency Type                             | LEA  |
| Name of Authorized Agent                | Anthony 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 Fong Ma  |
| Professional Title of Program Contact   | Coordinator, After School Programs   |
| Agency Name of Program Contact          | Oakland Unified  |
| Address                                 | 1025 Second Avenue   |
| City, State, Zip                        | Oakland, CA 94606-2212   |
| Phone Number                            | 510-568-1033   |
| 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**

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**Signature and Approvals**

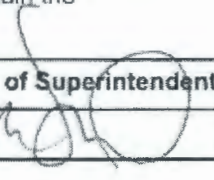
School Principal Approval: The principal of each school to be served by the proposed program must approve this program application.




| CDS Code       | School Name     | Name of Principal     | Signature of Principal  |
|----------------|-----------------|-----------------------|---|
| 01612590125161 | Castlemont High | John Lynch, Principal |  |

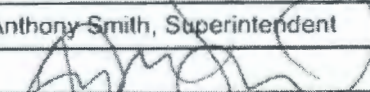
School District Approval: If a local educational agency (LEA) is either the applicant agency or an active partner involved in this application, then the LEA superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet 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 |  |

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

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**Offsite Program Information**

Only applicants proposing to operate an after school program at a site other than that of the regular school day activity must complete this form. Please identify each off-campus program site below and indicate from which schools the pupils will be drawn.

The program site is the physical location where the after school program activities and services will be provided. One program site may serve students from more than one school. The program site must be a safe and easily accessible facility.

|  |                    |  |
|--|--------------------|--|
| <b>Offsite Program Name:</b> Youth Uprising              |                    |  |
| <b>Offsite Program Site Address:</b> 8711 MacArthur Blvd |                    |  |
| <b>City:</b> Oakland                                     | <b>CA</b>          | <b>Zip:</b> 94605                                      |
| <b>Phone:</b> 510.777.9909 Ext. 166                      |                    |  |
| <b>Program Site Contact Person:</b> Kristina Martin      |                    |  |
| <b>CDS Code</b>  | <b>School Name</b> | <b>Number of pupils attending this offsite program</b> |
| 01612590125161   | Castlemont High    | 88   |
|  |                    |  |
|  |                    |  |

|                                      |                    |  |
|--------------------------------------|--------------------|--|
| <b>Offsite Program Name:</b>         |                    |  |
| <b>Offsite Program Site Address:</b> |                    |  |
| <b>City:</b>                         | <b>CA</b>          | <b>Zip:</b>  |
| <b>Phone:</b>                        |                    |  |
| <b>Program Site Contact Person:</b>  |                    |  |
| <b>CDS Code</b>                      | <b>School Name</b> | <b>Number of pupils attending this offsite program</b> |
|                                      |                    |  |
|                                      |                    |  |
|                                      |                    |  |

Attach additional sheets as necessary.

**21st Century Community Learning Centers Program  
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**Outcome Measures Based upon Individual Program Focus**

The 21st Century Community Learning Centers (CCLC) Programs are required to select one or more outcome measures to demonstrate program effectiveness based upon program focus and submit data for chosen measures annually.

The California Department of Education (CDE) will provide standardized procedures and tools to grantees for the collection of homework completion rates, skill development, and positive behavioral changes. Data will have to be submitted on specified forms developed by the CDE, and the surveys used for data collection must be kept on file for at least five years.

Given that programs must already report Standardized Testing and Reporting (STAR) Program scores to the CDE for purposes of the statewide evaluation, programs selecting outcome measure option one as their program focus area will not be required to use additional tools or protocols.

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

- Pupil STAR Program test scores.
- Homework completion rates as reported by school day teachers or after school staff.
- Skill development as reported by school day teachers or after school staff.
- Positive behavioral changes as reported by school day teachers or after school staff.



21st Century Community Learning Centers Program  
Grant Application

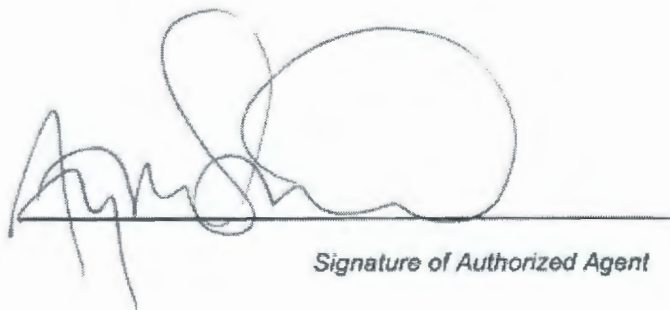
APPID. 12-04-01-71-ASSETS-259

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. |  |
| <b>Program Elements</b>   |  |
| 1   | The program will include an academic assistance element to include at least one of the following: preparation for the high school exit examination, tutoring, homework assistance, or college preparation, including information about the Cal Grant Program.  |
| 2   | The program will provide academic assistance that is aligned with the regular academic programs of the pupils.   |
| 3   | 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. |
| 4   | The program will provide access to, and availability of, computers and technology.   |
| 5   | The program will provide a snack that conforms to the nutrition standards in the California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.  |
| 6   | The program will provide opportunities for physical activity.  |
| 7   | The program will include a family literacy component.  |

I acknowledge understanding of and agreement with Certified Assurances



Signature of Authorized Agent

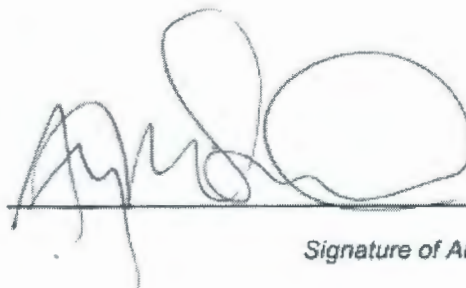
21st Century Community Learning Centers Program  
Grant Application

APPID: 12-04-01-71-ASSETS-259

After School Safety and Enrichment for Teens  
Certified Assurances

| Program Plan       |  |
|--------------------|--|
| 8                  | Students were involved in the design of the program.   |
| 9                  | Students' preferences for program activities was assessed.   |
| 10                 | The program was planned through a collaborative process that included parents, pupils, representatives of participating schools, governmental agencies, including city and county parks and recreation departments, community organizations, law enforcement, and, if appropriate, the private sector.                     |
| 11                 | Partners to this application assume responsibility for the quality of the program.   |
| 12                 | 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.  |
| 13                 | The program will target students and the families of such students who attend schools eligible for school wide programs in which not less than 40% of the children are from low-income families.   |
| 14                 | The program was developed, and will be carried out, in active collaboration with the schools the children attend.  |
| Program Operations |  |
| 15                 | The program will take place in a safe and easily accessible facility.  |
| 16                 | The program will operate for a minimum of 15 hours per week.   |
| 17                 | 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. |
| 18                 | 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.  |

I acknowledge understanding of and  
agreement with Certified Assurances



Signature of Authorized Agent

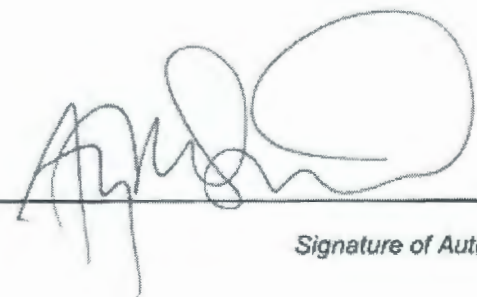
**21st Century Community Learning Centers Program  
Grant Application**

APPID: 12-04-01-71-ASSETS-259

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

| <b>Attendance and Evaluation Measures</b> |   |
|---|---|
| 19  | 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.   |
| 20  | The program will annually provide participating students' regular school day attendance.  |
| 21  | The program will provide Standardized Testing and Reporting test results.   |
| 22  | The program will provide student achievement on the high school exit exam for participating students.   |
| 23  | The program will semi-annually provide participating students' program attendance.  |
| 24  | The program will use standardized procedures and collection tools developed by the CDE for evaluation purposes. (Note: Locally developed tools or protocols will not be accepted.)  |
| <b>Fiscal Issues</b>                      |   |
| 25  | All fiscal reporting and auditing standards required by the CDE will be followed.   |
| 26  | All funds will be used to increase the level of State, local, and other non-Federal funds be made available for authorized programs and activities; and will not use these funds to supplant Federal, State, local, or non-Federal funds. |

I acknowledge understanding of and agreement with Certified Assurances

  
\_\_\_\_\_  
*Signature of Authorized Agent*

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

APPID: 12-04-01-71-ASSETs-  
259

**Assurance of Consultation with Private Schools**

The local educational agency (LEA), consortium, or entity is required to consult with private school administrators prior to the submission of the funding application to the California Department of Education. The applicant is required to provide a one-page narrative describing how the LEA, consortium, or entity has complied with this requirement. (This one-page narrative does not count as part of core application narrative maximum.)

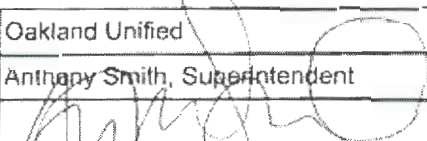
Note: Applicants must retain all documentation for audit and monitoring purposes.

NCLB Section 9501 (c) (1) states that "to ensure timely and meaningful consultation, the LEA, consortium, or entity shall consult with appropriate private school officials during the design and development of the programs" under NCLB.

The signature of the authorized representative below indicates that per NCLB Section 9501 (c) (1), the applicant (i.e., LEA, consortium, or entity) has consulted with private school representatives on:

- How the needs of private school students, teachers, and other educational personnel will be identified;
- Which services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- What the size and scope of the equitable services are that will be provided to the eligible private school students, teachers, and other educational personnel and the amount of funds available for those services; and
- How and when the LEA, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

In the event that the LEA, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the LEA, consortium, or entity shall provide to the private school officials a written explanation of the reasons why it has chosen to use or not use a contractor.

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


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


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


APPID: 12-04-01-71-ASSETS-259


Every 21st CCLC Program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youths, 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.

|   |  |
|---|--|
| Name of Collaborative Member:               | Sue Poni   |
| Professional Title of Collaborative Member: | OUSD Family Literacy Program Admin   |
| Address:                                    | 4551 Steele St.  |
| City, State, Postal Code:                   | Oakland, CA 94619  |
| Phone Number:                               |  |
| Signature and Date:                         |  12.6.11 |

|   |  |
|---|--|
| Name of Collaborative Member:               | Angel Ho   |
| Professional Title of Collaborative Member: | OUSD Translation Services Program Manager  |
| Address:                                    | 2111 International Blvd  |
| City, State, Postal Code:                   | Oakland, CA 94606  |
| Phone Number:                               | 510-434-7927   |
| Signature and Date:                         |  12/6/11 |

|   |  |
|---|--|
| Name of Collaborative Member:               | Theresa Cloney   |
| Professional Title of Collaborative Member: | Program manager Discipline   |
| Address:                                    | 2111 International Blvd  |
| City, State, Postal Code:                   | Oakland CA 94606   |
| Phone Number:                               | 510-434-7923   |
| Signature and Date:                         |  12/6/11 |

|   |  |
|---|--|
| Name of Collaborative Member:               | Lydell Willis  |
| Professional Title of Collaborative Member: | Travelling Student & Family Support  |
| Address:                                    | 2111 International Blvd  |
| City, State, Postal Code:                   | Oakland, CA 94606  |
| Phone Number:                               | 510-434-2252 x223  |
| Signature and Date:                         |  12.6.11 |

Attach additional sheets, if necessary.

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

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

APPID: 12-04-01-71-ASSETS-259

Every 21st CCLC Program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youths, 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.

|   |                              |
|---|------------------------------|
| Name of Collaborative Member:               | Sue Lindholm                 |
| Professional Title of Collaborative Member: | Public Health Officer SAARTO |
| Address:                                    | 2111 Int'l Blvd              |
| City, State, Postal Code:                   | Oakland, Cal. 94606          |
| Phone Number:                               | 510-434-7752 ext 117         |
| Signature and Date:                         | [Signature] 12/16/11         |

|   |                             |
|---|-----------------------------|
| Name of Collaborative Member:               | Tamara Locke                |
| Professional Title of Collaborative Member: | Director, Health & Wellness |
| Address:                                    | 495 Tower Ave               |
| City, State, Postal Code:                   | Oakland CA 94603            |
| Phone Number:                               | 510-839-4289                |
| Signature and Date:                         | [Signature] 12/16/11        |

|   |                         |
|---|-------------------------|
| Name of Collaborative Member:               | Kristina Trunk-Creskito |
| Professional Title of Collaborative Member: | Director FSCP           |
| Address:                                    | 2111 Int'l Blvd         |
| City, State, Postal Code:                   | Oakland, CA 94606       |
| Phone Number:                               | (510) 434-7502          |
| Signature and Date:                         | [Signature] 12/16/11    |

|   |                      |
|---|----------------------|
| Name of Collaborative Member:               | PURDIS SARKIS        |
| Professional Title of Collaborative Member: | Assoc. Sportsman     |
| Address:                                    | 495 Tower St         |
| City, State, Postal Code:                   | Oakland CA 94602     |
| Phone Number:                               | 510-839-4289         |
| Signature and Date:                         | [Signature] 12/16/11 |

Attach additional sheets, if necessary.

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

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

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Every 21st CCLC Program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youths, 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.

|   |                             |
|---|-----------------------------|
| Name of Collaborative Member:               | Barb McClung                |
| Professional Title of Collaborative Member: | Coord. of Behavioral Health |
| Address:                                    | 495 Jones Ave.              |
| City, State, Postal Code:                   | Oakland CA 94603            |
| Phone Number:                               | 415-533-3709                |
| Signature and Date:                         | Barb McClung 12-6-11        |

|   |                           |
|---|---------------------------|
| Name of Collaborative Member:               | Andres Bustamante         |
| Professional Title of Collaborative Member: | EvS Coordinator           |
| Address:                                    | 495 Jones Ave             |
| City, State, Postal Code:                   | Oakland CA 94603          |
| Phone Number:                               | 510 639-3336              |
| Signature and Date:                         | Andres Bustamante 12-6-11 |

|   |                                   |
|---|-----------------------------------|
| Name of Collaborative Member:               | Suzanne Taylor                    |
| Professional Title of Collaborative Member: | Children & Youth Services Manager |
| Address:                                    | 12835 Skyline Blvd.               |
| City, State, Postal Code:                   | Oakland CA 94612                  |
| Phone Number:                               | (510) 235-1163                    |
| Signature and Date:                         | Suzanne Taylor                    |

|   |                       |
|---|-----------------------|
| Name of Collaborative Member:               | Michael Wiedel        |
| Professional Title of Collaborative Member: | Program Manager, OPEY |
| Address:                                    | 150 First Grand Plaza |
| City, State, Postal Code:                   | Oakland CA 94612      |
| Phone Number:                               | 510-238-3242          |
| Signature and Date:                         | MWiedel 12/12/11      |

Attach additional sheets, if necessary.


### Collaborative Signatures

APP ID: 12-04-01-71-ASSETS-259

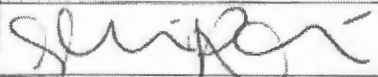
### Representative Sampling (only) of Stakeholders

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|   |   |
|---|---|
| Name of Collaborative Member:               | Justin Davis  |
| Professional Title of Collaborative Member: | Program Coordinator   |
| Address:                                    | 543 Harvard st  |
| City, State, Postal Code:                   | San Francisco, CA 94105   |
| Phone Number:                               | 415 946-3024  |
| Signature and Date:                         |  11/10/11 |

|   |   |
|---|---|
| Name of Collaborative Member:               | Paula Fonacier                                      |
| Professional Title of Collaborative Member: | Mills College Educational Talent Search Coordinator |
| Address:                                    | 5000 MacArthur Blvd.                                |
| City, State, Postal Code:                   | Oakland, CA 94619                                   |
| Phone Number:                               | 510 430 3320  |
| Signature and Date:                         | Paula fonacier 11/10/11                             |

|   |   |
|---|---|
| Name of Collaborative Member:               | Nanci Ranin   |
| Professional Title of Collaborative Member: | Program Coordinator   |
| Address:                                    | 314 E 10th St.  |
| City, State, Postal Code:                   | Oakland, CA 94605   |
| Phone Number:                               | (510)457-5917   |
| Signature and Date:                         |  11/14/11 |

|   |  |
|---|--|
| Name of Collaborative Member:               |  |
| Professional Title of Collaborative Member: |  |
| Address:                                    |  |
| City, State, Postal Code:                   |  |
| Phone Number:                               |  |
| Signature and Date:                         |  |

Attach additional sheets, if necessary.




### Collaborative Signatures


APP ID: 12-04-01-71-ASSETS-259

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|   |  |
|---|--|
| Name of Collaborative Member:               | Caroline Haslanger   |
| Professional Title of Collaborative Member: | teacher  |
| Address:                                    | 847 Vermont Street   |
| City, State, Postal Code:                   | Oakland CA 94610   |
| Phone Number:                               | (510) 410-4417   |
| Signature and Date:                         |  |

|   |   |
|---|---|
| Name of Collaborative Member:               | Aryn E. Bowman  |
| Professional Title of Collaborative Member: | AP  |
| Address:                                    | 8601 MacArthur Blvd   |
| City, State, Postal Code:                   | Oakland, CA   |
| Phone Number:                               | (510) 516-8352  |
| Signature and Date:                         |  11/28/11 |

|   |  |
|---|--|
| Name of Collaborative Member:               |  |
| Professional Title of Collaborative Member: |  |
| Address:                                    |  |
| City, State, Postal Code:                   |  |
| Phone Number:                               |  |
| Signature and Date:                         |  |

|   |  |
|---|--|
| Name of Collaborative Member:               |  |
| Professional Title of Collaborative Member: |  |
| Address:                                    |  |
| City, State, Postal Code:                   |  |
| Phone Number:                               |  |
| Signature and Date:                         |  |

Attach additional sheets, if necessary.

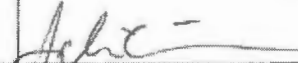
### Collaborative Signatures


APP ID: 12-04-01-71-ASSETS-259

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|   |  |
|---|--|
| Name of Collaborative Member:               | Jaliza Collins   |
| Professional Title of Collaborative Member: | Sit Coordinator / College Advisor  |
| Address:                                    | 5542 Holway St   |
| City, State, Postal Code:                   | Oakland, Ca 94621  |
| Phone Number:                               | 510-919-7440   |
| Signature and Date:                         |  |

|   |  |
|---|--|
| Name of Collaborative Member:               | Lauri Kwon   |
| Professional Title of Collaborative Member: | Chinese Studies Teacher  |
| Address:                                    | 468 Star Ave   |
| City, State, Postal Code:                   | Oakland CA 94606   |
| Phone Number:                               | 661-210-8131   |
| Signature and Date:                         |  |

|   |  |
|---|--|
| Name of Collaborative Member:               |  |
| Professional Title of Collaborative Member: |  |
| Address:                                    |  |
| City, State, Postal Code:                   |  |
| Phone Number:                               |  |
| Signature and Date:                         |  |

|   |  |
|---|--|
| Name of Collaborative Member:               |  |
| Professional Title of Collaborative Member: |  |
| Address:                                    |  |
| City, State, Postal Code:                   |  |
| Phone Number:                               |  |
| Signature and Date:                         |  |

Attach additional sheets, if necessary.

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

**Collaborative Signatures  
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|  |                          |
|--|--------------------------|
| Name of Collaborative Member               | Danielle Sharkey         |
| Professional Title of Collaborative Member | Administrative Assistant |
| Address                                    | 1951 E. 30th St Apt 2    |
| City, State, Postal Code                   | Oakland, CA 94606        |
| Phone Number                               | 510-717-8841             |
| Signature and Date                         | Danielle Sharkey         |

|  |                     |
|--|---------------------|
| Name of Collaborative Member               | Nicole Brown        |
| Professional Title of Collaborative Member | Janitor             |
| Address                                    | 416 Caswell Ave     |
| City, State, Postal Code                   | Oakland CA 94603    |
| Phone Number                               | (510) 798-7977      |
| Signature and Date                         | Nicole Brown 1/9/12 |

|  |                    |
|--|--------------------|
| Name of Collaborative Member               | Jonhn Lewis 1/9/12 |
| Professional Title of Collaborative Member | Culture Keeper     |
| Address                                    | 10612 Pippin St    |
| City, State, Postal Code                   | Oakland CA         |
| Phone Number                               | (510) 467-6658     |
| Signature and Date                         | Jonhn Lewis 1/9/12 |

|  |                      |
|--|----------------------|
| Name of Collaborative Member               | Marcus Carson 1-9-12 |
| Professional Title of Collaborative Member | Sports Coordinator   |
| Address                                    | 1021 E 17th Apt D    |
| City, State, Postal Code                   | Oakland, Ca, 94606   |
| Phone Number                               | (510) 532-8005       |
| Signature and Date                         | Marcus Carson 1-9-12 |

Attach additional sheets, if necessary.

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

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

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|   |                             |
|---|-----------------------------|
| Name of Collaborative Member:               | Merienne T. Williams        |
| Professional Title of Collaborative Member: | Leadership                  |
| Address:                                    | 16024 Holway                |
| City, State, Postal Code:                   | Oakland, CA                 |
| Phone Number:                               | (510) 987-6134              |
| Signature and Date:                         | Merienne T. Williams 1/9/12 |

|   |                                  |
|---|----------------------------------|
| Name of Collaborative Member:               | Antonio Cardenas-Duarte          |
| Professional Title of Collaborative Member: | youth uprising member            |
| Address:                                    | 12227 griffith st.               |
| City, State, Postal Code:                   | Oakland Ca, 94603                |
| Phone Number:                               | (510) 606-2048                   |
| Signature and Date:                         | Antonio Cardenas-Duarte Jan 9 12 |

|   |                     |
|---|---------------------|
| Name of Collaborative Member:               | TAMIA SWANN         |
| Professional Title of Collaborative Member: | STUDENT - S.T.A.R.S |
| Address:                                    | 4908 Congress ave   |
| City, State, Postal Code:                   | PA Oakland 94601    |
| Phone Number:                               | (510) 904-8693      |
| Signature and Date:                         | Tamia Swann 1-9-12  |

|   |                            |
|---|----------------------------|
| Name of Collaborative Member:               | maurice Patterson          |
| Professional Title of Collaborative Member: | student / Leadership       |
| Address:                                    | 8003 Hillside street       |
| City, State, Postal Code:                   | Oakland / CA / 94605       |
| Phone Number:                               | (510) 401-4015             |
| Signature and Date:                         | maurice Patterson / 1/9/12 |

Attach additional sheets, if necessary.

01-09-2012


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

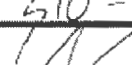
**Collaborative Signatures  
Representative Sampling (only) of Stakeholders**


APPID: 12-04-01-71-ASSETS-259

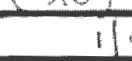
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|   |  |
|---|--|
| Name of Collaborative Member:               | NICKY V DOMINGUEZ  |
| Professional Title of Collaborative Member: | MS. DOMINGUEZ - East office staff  |
| Address:                                    | 501 LOS ANGELES AVE #111A  |
| City, State, Postal Code:                   | Oakland, CA, 94603   |
| Phone Number:                               | (510) 394-8048   |
| Signature and Date:                         |  1/9/12 |

|   |  |
|---|--|
| Name of Collaborative Member:               | ALYKHAN BOOLAN   |
| Professional Title of Collaborative Member: | MR. BOOLAN - teacher   |
| Address:                                    | 524 44th Street  |
| City, State, Postal Code:                   | Oakland, CA 94609  |
| Phone Number:                               | 510-350-8346   |
| Signature and Date:                         |  1/9/12 |

|   |   |
|---|---|
| Name of Collaborative Member:               | Josh Gonzalez   |
| Professional Title of Collaborative Member: | Mr. Gonzalez - teacher  |
| Address:                                    | 721 Trestle Glen Rd.  |
| City, State, Postal Code:                   | Oakland, CA 94610   |
| Phone Number:                               | 908 698 1143  |
| Signature and Date:                         |  1/9/12 |

|   |  |
|---|--|
| Name of Collaborative Member:               | DIANE HUNT   |
| Professional Title of Collaborative Member: | CREW MANAGER   |
| Address:                                    | 8711 MACARTHUR BLVD.   |
| City, State, Postal Code:                   | OAKLAND, CA 94605  |
| Phone Number:                               | (510) 777-9909 x172  |
| Signature and Date:                         |  1/9/2012 |

Attach additional sheets, if necessary.

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

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

APPID: 12-04-01-71-ASSETS-259

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|  |                             |
|--|-----------------------------|
| Name of Collaborative Member               | Ashley Graham               |
| Professional Title of Collaborative Member | ChATS                       |
| Address                                    | 2466 Taylor Ave             |
| City, State, Postal Code                   | Oakland, CA 94605           |
| Phone Number                               | (510) 569-7465              |
| Signature and Date:                        | <i>Ashley Graham</i> 1-9-12 |

|  |                                |
|--|--------------------------------|
| Name of Collaborative Member               | OUSD Student Villia Fontenette |
| Professional Title of Collaborative Member |                                |
| Address                                    | 3711 MacArthur Blvd            |
| City, State, Postal Code                   |                                |
| Phone Number                               | (510) 355-7065                 |
| Signature and Date                         | <i>Villia Fontenette</i>       |

|  |                                  |
|--|----------------------------------|
| Name of Collaborative Member               | Mitchell Singstein               |
| Professional Title of Collaborative Member | Teacher                          |
| Address                                    | 540 E 3rd St                     |
| City, State, Postal Code                   | Oakland CA 94609                 |
| Phone Number                               | 578-810-1618                     |
| Signature and Date:                        | <i>Mitchell Singstein</i> 1/9/12 |

|  |                        |
|--|------------------------|
| Name of Collaborative Member               | Zhoukeshi Shafa        |
| Professional Title of Collaborative Member | Teacher                |
| Address                                    | 459 Stow Ave           |
| City, State, Postal Code                   | Oakland, CA 94612      |
| Phone Number                               | (415) 873-2752         |
| Signature and Date:                        | <i>Zhoukeshi Shafa</i> |

Attach additional sheets, if necessary.

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

**Collaborative Signatures  
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|   |                     |
|---|---------------------|
| Name of Collaborative Member:               | Betsy Steek         |
| Professional Title of Collaborative Member: | PinPAL              |
| Address:                                    | 8601 MacArthur Blvd |
| City, State, Postal Code:                   | Oakland, CA 94605   |
| Phone Number:                               | (510) 639-1466      |
| Signature and Date:                         | Betsy Steek 1-9-12  |

|   |                      |
|---|----------------------|
| Name of Collaborative Member:               | Samantha Odum        |
| Professional Title of Collaborative Member: | Counselor            |
| Address:                                    | 8601 MacArthur Blvd. |
| City, State, Postal Code:                   | Oakland, CA 94605    |
| Phone Number:                               | 510-639-1466         |
| Signature and Date:                         | Samantha Odum 1-9-12 |

|   |                      |
|---|----------------------|
| Name of Collaborative Member:               | Mariatu Sesay        |
| Professional Title of Collaborative Member: | Youth Counselor      |
| Address:                                    | 8711 MacArthur Blvd  |
| City, State, Postal Code:                   | Oakland, CA          |
| Phone Number:                               | 777-9909             |
| Signature and Date:                         | Mariatu Sesay 1/9/12 |

|   |                     |
|---|---------------------|
| Name of Collaborative Member:               | Rosie Ortiz         |
| Professional Title of Collaborative Member: | Case Manager        |
| Address:                                    | 8711 MacArthur Blvd |
| City, State, Postal Code:                   | Oak, Ca 94605       |
| Phone Number:                               | 510-613-5418        |
| Signature and Date:                         | Rosie Ortiz         |

Attach additional sheets, if necessary.


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


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


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|   |   |
|---|---|
| Name of Collaborative Member:               | T. Adofela Thomas   |
| Professional Title of Collaborative Member: | OLOP / Collaborative Director   |
| Address:                                    | 449 15th St Suite 609   |
| City, State, Postal Code:                   | Oakland CA 94612  |
| Phone Number:                               | (510) 682-6413  |
| Signature and Date:                         |  02/06/12 |

|   |   |
|---|---|
| Name of Collaborative Member:               | HILDA ORTIZ   |
| Professional Title of Collaborative Member: | OFFICE MGR  |
| Address:                                    | 8601 MACARTHUR BLVD   |
| City, State, Postal Code:                   | OAKLAND 94605   |
| Phone Number:                               | (510) 839-1446  |
| Signature and Date:                         |  1-6-12 |

|   |   |
|---|---|
| Name of Collaborative Member:               | Debra Cole  |
| Professional Title of Collaborative Member: | 1405th Avenue ASIS  |
| Address:                                    | 5912 Willow St  |
| City, State, Postal Code:                   | Oakland, CA 94605   |
| Phone Number:                               | 510 877-9676  |
| Signature and Date:                         |  02/06/2012 |

|   |  |
|---|--|
| Name of Collaborative Member:               | Antonia Apom   |
| Professional Title of Collaborative Member: | CRISTENMONT STUDENT  |
| Address:                                    | 2515 66 Ave  |
| City, State, Postal Code:                   | OAKLAND CA 94605   |
| Phone Number:                               | 510 798 1268   |
| Signature and Date:                         |  Jan 9, 2012 |

Attach additional sheets, if necessary.



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

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

APPID: 12-04-01-71-ASSETS-259

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|   |                    |
|---|--------------------|
| Name of Collaborative Member:               | Jazmainn Small     |
| Professional Title of Collaborative Member: | Castlemont Student |
| Address:                                    | 4661 Burlwood Ave  |
| City, State, Postal Code:                   | Oakland Ca 94603   |
| Phone Number:                               | (510) 575-5507     |
| Signature and Date:                         | Jazmainn Small     |

|   |                           |
|---|---------------------------|
| Name of Collaborative Member:               | Dominique Plummer         |
| Professional Title of Collaborative Member: | CASTLEMONT student        |
| Address:                                    | 9933 99th AVE court       |
| City, State, Postal Code:                   | Oakland, CA 94602         |
| Phone Number:                               | (510) 485-8893            |
| Signature and Date:                         | Dominique Plummer 11/9/12 |

|   |                     |
|---|---------------------|
| Name of Collaborative Member:               | Lal Dhanavan Wilder |
| Professional Title of Collaborative Member: | CASTLEMONT (CBITS)  |
| Address:                                    | 1789 AUSTON AVE     |
| City, State, Postal Code:                   | Oakland, CA 94621   |
| Phone Number:                               | (510) 401-4999      |
| Signature and Date:                         | 1/9/17 Wilder       |

|   |                   |
|---|-------------------|
| Name of Collaborative Member:               | MARCOZ RODRIGUEZ  |
| Professional Title of Collaborative Member: | CASTLEMONT EOSA   |
| Address:                                    | 4397 81st AVE     |
| City, State, Postal Code:                   | Oakland, CA 94621 |
| Phone Number:                               | (510) 712-8273    |
| Signature and Date:                         | 1/9/12 MARCOZ, RO |

Attach additional sheets, if necessary.

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

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

APPID: 12-04-01-71-ASSET6-259

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|   |                           |
|---|---------------------------|
| Name of Collaborative Member:               | Brianna Flowers           |
| Professional Title of Collaborative Member: | Student                   |
| Address:                                    | 1271 Washington Ave # 419 |
| City, State, Postal Code:                   | San Leandro, Ca, 94577    |
| Phone Number:                               |                           |
| Signature and Date:                         | Brianna Flowers 1/6/12    |

|   |                        |
|---|------------------------|
| Name of Collaborative Member:               | Michael Scott          |
| Professional Title of Collaborative Member: | Principal              |
| Address:                                    | 3601 MacArthur Ave     |
| City, State, Postal Code:                   | Oakland, CA 94605      |
| Phone Number:                               | (510) 879-3010         |
| Signature and Date:                         | Michael Scott 1-6-2012 |

|   |                      |
|---|----------------------|
| Name of Collaborative Member:               | Rubi Valles          |
| Professional Title of Collaborative Member: | Mentor               |
| Address:                                    | 1818 90th Ave        |
| City, State, Postal Code:                   | Oakland, CA          |
| Phone Number:                               | 510-978-2692         |
| Signature and Date:                         | Rubi Valles 1-6-2012 |

|   |                        |
|---|------------------------|
| Name of Collaborative Member:               | Iraca Fuentes          |
| Professional Title of Collaborative Member: | CBIS Secretary         |
| Address:                                    | 3601 MacArthur Blvd    |
| City, State, Postal Code:                   | Oakland, CA 94605      |
| Phone Number:                               | (510) 879-3010         |
| Signature and Date:                         | Iraca Fuentes 1/6/2012 |

Attach additional sheets, if necessary.

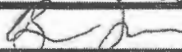
**21st Century Community Learning Centers Program  
Grant Application**


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Representative Sampling (only) of Stakeholders**


APPID: 12-04-01-71-ASSETS-259

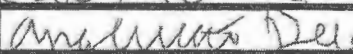
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|   |  |
|---|--|
| Name of Collaborative Member:               | Brandon Turner   |
| Professional Title of Collaborative Member: | (ERC) Case Manager   |
| Address:                                    | 1427 69 <sup>th</sup> ave  |
| City, State, Postal Code:                   | Oakland CA 94605   |
| Phone Number:                               | 510) 637-9864  |
| Signature and Date:                         |  1-6-12 |

|   |   |
|---|---|
| Name of Collaborative Member:               | Olugbala Anintunde  |
| Professional Title of Collaborative Member: | YU Works Program Manager  |
| Address:                                    | 8711 MacArthur Blvd.  |
| City, State, Postal Code:                   | Oakland, CA 94605   |
| Phone Number:                               | 510-777-9909 x 170  |
| Signature and Date:                         |  1-6-12 |

|   |   |
|---|---|
| Name of Collaborative Member:               | Carole Doham-Kelly  |
| Professional Title of Collaborative Member: | Health & Wellness Director  |
| Address:                                    | <del>3545</del> 8711 MacArthur Blvd   |
| City, State, Postal Code:                   | Oakland, CA 94605   |
| Phone Number:                               | 510-777-9909 x 132  |
| Signature and Date:                         |  1/9/12 |

|   |  |
|---|--|
| Name of Collaborative Member:               | Amelica Delgado  |
| Professional Title of Collaborative Member: | HS College Park - Student  |
| Address:                                    | 1267 84th Ave  |
| City, State, Postal Code:                   | OAKLAND CA 94621   |
| Phone Number:                               | 510) 485-6076  |
| Signature and Date:                         |  1.9.12. |

Attach additional sheets, if necessary.


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


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


APPID: 12-04-01-71-ASSETS-259


Every 21st CCLC Program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youths, 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.

|  |   |
|--|---|
| Name of Collaborative Member               | MADIE JACKSON   |
| Professional Title of Collaborative Member | PROBATION SUPERVISOR (ALTAIR COUNTY, CALIFORNIA)  |
| Address                                    | 2500 Fairmont Dr.   |
| City, State, Postal Code                   | San Leandro, Ca.  |
| Phone Number                               | 510-667-4493  |
| Signature and Date                         |  1-5-12 |

|  |   |
|--|---|
| Name of Collaborative Member               | DHS SIMMONS   |
| Professional Title of Collaborative Member | EXECUTIVE DIRECTOR  |
| Address                                    | YOUTH SERVICES - 8TH MACARTHUR  |
| City, State, Postal Code                   | OAKLAND, CA 94605   |
| Phone Number                               | 510-777-9909 1-9-12   |
| Signature and Date                         |  1-9-12 |

|  |  |
|--|--|
| Name of Collaborative Member               | TAYLOR LACER   |
| Professional Title of Collaborative Member | CAREER PATHWAY MANAGER   |
| Address                                    | YOUTH SERVICES - 8TH MACARTHUR   |
| City, State, Postal Code                   | OAKLAND, CA 94605  |
| Phone Number                               | 510-777-9909   |
| Signature and Date                         |  1/09/2012 |

|  |   |
|--|---|
| Name of Collaborative Member               | KRISTINA MARTIN   |
| Professional Title of Collaborative Member | CHIEF OF PROGRAMS   |
| Address                                    | YOUTH SERVICES - 8TH MACARTHUR BLVD   |
| City, State, Postal Code                   | OAKLAND, CA 94605   |
| Phone Number                               | 510-777-9909  |
| Signature and Date                         |  1-9-12 |

Attach additional sheets, if necessary.

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|   |                              |
|---|------------------------------|
| Name of Collaborative Member:               | Bicheya Oden                 |
| Professional Title of Collaborative Member: |                              |
| Address:                                    | 1073 84 <sup>th</sup> Street |
| City, State, Postal Code:                   | Oakland CA, 94621            |
| Phone Number:                               | (510) 759-5393               |
| Signature and Date:                         | B. Oden 1-9-12               |

|   |                         |
|---|-------------------------|
| Name of Collaborative Member:               | Andrea Cortez           |
| Professional Title of Collaborative Member: |                         |
| Address:                                    | 756 Berardo Dr.         |
| City, State, Postal Code:                   | Oakland CA 94603        |
| Phone Number:                               | 510 470 2362            |
| Signature and Date:                         | Andrea Cortez 1/09/2012 |

|   |                            |
|---|----------------------------|
| Name of Collaborative Member:               | Christopher Johnson        |
| Professional Title of Collaborative Member: |                            |
| Address:                                    | 2433 88 <sup>th</sup> Ave  |
| City, State, Postal Code:                   | Oakland CA                 |
| Phone Number:                               | (510) 485-8113             |
| Signature and Date:                         | Christopher Johnson 1/9/12 |

|   |                                |
|---|--------------------------------|
| Name of Collaborative Member:               | Treyvon Coulter                |
| Professional Title of Collaborative Member: | YU member / Castlemont student |
| Address:                                    | 2004 84 <sup>th</sup> Ave.     |
| City, State, Postal Code:                   | Oakland CA 94621               |
| Phone Number:                               | (510) 827-7431                 |
| Signature and Date:                         | Treyvon Coulter 1/9/2012       |

Attach additional sheets, if necessary.

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|   |                          |
|---|--------------------------|
| Name of Collaborative Member:               | Sione Mafi               |
| Professional Title of Collaborative Member: | Culture keeper           |
| Address:                                    | 7738 Ney Ave             |
| City, State, Postal Code:                   | Oakland, Ca, 94605       |
| Phone Number:                               | 510-472-0039             |
| Signature and Date:                         | <i>Sione Mafi</i> 1/9/12 |

|   |                              |
|---|------------------------------|
| Name of Collaborative Member:               | James Alvarado               |
| Professional Title of Collaborative Member: | Castlemont                   |
| Address:                                    | 1515 Halliday Ave.           |
| City, State, Postal Code:                   | Oakland CA. 94605            |
| Phone Number:                               | 510 827-8264                 |
| Signature and Date:                         | <i>James Alvarado</i> 1-9-12 |

|   |                                  |
|---|----------------------------------|
| Name of Collaborative Member:               | Tavares Williams                 |
| Professional Title of Collaborative Member: | Youth Rising Member              |
| Address:                                    | 3047 62nd AVE #D                 |
| City, State, Postal Code:                   | Oakland CA 94605                 |
| Phone Number:                               | (510) 938-7923                   |
| Signature and Date:                         | <i>Tavares Williams</i> 01/09/12 |

|   |                       |
|---|-----------------------|
| Name of Collaborative Member:               | Cestlia Jarama        |
| Professional Title of Collaborative Member: | CBTS Castlemont       |
| Address:                                    | 7615 Bancroft, Com    |
| City, State, Postal Code:                   | Oakland CA. 94605     |
| Phone Number:                               |                       |
| Signature and Date:                         | <i>Cestlia Jarama</i> |

Attach additional sheets, if necessary.

**21st Century Community Learning Centers Program  
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**Award Calculator**

APPID: 12-04-01-71-ASSETS-259

| <b>CDS Code</b> | <b>School Name</b> | <b>School Type</b> | <b>Program Type</b> | <b>Days of Operation</b> | <b>Students Served</b> | <b>Amount Requested</b> |
|-----------------|--------------------|--------------------|---------------------|--------------------------|------------------------|-------------------------|
| 01612590125161  | Castlemont High    | H                  | Family Literacy     | 0                        | 0                      | \$20,000.00             |
| 01612590125161  | Castlemont High    | H                  | Equitable Access    | 0                        | 0                      | \$25,000.00             |
| 01612590125161  | Castlemont High    | H                  | After School Base   | 180                      | 139                    | \$250,000.00            |
|                 |                    |                    |                     |                          |                        | \$295,000.00            |

**21st Century Community Learning Centers Program  
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APPID: 12-04-01-71-ASSETS-259

**CORE Grant Budget**

| Series Description                      | Series Category | Description                                   | Requested Budget    |
|---|-----------------|---|---------------------|
| Certificated Personnel Salaries         | 1000            | Estimated budget for 2012-2013 ASSETS program | \$30,681.16         |
| Classified Personnel Salaries           | 2000            | Estimated budget for 2012-2013 ASSETS program | \$39,514.85         |
| Employee Benefits                       | 3000            | Estimated budget for 2012-2013 ASSETS program | \$11,801.89         |
| Books and Supplies                      | 4000            | Estimated budget for 2012-2013 ASSETS program | \$11,973.06         |
| Services & Other Operating Expenditures | 5000            | Estimated budget for 2012-2013 ASSETS program | \$19,250.00         |
| Subcontracts and Agreements             | 5100            | Estimated budget for 2012-2013 ASSETS program | \$131,118.00        |
| Capital Outlay                          | 6000            | None  | \$0.00              |
| Indirect Costs                          | 7000            |   | \$5,661.04          |
|   |                 | <b>Total Amount Requested</b>                 | <b>\$250,000.00</b> |



### Core Application Narrative

Oakland Unified School District and *Youth Uprising* are jointly submitting this application for Castlemont High. Eight years ago, Castlemont was converted to three small high schools on the same campus: Business & Information Technology (CBIT), East Oakland School of the Arts (EOSA), and Leadership Prep (LP). OUSD has chosen to reunite the campus into one school, under the supervision of our Office of School Transformation, beginning with a 9<sup>th</sup> grade academy in fall 2011. CBIT, EOSA, and LP will close in June 2012 and their students will be absorbed into Castlemont High in 2012-13.

**A. Community Needs Assessment.** To assess the Castlemont community's needs and strengths, we have used the data points in Tables 1 and 2; graduation, "on-track" to graduate, dropout, and "a-g" requirement completion data; 2010 California Healthy Kids Survey (CHKS) and state Physical Fitness Test results; local crime data; OUSD's 2010-11 Accountability Progress Report; youth and family surveys conducted in fall 2011; and the evaluation of our existing ASSETS programs.

OUSD serves resilient, talented youth on the Castlemont campus; employs caring adults who support them to develop and contribute to our schools and communities; and collaborates with capable local agencies to promote youth's success in school, healthy development, and readiness for productive adulthood. However, Castlemont youth are growing up in highly-stressed inner city homes and face multiple severe challenges to navigating their youth safely and successfully.

The Castlemont neighborhood, in East Oakland, is in fact the epicenter of poverty and violence in a city with a 28% childhood poverty rate and the highest crime rates of California's 10 largest cities. In the Castlemont census tract, 43% of households earn under \$30,000. The vast majority of students are from socioeconomically disadvantaged families of color, and 22% are English Learners. Approximately half of the students live with a single parent or in kinship or foster care or other living situation. Low educational attainment is the norm in Castlemont families: 40% of parents/caregivers are not high school graduates and another 36% have not gone beyond high school.<sup>1</sup> Too often parents lack the skills, English literacy, or understanding of the educational system needed to fully support their children's education. Among students surveyed this fall, only 46% said their parents could help with Math or Science classwork and 57% could help with English assignments.

| High School            | Students | Latino | Afr-Amer | Asian/PI | White | FRPM <sup>2</sup> | English Learners |
|------------------------|----------|--------|----------|----------|-------|-------------------|------------------|
| Business & Info Tech   | 284      | 55%    | 33%      | 8%       | 0%    | 81%               | 32%              |
| E. Oak. School of Arts | 235      | 40%    | 56%      | 1%       | 1%    | 87%               | 20%              |
| Leadership Preparatory | 350      | 33%    | 58%      | 5%       | 1%    | 68%               | 16%              |

As shown in Table 2, very few Castlemont students are meeting grade-level academic standards; in Math, this is the case for just 5% of students. Truancy is endemic, and nearly one in four (23%) students are chronically absent, missing at least 10% of school days. Truancy and chronic absence are correlated with lower achievement test scores and higher dropout rates. A full 49% of students in the class of 2009-10 at the Castlemont schools dropped out of school, far higher than OUSD's astronomical 37% dropout rate. Large numbers of students get off track right away; in spring 2011, fewer than half of 9<sup>th</sup> graders at the Castlemont schools had enough credits to be on track to graduate in four years. And while virtually half of students drop out, most graduates are unprepared for college. In

|                      | PI   | API decile | Attendance | Truancy | Below grade level <sup>3</sup> |      | CAHSEE |            |
|----------------------|------|------------|------------|---------|--------------------------------|------|--------|------------|
|                      |      |            |            |         | ELA                            | Math | Passed | Not Passed |
| Business & IT        | Yr 5 | 1          | 93.2%      | 78%     | 83%                            | 99%  | 46%    | 54%        |
| E Oak School of Arts | Yr 5 | 1          | 90.3%      | 54%     | 75%                            | 93%  | 58%    | 42%        |
| Leadership Prep      | Yr 5 | 1          | 89.1%      | 60%     | 82%                            | 97%  | 51%    | 49%        |

<sup>1</sup> Oakland Unified. 2010-11 Accountability Progress Report. CDE Dataquest.

<sup>2</sup> Stands for students who receive Free and Reduced Price Meals – a proxy for socioeconomic disadvantage.

<sup>3</sup> Students scoring below proficient on the 2011 California Standards Tests in English Language Arts and Math.

2011, only 36% of *graduating* students (roughly 20% of *all* Castlemont students who had started high school in 2007) completed the “a-g” requirements for admission to the CSU and UC systems.

CHKS results (Table 3) paint a troubling picture of high-risk behavior linked to poor engagement in school. Very few Castlemont students feel they have ample *opportunities to meaningfully participate in school* or *feel strongly connected to their school*—both key outcomes of a high-quality after-school program. Substance use and gang involvement are rampant, linked to truancy, crime, and dropping out, and in fact putting young people’s lives at risk. Much of Oakland’s crime is gang- and drug-related and being perpetrated by and on youth. In 2009, Oakland had 848 juvenile felony arrests (204.5 per 10,000, compared to 144.8 statewide), and 52.8 per 10,000 juvenile violent arrests (38.4 statewide).<sup>4</sup> The Castlemont census tract has the *highest violent crime rate (27.8 per 1,000 residents) in Alameda County*. From 2005-10, there were 114 murders in and around the neighborhood. The links between poverty and youth gang/criminal activity are evident in the clientele of joint applicant Youth Uprising (YU), based next door to the campus. Of youth served in YU’s arts, mental health, career prep and other programs, 84% live in poverty, 73% are at risk of dropping out or have already done so, 86% have been involved in the criminal justice system, and 46% are both out of school and out of work. Teen parenting is another contributor to high dropout rates. In 2009, the census tract’s teen birth rate of 81.2 per 1,000 was almost double Oakland’s and triple that of the county. Poor physical fitness is also endemic at Castlemont. In 2011, *only one of 89 9<sup>th</sup> graders tested was found to be physically fit, 83% were unfit aerobically and 62% had an unfit body composition* (meaning they were overweight or obese).<sup>5</sup>

Large numbers of Castlemont youth urgently need academic assistance to succeed in school and graduate; enrichment activities (including real-world internships) to better engage them in school, reduce chronic absence, and plan and prepare for life after high school; activities and services to promote their health and reduce risk-taking; and supervised activities to keep them out of danger while promoting positive relationships with their peers and caring adults and other assets.

Since OUSD inaugurated ASSETs programs in 2007, schools, youth, and families rely on them to meet these needs. Principals say the programs are indispensable for fully engaging and supporting high-risk youth. ASSETs participants are more likely to meet OUSD’s 95% school day attendance goal than their peers and less likely to be chronically absent. More frequent participation is correlated with higher likelihood of scoring proficient on CSTs and with English Learners being redesignated as fluent. Survey findings highlight ASSETs’ role in improving students’ study skills and habits; helping students make up class credits; providing enrichment activities they otherwise wouldn’t have access to; making students feel safe after school and more connected to the school, and assisting students to apply for college and financial aid. OUSD sees ASSETs as a crucial opportunity to meet the needs of youth and families at the new Castlemont High. Partnering with YU will enable us to leverage its strong presence in the community and extensive programs and other resources to benefit Castlemont youth and families. Based on our existing programs and student surveys, we expect 139 Castlemont students *to attend ASSETs regularly and participate as shown to the right.*

| Table 3. 11 <sup>th</sup> grade students | CBIT | EOSA |
|--|------|------|
| Current alcohol/drug users               | 38%  | 54%  |
| Took a gun to school in past year        | 6%   | 18%  |
| Took another weapon to school            | 9%   | 17%  |
| Current gang member                      | 11%  | 29%  |
| High meaningful participation            | 8%   | 4%   |
| High school connectedness                | 26%  | 13%  |
| Frequent sad, hopeless feelings          | 43%  | 39%  |

| 139 regular attendees |     | Avg. hours/wk |
|-----------------------|-----|---------------|
| > 3 days/wk           | 70% | 10            |
| 3 days/wk             | 5%  | 6             |
| < 3 days/wk           | 25% | 4             |

<sup>4</sup> Governor’s Office of Gang and Youth Violence Policy. Juvenile Arrests in California, 1999-2009. December 2010.  
<sup>5</sup> CDE. 2010-11 California Physical Fitness Report. These rates are dramatically worse than in OUSD overall, where fitness levels are far below those in the county and state. Compared to the 1% of Castlemont students assessed as physically fit, this is the case for 19% of OUSD 9<sup>th</sup> graders, 41% in Alameda County, and 39% of all 9<sup>th</sup> graders in California.

**B. Program Elements.** OUSD's ASSETs program is designed to strengthen efforts to ensure that all students attend school regularly, graduate from high school, and are ready for college and careers when they graduate. ASSETs is in fact a key vehicle to realize OUSD's new priority on implementing Full Service Community Schools, 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. Programming will be available on the campus and at YU's adjacent facility from the end of the school day until 6:00 pm, on some Saturdays, and in summer. Students will have a selection of academic assistance, enrichment, leadership, and physical fitness activities. Activities will align closely with OUSD's Linked Learning pathways<sup>6</sup> while responding 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 youth, trained peer tutors and mentors, contractors, and volunteers.

**Academic assistance** will help students who are struggling with skills development and staying on track to graduate. *Tutoring, homework support, and targeted intervention classes* will help students do classwork and improve their skills and be aligned with regular school-day projects and career pathway themes. *CAHSEE and ACT/SAT prep courses* will equip students to pass these exams. *Credit recovery classes* will be offered by teachers or web-based (Cyber High) approved to fulfill a-g requirements. For academic assistance, we will recruit students who are behind beginning in 9<sup>th</sup> grade, to prevent them from falling discouragingly far behind. Students will have access to YU's *study hall* and *academic case management support*, which includes tutoring, reviews of school records and transcripts, credit recovery planning, counselor and teacher visits, and broader case management services to identify and mitigate non-academic causes of academic challenges. *College preparation guidance* will include transcript analysis; advising on college options and financial aid, including Cal Grants; college tours; and assistance in completing college and financial aid applications and personal statements. We will encourage and assist students to *enroll in community college classes for dual high school/college credit*.

**Enrichment** activities will attract students due to their relevance and interest to students; integration with Linked Learning pathways and students' career goals; applied, project-based, cooperative learning opportunities; and connections with caring adults. They will motivate attendance during and after school; strengthen students' connection to their school; and support them to graduate and be ready for college and career. **Academic enrichment/career exploration activities** will provide students hands-on opportunities to create concrete products and develop technical skills in fields they are interested in, aligned with pathway fields in Castlemont's regular school day program and specialized YU programs.. They will include Sustainable Urban Design; Culinary Arts (with access to possible employment opportunities at YU's onsite youth-run café); and Performing Arts. Students will use the *Kudor Navigator career software* to assess their skills and interests and explore potential careers. **STEM-related academic enrichment** will incorporate hands-on engagement with concrete materials and support critical thinking, teamwork, and leadership development, in the fields of AV Technician, Sound Engineering, Digital Photography, Video/Film Production, Animation, Computer Science, Web Design, Engineering. **Internships.** *Work-based Linked Learning internships* will partner with Castlemont's career pathway programs and will include 1) pre-placement training in workplace soft skills<sup>7</sup>; 2) a practicum in which students are given leadership roles in the after-school program to practice workplace skills; 3) workplace internships at the school, in YU programs and social enterprises, and with businesses, hospitals and non-profits, culminating with applied learning through a

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<sup>6</sup> 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.

<sup>7</sup> E.g., professionalism, dress code, business language and conduct, effective communication, teamwork.

presentation and academic writing about the experience; 4) mentoring to help students reflect on the experience and connect it to their academic learning. Internships will culminate with applied learning through a presentation and academic writing about the experience. Students will be paid stipends for internship work hours and be required to participate fully in all of these components.

**Health and wellness programming.** Physical activities will include: *men's and women's intramural basketball and soccer teams* (to compete in OUSD's ASSETS league); *fusion dance; performance art; skateboarding; and basketball training and tournaments*. ASSETS staff will be trained to integrate the California After School Physical Activity guidelines into programming, with an emphasis on integrating the eight keys to quality youth development. YU will offer *culinary arts, gardening, and nutrition classes*. Youth groups will focus on *pregnancy/STD prevention*, incorporating *peer education*. Peer educators will conduct *health education* and *anti-smoking campaigns*. *Gender- and culturally/ ethnically-specific groups, Rites of Passage groups* for young men and young women, *queer youth support* and *leadership development* groups, 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 *primary care, mental and reproductive health services* at the YU/Castlemont community health center operated by Children's Hospital Oakland. Students will have access to YU's Health & Wellness programming, including *individual, group, & family counseling, psychoeducation, clinical consultations, case management, medication referrals*, and weekly *alternative health clinic* (includes *acupuncture, nutrition advice, acupressure, chiropractic care, massage therapy and herbal and homeopathic remedies*). *Parent health education* activities will equip parents/guardians to support youth in negotiating difficult terrains, such as drug use, gang participation, health and nutrition, and pregnancy/STD prevention. Health and wellness programming will promote school attendance by addressing health issues (e.g., chronic illnesses, mental health challenges, teen parenting) linked to chronic absenteeism.

All students will receive a free **nutritional snack** each day they attend the program. Snacks will be provided to Castlemont by OUSD Nutrition Services, funded through the NSLP. Students will participate in choosing snacks and serving them to their peers at the start of each program day. Snacks will meet the requirements in Ed Code Section 49431 regarding nutritional content.

**Summer programming** will include *transitions to high school support* for rising 9<sup>th</sup> graders, focusing on academic and study skills, as well as *mentoring by 12<sup>th</sup> grade student leaders* to prepare them for their new school; and *outdoor education, leadership activities, and work-based learning opportunities* through YU's Summer Employment & Credit Recovery Program.

**Family literacy and educational services.** In assessing the need for family literacy services, we want to highlight the low educational attainment in most Castlemont families: 40% of parents are not high school graduates and another 36% have not gone beyond high school. Many parents are hard-pressed to help their children with schoolwork. Approximately one-third of parents are immigrants with limited English proficiency and may not be familiar with the educational system or how to negotiate it on their children's behalf. Nor do most parents have the "college knowledge" to provide the guidance students need to succeed academically and facilitate their pursuing post-secondary education. In our fall 2011 survey, 86% of parents surveyed said they needed workshops on *how to understand school data, talk to teachers at school, and be involved in my child's school*. The majority of respondents also requested workshops about: *how to help their child with homework; graduation and how to help their children prepare for college; how to advocate for my child's needs, and adult education or ESL*. OUSD's Adult & Career Education program has suffered drastic cutbacks, and ASSETS is a crucial resource to address these needs. We will offer workshops on the topics cited, to equip parents to better understand and support their children's education. We will refer parents to the limited GED prep, CBET/ESL, and career training available through OUSD Adult/Career Ed and our partner CBOs. We are also applying for a grant for Family Literacy to augment family literacy and capacity building activities.

**C. Description of Collaboration or Partnerships.** OUSD is jointly submitting this application with Youth Uprising (YU), which will serve as the “lead agency” of the ASSETs program at Castlemont High. YU is a 25,000 square foot state-of-the-art center adjacent to the Castlemont campus, *dedicated to community transformation powered by the leadership of youth*. In 2009, **2,900 youth** participated in YU’s career and education, health and wellness, arts and expression, and civic engagement programs. Survey results found that 74% of youth served reported that YU provided them with consistent guidance and emotional support; 77% developed long-term plans related to career/education; 76% started using non-violent methods to resolve conflicts and disagreements. YU will collaborate with the OUSD After School Program Office (ASPO); the Principal, teachers, and Coordination of Service Team at Castlemont; and with students, parents, and other service providers to implement programming, train staff, and connect youth to needed supports. It will contribute substantial in-kind resources and is committed to helping OUSD sustain ASSETs in the years ahead (please see *MOU*). YU and OUSD will collaborate with other service providers and funders to bring a wide array of services and supports to ASSETs youth and their families. Table 3 is a partial list of these partners.

**Coordination with federal, state, local programs.** OUSD uses USDA monies to provide snacks to ASSETs students; other 21<sup>st</sup> CCLC and ASES grants to support our ASPO infrastructure and professional development for ASSETs staff; and Title 1 funds for summer learning activities for a portion of students needing them.

| Table 3. Castlemont ASSETs – Secondary Partners |   |
|---|---|
| Academic assistance                             | GAP Foundation, Laney College   |
| Enrichment & college/career prep                | Alameda County Social Services Agency, Laney College, ELMA Music Foundation                                 |
| Health & wellness                               | Children’s Hospital Oakland, Upaya Center for Wellness, Familyhood Connection, Bay Area Wilderness Training |

In the past several years, OUSD’s College & Career Readiness Office has developed a system of Linked Learning pathways that connect in- and after-school, school- and work-based, and secondary and post-secondary learning. This initiative leverages district general fund dollars, CDE California Partnership Academy grants, state funding for professional development, a grant from the Irvine Foundation, and resources from the ConnectEd network. We will use ASSETs funds to ensure after-school enrichment and internships articulate with in-school Academies and pathways at Castlemont in order to expand learning opportunities for students and ensure their coherence.

We use grants from the Oakland Fund for Children and Youth for transition activities for rising 9<sup>th</sup> graders and to help fund the evaluation of our ASSETs programs, and the city’s Measure Y (Violence Prevention services) for gang and violence prevention/intervention programs. YU utilizes federal Title 4 funding (accessed via Alameda County Social Services) to support its Summer Youth Employment project, which will be part of ASSETs. Various state and county funding streams support medical and mental health services at the YU/Castlemont health center, including MediCal, County Measure A, and Family PACT, as well as extensive resources from Children’s Hospital Oakland, which operates the health center. YU is also the lead agency for The California Endowment’s Building Healthy Communities initiative in East Oakland, which will bring substantial resources to promote the health, safety, and economic success of Castlemont families in the years ahead.

The Castlemont ASSETs program will also draw on extensive state and local resources to provide relevant professional development for ASSETs staff members, including trainings provided by California School Age Consortium, the CDE Region 4 After School Program Office, Community Network for Youth Development, and the Oakland Community After School Alliance.

**Collaborative process.** Since 2007, OUSD has led a broad-based collaboration to address the needs of Oakland youth and families via ASSETs. OUSD collaborates with experienced CBOs that lead programs at ASSETs sites. Many other agencies provide academic assistance, enrichment, and health and wellness programming. ASSETs representatives are participating in OUSD’s broad-based Full Service Community Schools Implementation Task Force, and ASPO staff and partners are part

of the Oakland Community After School Alliance.<sup>8</sup> At the site level, the key mechanism for collaboration is the integration of extended learning into the Community Schools Site Strategic Plan (CSSSP) and the annual planning process tied to the Plan. Principals work with ASSETS staff to align in- and after-school programming and manage site logistics. Teachers and other school staff refer students to ASSETS; some serve as Academic Liaisons or provide instruction in the program. Coordination of Services Teams (COST) at each high school help to connect the highest-need students to appropriate ASSETS programming and other needed support services including physical and mental health supports; ASSETS Site Coordinators and lead agency staff participate on these multidisciplinary teams. Parents and teachers provide input to inform programming via yearly surveys, and parents contribute as volunteers. Students participate in planning, implementing, and evaluating ASSETS (see below). We collaborate with health care institutions, businesses, non-profits, government agencies, and other OUSD schools to provide work-place internships for students. We work with community colleges to offer enrichment and dual enrollment opportunities and with several agencies (listed above) to provide professional development for ASSETS staff.

**Ongoing communication with school day program.** OUSD utilizes several vehicles in an ongoing, intentional process to align in- and after-school programs, which will be replicated in ASSETS at Castlemont. OUSD's High School ASP Manager meets regularly with school Principals to discuss how ASSETS can support the in-school program and its students, guided by the school's CSSSP. She uses monthly meetings with ASSETS Site Coordinators (SC) and more frequent, informal interactions with them to provide guidance. Each SC is on site full time; meets regularly with the Principal; is part of the school's Instructional and After School Leadership Teams; and participates in staff meetings, in-services, and COSTs. This helps maintain ongoing communication with the in-school program, align programming with the school site plan and the school leader's vision for the school and goals for students, make joint decisions, manage logistics, resolve problems together, and identify students needing assistance and connect them with appropriate supports. Each school assigns one of its credentialed faculty to serve as Academic Liaison (AL) with ASSETS. As instructional leader for the program, the AL communicates 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 pathways; uses student data and teacher recommendations to develop appropriate interventions and organize students into effective learning groups; provides coaching and training for ASSETS staff to build their capacity to deliver high-quality academic supports. Finally, ASSETS staff participate in professional development with career pathway teams of teachers to align academic assistance and enrichment with pathway projects and instructional approaches.

**Commitments to operating program at safe, accessible location.** OUSD and Youth Uprising will operate the ASSETS programs on the Castlemont campus and at the YU Center, which adjoins the campus. Since students who participate in the program will be Castlemont students, the program sites will be accessible to them. The program will have access to classrooms, multipurpose rooms, the library, an office/parent room, and playing fields at Castlemont, computer labs at Castlemont and YU, and YU's state-of-the-art sports and recreation area<sup>9</sup> and its school-linked health center. In our ASSETS evaluations, students consistently say they feel safer in the program than at other places during the day.<sup>10</sup> Please see "E" regarding measures to ensure students' safety.

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<sup>8</sup> 20+ organizations that provide youth services and advocate for funding and policies on behalf of Oakland youth.

<sup>9</sup> Includes a 900 square foot dance studio, a regulation sized basketball court, and the first skate park in Oakland.

<sup>10</sup> When surveyed in spring 2011, higher percentages of ASSETS participants said they felt safer in their after-school program (89%) than during school (87%), or going home (75%), or in their home neighborhoods (71%). Similarly, 94% of parents/caregivers said they consider the after-school program to be a safe place for their children; 63% indicated that because their child is in an after-school program, they worry less about them during the after-school hours.

**D. Youth Involvement and Leadership.** OUSD sees ASSETS as a great vehicle for youth leadership, offering opportunities typically unavailable to students during the school day. Rather than simply providing services to students, our lead agencies and partners engage youth in shaping the program in many ways. This helps us attract 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. Equipping and engaging youth as leaders in transforming their lives and their community is also at the core of YU's mission.

**Involvement of high school students in program design.** To help plan the design of the ASSETS program at Castlemont, we conducted youth surveys in November 2011. Youth ranked these activities as of highest interest to them: sports, cooking, homework assistance, performing arts, multimedia projects, internships, SAT prep classes, academic tutoring, job skills training, transcript review and help with high school graduation requirements, and youth leadership opportunities. We have incorporated all these activity preferences into our program design, as detailed earlier. In addition, high school students that participate on YU's Leadership Council are engaged on an ongoing basis in conducting surveys and leading focus groups in order to evaluate and inform the existing YU programs that will be incorporated into the Castlemont ASSETS program.

**Plan for ongoing meaningful youth involvement.** Castlemont youth will have ongoing opportunities – through yearly surveys, focus groups, and leadership teams – to participate in planning and improving ASSETS at their school. We plan to implement at Castlemont the approach used by other ASSETS lead agencies at other OUSD schools (specifically, East Bay Asian Youth Center at Oakland High and Alternatives in Action at Life Academy), where a youth leadership team helps plan and run ASSETS programming, in collaboration with the YU Leadership Council. Youth interested in joining the leadership team will be required to submit an application and be endorsed by their peers. They will be expected to fully participate in a summer leadership training program, in which they plan the ASSETS program for the coming year, including selecting a community project to undertake they will lead. To remain active on the leadership team, they will be expected to maintain good school attendance, positive relationships with their peers, and at least a 2.5 GPA.

Youth will help manage the program at Castlemont and contribute to learning opportunities. They will distribute snacks and help take attendance. Some will have on-site internships and thereby help ensure the program runs smoothly. Students will take part in interviewing and approving activity providers. They will be trained and deployed as peer tutors, peer health educators, and college advisors; some will tutor in elementary and middle school programs at nearby schools, or as mentors in transition programs for rising 9<sup>th</sup> graders. Youth will lead warm-ups prior to physical activities, co-coach athletics teams, and choreograph dance performances. They will plan and lead school events and community service projects.

Each year, youth will be surveyed to help evaluate the impact of the ASSETS program's learning activities on variables such as their academic skills and success, connections to their peers, adults, and school, self-confidence, and peaceful conflict resolution. Findings will inform the evaluator's recommendations and guide strategies for program improvement.

**Opportunities for relationship building between youth and adults.** Youth in Castlemont ASSETS will build relationships with caring adult staff and volunteers while being tutored and engaging in enrichment activities. They will have ongoing interaction with and mentoring from adult role models as part of internships, gang- and pregnancy-prevention activities, and young men's and women's Rites of Passage programs. They will work side-by-side with adults to run programs; provide tutoring, advising, and mentoring; design performances; coach teams; and undertake community service projects. All of these opportunities will promote positive youth-adult connections.

**E. Program Administration.** OUSD's Afterschool Programs Office (ASPO), part of our Family, Schools, & Community Partnerships Office, oversees out-of-school-time programs at 83 schools. ASPO staff include a District Afterschool Coordinator and Program Managers. ASPO has developed program design guidelines and a comprehensive program of professional development and technical assistance for ASSETs site staff. We collaborate with other OUSD departments and community partners to maximize resources for the programs and promote positive outcomes. We have built an infrastructure for program oversight, evaluation, and reporting. Like other CBOs OUSD contracts as ASSETs lead agencies, Youth Uprising (lead for Castlemont) has extensive experience leading youth development programs and managerial, professional development, and programmatic resources. Working with the ASPO, school leadership, and peer ASSETs lead agencies, YU will be responsible for program staffing, budgeting, managing daily operations, engaging youth as participants and in planning and implementing activities, and data collection and compliance requirements.

**Informing the community.** We will use various vehicles to keep youth, parents, and the school community informed about ASSETs. The SC will work with the Castlemont Principal and YU staff to publicize the program and engage students and parents. School newsletters and other communications, translated into major languages used by OUSD families, inform families about ASSETs. COSTs and school staff refer students to the program. ASSETs participants become program ambassadors and make presentations about it in leadership classes, clubs, assemblies, and informal settings. Program performances, art displays and other work are school-wide events that help attract participants. Lead agencies publicize the program through their outreach. Program evaluation results are shared annually with the OUSD Board and Oakland City Council and posted on OUSD's and OFCY's websites. YU and will publicize the program through its outreach.

**Safe environment.** To make ASSETs safe physically and emotionally, all staff, providers, and volunteers will be fingerprinted and cleared through the Dept. of Justice and oriented by the SC before working with students. Key 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 to integrate a social and emotional learning curriculum and bullying prevention into programming. Conflict mediation training, peer mediators, and Boys and Girls groups will be vehicles to promote student dialogue and to promote a sense of community, healthy communication, and non-violence among youth. In addition, the program will include a School Security Officer (SSO). SSO and custodial staff are on-hand to monitor access to the campus and the YU center and lockdown and secure the facilities. ASSETs, security, and custodial staff will use walkie talkies as a communication system and a means to alert each other and facilitate measures to keep students safe in case of an emergency at the program sites or in the neighborhood. We also partner with OUSD Police Services to ensure after school safety and strengthen communication systems when a violent incident occurs in neighborhoods surrounding the school campuses. Finally, OUSD Health Services provides school nursing support to ASSETs 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, evaluation results and recommendations, and the Youth Program Quality Assessment tool to identify relevant professional development topics and help sites generate Quality Action Plans. The ASPO convenes a 3-day training institute each August for SCs and agency directors to review policies and procedures and provide training on youth development quality standards. The ASP Manager convenes the SCs monthly for professional development and peer learning sessions.<sup>11</sup> Training providers include the Alameda

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<sup>11</sup> 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.



County Office of Education (Region 4 training/TA provider), CALSAC, Oakland Community After School Alliance, and others. SCs and Academic Liaisons collaborate to do regular observations and assessments of youth development staffers' organization, planning, and delivery of activities, identify areas for staff development, and deliver coaching and training.<sup>12</sup> Additionally, youth development staff will be trained in integrating a restorative justice framework into ASSETS and college advising. YU will provide other training for staff and volunteers they recruit for ASSETS that address agency policies, procedures, legal requirements, best practices, and other skill sets relevant to their work.

**Program staffing.** OUSD's ASP Manager supports ASSETS programs as detailed above. At Castlemont, a *Site Coordinator*, hired by YU, will manage daily operations, supervise staff and volunteers, coordinate with other service providers, interface with school staff, participate on the COST, and communicate with parents. The SC will be required to have a B.A. in a field related to youth development or education, experience managing youth programs, and preferably bilingual. The Principal will assign a certificated faculty member to serve as *Academic Liaison*. The AL will help align ASSETS' academic assistance and enrichment components with standards, school goals, Linked Learning programs, and students' learning needs; coach and train ASSETS staff; and liaise with school staff. Academic assistance and enrichment activities will be led by *teachers, youth development workers* employed by YU, and contractors. All staff supervising students must meet OUSD's minimum requirements for instructional aides. Both OUSD and YU prioritize recruiting staff who are ethnically and cultural diverse, bilingual, representative of the students/families they serve, and with skills to connect with high-risk youth. To promote retention, OUSD and YU offer professional growth through training and career ladders with increased responsibility and rewards.

**Equitable access.** As students will attend ASSETS on the Castlemont campus and at YU's adjoining Center, 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 English Learners. ASPO partners with OUSD's Transitional Students and Families unit to outreach to newcomer, refugee, and asylee families and ensure they receive supports to overcome language and cultural barriers to participation. ASPO is working with OUSD's Behavioral Health Unit to integrate a behavioral Response to Intervention model into ASSETS so tiered levels of social/emotional support are available to students and to mitigate mental health-related barriers to participation. We are also applying for Equitable Access grants in order to accelerate this integration and remove other potential barriers.

**Plan to attract students needing support.** Twice a year, OUSD provides our ASPO "early warning lists" of students who are at high risk of dropping out or other poor outcomes based on factors such as chronic absence, failing grades, and getting behind in credits. The SC will work with the Castlemont staff and COST to connect such students to appropriate ASSETS supports. In line with OUSD's focus on attendance, we will prioritize recruiting students whose attendance falls below 95%. The SC will also work with the school to inform youth/families of academic and other supports available through ASSETS and at YU, such as when families register for school, at back-to-school night, via newsletters and email listservs, and parent-teacher conferences. Also, we will require youth who want to be on Castlemont's athletic teams (many of whom need support) to participate in ASSETS tutoring and homework assistance, which we schedule before sports practice.

**Access to computers/technology.** Students will use school and YU computer labs for credit recovery, CAHSEE prep, and enrichment in areas such as digital arts, digital recording, web design, and animation. They will have access to online credit recovery classes, Kudor career exploration software, and technology for animation, sound engineering, and video production activities.

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<sup>12</sup> 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.

**F. Sustainability Plan.** ASSETS funding will leverage considerable federal, state, and local resources (as summarized earlier) and time commitments by volunteers. During the grant period, OUSD's Family, Schools, & Community Partnerships Office, the Castlemont Principal, and Youth Uprising will seek resources to support the program beyond the 2012-2017 21<sup>st</sup> Century CLC cycle.

**Sustaining program beyond funding period.** As our Letter of Agreement details, *OUSD* will contribute at least **\$359,591/year in matching resources** to help implement Castlemont ASSETS. These resources derive from district General Funds; state funding for after-school programs and professional development; USDA (for snacks); Title 1 (summer learning); state and foundation funding for Linked Learning; and county and state funding streams (e.g., MediCal, County Measure A, Family PACT) for health services ASSETS will leverage. Maximizing these funding streams and coordinating the services they support is part of our long-term sustainability strategy for ASSETS.

OUSD's 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 Oakland Fund for Children & Youth (OFCY) in its strategy areas of Out-of-School-Time, Older Youth, Summer, and Wellness & Healthy Transitions. ASSETS also leverages Oakland's Measure Y (Violence Prevention and Public Safety Act of 2004) to incorporate gang and violence prevention/intervention programs at several ASSETS sites. These city funding programs are expected to continue and are viable sources for sustaining and expanding components of ASSETS. In addition, in 2010, the ASPO and our partners in the Oakland Community After School Alliance launched the Oakland After School Sustainability Initiative to strategize on resource development and cost-sharing and to advocate for funding to sustain out-of-school-time programs.

OUSD's vision for Full Service Community Schools (FSCS) also offers opportunities to increase the sustainability of ASSETS at Castlemont. The innovative nature of 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 21<sup>st</sup> Century skills (e.g., social, cross cultural skills; leadership, responsibility, initiative). In addition, as a FSCS district, OUSD is working toward greater integration between departments in order to maximize benefits for students while controlling costs.

OUSD and OFCY jointly invest \$115,000 yearly in an independent evaluation of our out-of-school-time programs. By documenting and publicizing their positive outcomes, we build a strong case for local stakeholders and other potential funders to help sustain and expand ASSETS.

**Partner contributions.** The included MOU details the vast resources (valued at **\$2,415,860**) **Youth Uprising** will bring to the ASSETS program each year, including: \$75,000 in leadership and administrative support time; \$1.5 million in health services (contributed by Children's Hospital Oakland) at the YU/ Castlemont Health Center; \$130,000 in services provided by on-site therapists; \$147,860 in alternative health services (provided by Upaya Center for Wellbeing); \$200,000 in media arts programming and facilities; \$300,000 in Career & Education programming (including \$100,000 from the Gap Foundation as well as \$42,230 in Title 4 support from Alameda County Social Services Agency for YU's Summer Youth Employment Program); \$37,000 in time contributed by YU's Youth Leadership Council and its Media & Outreach teams; and \$26,000 in AmeriCorps members time to lead youth development activities. YU has an exemplary track record in obtaining public and private funding to support and expand its services and is committed to assisting OUSD to sustain Castlemont ASSETS after the 2012-2017 funding period. In addition, each year, the ASSETS grant will also leverage **\$5,500** for after-school gardening from *Family Connection* and **\$25,000** for outdoor education from *Bay Area Wilderness Training*, as detailed in the Letters of Agreement included in this application.

**G. Capacity for Effective Evaluation.** OUSD evaluates our out-of-school-time (OST) programs in collaboration with Oakland Fund for Children & Youth and an independent evaluator, Public Profit. Our evaluation team includes staff from the evaluator and our ASPO. We coordinate data collection with our lead agency SCs and Directors and OUSD’s Research, Assessment, and Data office.

To guide the evaluation of these programs, our evaluation team developed a Theory of Action based on literature that emphasizes the links between regular participation, high quality programming, and positive student outcomes,<sup>13</sup> as depicted below. We hypothesize that students who participate regularly in high quality programs demonstrate the greatest improvements in key outcomes, including school engagement, social skills development, and academic skills and academic behaviors.



We collect data for our local program evaluation and to meet CDE evaluation data requirements for 21<sup>st</sup> Century and ASES grantees, guided by four evaluation questions: What progress have Oakland OST programs made toward target enrollment and daily attendance rates? In what ways are Oakland OST programs providing high quality services? What changes in behavior, attitude, and skills are observed among OST participants (i.e., direct outcomes)? What changes in academic performance are observed among OST participants (i.e., contributory outcomes)? We should note that Since 2010-11, OUSD uses the Youth Program Quality Assessment to drive OST program evaluation, site-based continuous program improvement efforts, and professional development. The YPQA, a nationally tested, research-based observation tool, sets a high standard for program quality based on research-based 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 required evaluation data to the CDE is as follows. SCs are responsible for documenting programming, enrollment, and attendance. At each site, staff enroll youth into ASSETS and record daily participation in specific activities using pre-set rosters in the City-Span data system, 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 STAR, CELDT, and CAHSEE assessments, class grades, course credits, graduation, a-g completion), correlate degree of participation (dosage) with particular outcomes, and compare participants’ performance on these indicators with non-participants. Staff also complete menus documenting activities, activity type and focus, and staffing. The evaluator will conduct these analyses and complete required CDE and federal 21<sup>st</sup> Century CCLC reports within the mandated time frames.

**Program effectiveness and use of data.** Our local evaluation, in addition to looking at CDE-required attendance and performance indicators, will include a broader analysis of program structure, quality, and effectiveness as reflected in student outcomes and assessments from multiple stakeholders. The table details the data sources/indicators used and their purpose in the evaluation.

<sup>13</sup> 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.

| Indicator   | Administration   | Used in Evaluation to...  |
|---|--|---|
| CitySpan – Enrollment and attendance records                    | Staff enroll youth into ASP using pre-set rosters linked to OUSD student data system and record daily participation in activities.                     | 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 <sup>st</sup> CCLC federal reporting.  |
| External Site Visit, utilizing Youth Program Quality Assessment | Evaluation Team and ASPO interview Site Coordinator, conduct on-site observation of activities, and conduct follow-up interviews and surveys of staff. | Determine and summarize the degree to which after-school programs are providing high-quality service  |
| Site Self-Assessment  | Site Coordinators complete YPQA self-assessment in fall in preparation for OUSD-led coaching visit.  | Provide site-level perspectives on policies and procedures that contribute to high quality youth development practices but are not observable during most site visits.  |
| Youth, parent/caregiver, teacher and principal surveys          | Prepared by Evaluation Team, distributed by Site Coordinators. Conducted in May.   | Explore youth and parent opinions about program quality (safety, relationships, engagement) and benefits (changes in social skills, connections with others, building new skills, exposure to new experiences, and benefits for families); and 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 redesignation), academic improvement (CST ELA and Math performance, ELA and Math course grades); CAHSEE pass rates, course credits earned, high school graduation, a-g completion  |

**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-based 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 ASP office 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. Venues for sharing and discussing interim and year-end findings and recommendations, and for planning data-driven program improvements, will include yearly summer training institutes and Evaluation orientation meetings, monthly SC meetings, and staff trainings convened by the ASPO focused on particular aspects of program quality. At each school, the quality review team (including staff, parents, and community members) will review evaluation findings and use them to inform updates in the Community School Site Specific Plan.

**Awareness of Results.** OUSD and OFCY will share the *Annual Findings Report* with all ASSET’s schools, program partners, and the larger community by posting it on our websites and presenting findings at School Board and OFCY meetings. Because OFCY derives its funding from the City of Oakland, we share the joint annual evaluation with the City Council, which reviews and approves the report at one of its meetings. At Castlemont, findings will be shared with the Site Council, quality review team, and parent groups, all important avenues for stakeholder awareness and input. Findings will be highlighted in school bulletin boards, newsletters and other communications.

**H. Per Student Cost Justification**

N/A: The 21<sup>st</sup> Century ASSETS grant for the Castlemont program does not exceed \$10 per student per day.

**I. Competitive Preference Priorities**

This application may meet the criteria for priority funding under category 1. In fall 2012, three small high schools on the Castlemont campus that are all in Program Improvement status will be merged into Castlemont High. The proposed ASSETS program will primarily serve students who would have attended those schools. OUSD (the LEAS) is jointly submitting this application with Youth Uprising (a CBO). In fall 2012, Castlemont High will consolidate three current small high schools on campus that are all in Program Improvement status.

## Core Budget Narrative

### 1000 Certificated Personnel

**Academic Liaison**— 1 Academic Liaison with extended contract for 133 hours of service at a rate of \$30.12/hr = **\$4,006**

**Extended contracts for Credit recovery (English and Algebra)**— 2 credit recovery teachers; each extended contract is for 216 hours of service at rate of \$23.16/hr = **\$10,005**

**Extended contracts for CAHSEE prep, academic support, enrichment**— 2 teachers with extended contract for 144 hrs of service x \$23.16 rate = **\$6,670**

**Internship Teacher**— 1 Internship teacher (0.20 FTE) x \$50,000 annual salary = **\$10,000**

### 2000 Classified Personnel

**School Safety Officer**— 1 SSO x 3 hrs/day x 180 days x \$18 extra time rate = **\$9,720**

**Custodian**— 1 custodian x 2 hrs/day x 180 days x \$20 average extra time rate = **\$7,200**

**ASPO Program Manager**— Supports and monitors site, trains and convenes staff in after school professional learning communities, liaises with partners. 0.20FTE x \$88,951 annual salary = **\$17,790**

**ASPO Coordinator**— Liaises with district, lead agency partner, evaluator, funders; reports to grantor; identifies resources to sustain programs 0.05FTE x \$96,093 annual salary = **\$4,805**

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

**Benefits for salaried Certificated Personnel at 36%**— **\$3,600**

**Benefits for Certificated Extended Time at 14%**— **\$2,895**

**Benefits for salaried Classified personnel at 41%**— **\$9,264**

**Benefits for Classified Overtime personnel at 15%**— **\$2,538**

### 4000 Books and Supplies

**Office supplies**— Pens, paper, printer cartridges, scissors, tape = **\$750**

**Software**— Computer and instructional software = **\$500**

**Hardware**— Walkie Talkies, equipment for music production, video production, and digital photography classes = **\$1,500**

**Sports supplies**— Balls, bats, goals, gloves, racquets, weights = **\$400**

**Duplication and printing**— Copying handouts, program materials, fliers = **\$750**

**Books**— Educational enrichment and test preparation = **\$500**

**Curriculum/textbooks**— Materials to augment credit recovery and CAHSEE prep classes = **\$500**

**Art supplies**— Paint, brushes, markers, paper, costumes, props = **\$600**

**Food Supplies**— For culinary arts classes = **\$486**

### 5000 Services and Other Operating

**Training and conferences**— Region 4 Bridging the Bay conference (\$50 x 2 participants); BOOST conference (conference fee, travel, lodging, per diem for 2 for \$1000 each); Building Intentional Communities training (\$250 x 2 participants) = **\$2,600**

**Transportation**— Bus Passes for participants. \$5.00/pass x 500 passes = **\$2,500**

**Student stipends: peer tutors**— 8 students will serve as peer tutors at each site, in coordination with youth leadership training, and will receive a \$400 stipend = **\$3,200**

**Student stipends: internships**— 22 students will participate in workplace internships aligned with Career Pathways and in coordination with job skills and youth leadership training; Each student will receive a \$400 stipend for their internship = **\$8,800**

**Evaluation**— Participation of 1 site in OUSD annual evaluation project with Public Profit, including Youth Program Quality Assessment evaluation tool and training = **\$900**  
**Cityspan Licensing costs**— 1 site x \$350 licensing/sitefor Cityspan online attendance system = **\$350**  
**Field trips/entrance fees/incentives**— 2 field trips x \$450/trip = **\$900**

#### **5100 Subcontracts and Agreements**

***OUSD will subcontract with a Lead Agency (Youth Uprising) to lead the program at Castlemont. Youth Uprising will require the following personnel and indirect costs:***

**Training, Coaching, and PD by Lead Agency Director**— to provide on-site staff development and coaching of site coordinator and direct service staff. 0.10FTE x 1 Agency trainer x \$55,000 annual salary, plus benefits @ 25% = **\$6,875**

**Contracted Program/Site Coordinator**— \$50,000 salary for 1.00 FTE site coordinator, plus benefits @ 25%. = **\$62,500**

**TutorsAcademic Mentor**— 1 Tutor/Mentor x \$22/hr x 15 hrs/wk x 36 wks, plus benefits @ 25% = **\$14,850**

**Sports and Recreation Coordinator**— 1 staff x \$20/hr x 15 hrs/wk x 36 wks, plus benefits @ 25% = **\$13,500**

**Arts and Enrichment Activity instructor**— 1 Enrichment leader x \$20/hr x 15 hrs/wk x 36 wks, plus benefits @ 25% = **\$13,500**

**Internship and Career Specialist**— 1 specialist x \$22/hr x 15 hrs/wk x 36 wks, plus benefits @ 25% = **\$14,850**

**Lead agency administrative costs**— 4% of total lead agency contract = **\$5,043**

**7000 Indirect Costs** 5.00% x Direct Costs (**\$244,339**) less Subcontracts (**\$131,118**) = **\$5,661**

**Total Costs—\$250,000**

**Collaborative partner contributions.** As detailed in the Letters of Agreement and Memorandum of Understanding included in this proposal:

***OUSD*** will contribute at least ***\$359,591/year in matching resources*** to help implement ASSETS. These resources derive from district General Funds and state funding for after-school programs and professional development (program management infrastructure and evaluation); USDA funding (for snacks); Title 1 (summer learning); state and foundation funding for Linked Learning; and county and state funding streams (e.g., MediCal, County Measure A, Family PACT) for health services ASSETS will leverage.

***Site lead Youth Uprising*** will contribute resources valued at \$2,415,860 to the ASSET's program each year, including: \$75,000 in leadership and administrative support time; \$1.5 million in health services (contributed by Children's Hospital Oakland); \$130,000 in services provided by on-site therapists; \$147,860 in alternative health services (provided by Upaya Center for Wellbeing); \$200,000 in media arts programming and facilities; \$300,000 in Career & Education programming (including \$100,000 from the Gap Foundation as well as \$42,230 in Title 4 support from Alameda County Social Services Agency for YU's Summer Youth Employment Program); \$37,000 in time contributed by YU's Youth Leadership Council and its Media & Outreach teams; and \$26,000 in AmeriCorps members time to lead youth development activities. In addition, each year, the ASSET's grant will also leverage ***\$5,500*** for after-school gardening from ***Family Connection*** and ***\$25,000*** for outdoor education from ***Bay Area Wilderness Training***, as detailed in the Letters of Agreement included in this application.

## Statement Regarding Consultation with Private Schools

Oakland Unified School District (OUSD) is applying to the California Department of Education for 21<sup>st</sup> Century After School and Enrichment for Teens (ASSETS) funding for programs at 12 OUSD high schools. We are submitting one application for 11 high schools in Program Improvement status and another application for Castlemont High School. The latter is a new school that will absorb students from three existing schools located on its campus that are closing after the current school year.

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 November 9, 2011, 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 an ASSETS grant applications; to describe the purpose of the ASSETS program; 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. (Upon request, OUSD will provide this memorandum and a list of the schools consulted to which we sent it.)

In our letter, we requested that Oakland private schools that were interested in exploring whether we could collaborate through the 21<sup>st</sup> Century grant program to provide after-school services to their students should contact the OUSD After School Programs Office at (510) 568-1033 by Wednesday, November 23, 2011, so that we can 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 several private schools contacted us with questions about the OUSD 21<sup>st</sup> Century application. Only one of them, the Principal of Cornerstone Christian Academy, expressed interest in collaborating with us to provide after-school activities for their small school of students. After discussing our intensive program model and enrollment priorities and informing us that their students are already participating in after-school activities in partnership with a local recreation center as well as Boys and Girls Club, the Principal determined that it didn't make sense to integrate the school's students into OUSD's programs.

Because no other private schools in Oakland have pursued our offer to consult with us regarding our 21<sup>st</sup> Century ASSETS applications, we do not foresee integrating private school youth into our ASSETS programs.



## Attachments

|  |     |
|--|-----|
| Demographics of Students at Targeted Schools ..... | A-1 |
| Sample Program Schedules.....                      | A-2 |

### Memoranda of Understanding

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| Oakland Unified School District ..... | A-5 |
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### Letters of Agreement

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| Oakland Unified School District .....                      | A-12 |
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| Bay Area Wilderness Training .....                         | A-21 |
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## Attachment 1

### Demographics of Students at Targeted Schools

| School  | Students | Latino | African American | Asian | White | Pacific Islander or Filipino | Other or Not Reported | English Learners |
|---|----------|--------|------------------|-------|-------|------------------------------|-----------------------|------------------|
| 1. Life Academy                               | 272      | 79%    | 10%              | 6%    | 1%    | 1%                           | 3%                    | 28%              |
| 2. Oakland High                               | 1,777    | 18%    | 32%              | 44%   | 1%    | 2%                           | 3%                    | 17%              |
| 3. Oakland Technical                          | 1,828    | 19%    | 41%              | 19%   | 16%   | 2%                           | 3%                    | 10%              |
| 4. Skyline High                               | 1,900    | 28%    | 35%              | 20%   | 10%   | 4%                           | 3%                    | 10%              |
| 5. College Preparatory & Architecture Academy | 338      | 60%    | 20%              | 12%   | 2%    | 4%                           | 2%                    | 36%              |
| 6. Metwest High                               | 151      | 52%    | 36%              | 2%    | 6%    | 1%                           | 3%                    | 14%              |
| 7. Oakland International High                 | 287      | 48%    | 4%               | 33%   | 3%    | 0%                           | 12%                   | 97%              |
| 8. Ralph J. Bunche High                       | 245      | 24%    | 69%              | 4%    | 0%    | 2%                           | 1%                    | 15%              |
| 9. Rudsdale Continuation                      | 153      | 37%    | 61%              | 0%    | 0%    | 1%                           | 11%                   | 24%              |
| 10. Street Academy                            | 122      | 43%    | 40%              | 3%    | 0%    | 0%                           | 14%                   | 13%              |
| 11. Dewey Academy                             | 273      | 33%    | 50%              | 11%   | 0%    | 1%                           | 5%                    | 18%              |

## Far West Rising After School Program Schedule 2011/2012

| Monday   | Tuesday  | Thursday   | Friday   | Wednesday   |
|--|--|--|--|---|
| 7:30-8:30am Cyber High   | 7:30-8:30am Cyber High   | 7:30-8:30am Cyber High   | 7:30-8:30am Cyber High   | 7:30-8:30am Cyber High  |
| 2:49-3:34pm<br>Test Prep Hour (CAHSEE,<br>SAT, CST)  | 2:49-3:34pm<br>Test Prep Hour (CAHSEE,<br>SAT, CST)                          | 2:49-3:34pm<br>Test Prep Hour (CAHSEE,<br>SAT, CST)                          | 2:49-3:34pm<br>Test Prep Hour (CAHSEE,<br>SAT, CST)                          | 2:49-3:34pm<br>Test Prep Hour (CAHSEE,<br>SAT, CST)   |
| 2:49-3:34pm Advisory<br>Academic Support   | 2:49-3:34pm Advisory<br>Academic Support                                     | 2:49-3:34pm<br>Academic Support  | 2:49-3:34pm Advisory<br>Academic Support                                     | 12:09-1:09pm<br>Advisory  |
|  |  |  |  | 1:09-2:09 Academic<br>Support / Math - English  |
| 3:34-3:50pm<br>Snack (cafeteria)<br><br>Start of<br>Far West Rising Programs                       | 3:34-3:50pm<br>Snack (cafeteria)<br><br>Start of<br>Far West Rising Programs | 3:34-3:50pm<br>Snack (cafeteria)<br><br>Start of<br>Far West Rising Programs | 3:34-3:50pm<br>Snack (cafeteria)<br><br>Start of<br>Far West Rising Programs | 1:30-3:30pm<br>(Fashion Students only)<br>Portable 1<br>Instructor: Ms. Johnson                         |
| 3:50-5:20pm<br>Math Intervention<br>Library  | 3:50-5:20pm Cooking<br>Rm.15<br>Instructor: Ms. Hectric                      | 3:50-5:20pm Cooking<br>Rm.15<br>Instructor: Ms. Hectric                      | 3:50-5:20pm Yearbook<br>Rm. 11<br>Instructor: Ms. Tonia                      | 2:00-4:30 Boating<br>2:00 Pick-Up (Clifton St.)<br>2:30-4:00 Instruction<br>4:30 Drop-off (Clifton St.) |
| 3:50-5:20pm<br>Basketball (B)<br>COURTYARD<br>Instructor: Coach Dright                             | 3:50-5:20pm<br>Basketball (B)<br>COURTYARD<br>Instructor: Coach Dright       | 3:50-5:20pm<br>Basketball (G)<br>COURTYARD<br>Instructor: Coach Dright       | 3:50-5:20pm<br>Basketball (B)<br>COURTYARD<br>Instructor: Coach Dright       |   |
| 3:50-5:20pm<br>Internship Class Peer<br>Mentors / Laney<br>Rm. Library<br>Instructor: Ms. Hardaway | 3:50-5:20pm<br>Fashion<br>Portable 1<br>Instructor: Ms. Johnson              | 3:50-5:20pm<br>Fashion<br>Portable 1<br>Instructor: Ms. Johnson              | 3:50-5:20pm<br>Dance<br>Cafeteria  | 2:00-3:30pm<br>Peer Mentors/Laney<br>Instructor<br>Rm. Library<br>Instructor: Ms. Hardaway              |
| 3:50-5:50pm B.E.A.T.S<br>Rm. 6/Computer Lab<br>Instructor: Mr. Abram<br>(no credits for beats)     | 3:50-5:20 Drivers Ed<br>Computer Lab   | 3:50-5:20 Drivers Ed<br>Computer Lab   | 3:50-5:20pm<br>Chorus<br>Cafeteria   | 2:45-3:00pm Snack<br>Rm. Cafeteria  |
|  |  |  |  | 2:00-3:30pm Basketball (B)<br>COURTYARD   |



**Oakland High School**  
**EBAYC Collaborative 2011 - 2012**  
**After School Programs**  
 Weekly Schedule

| MONDAY                                 | TUESDAY  | WEDNESDAY   | THURSDAY                               | FRIDAY  |
|--|--|---|--|---|
| Drop in Tutoring<br>3:30 – 5:00        | Drop in Tutoring<br>3:30 – 5:00                                | Drop in Tutoring<br>1:30 – 3:30   | Drop in Tutoring<br>3:30 – 5:00        | Drop in Tutoring<br>3:30 – 5:00                                 |
| Algebra Credit Recovery<br>3:30 – 5:00 | Algebra Credit Recovery<br>3:30 – 5:00                         | Algebra Credit Recovery<br>1:30 – 3:00  | Algebra Credit Recovery<br>3:30 – 5:00 | Algebra Credit Recovery<br>3:30 – 5:00                          |
| CAHSEE Prep<br>Library<br>3:30 – 4:30  | CAHSEE Prep<br>Library<br>3:30 – 4:30                          |   | CAHSEE Prep<br>Library<br>3:30 – 4:30  |   |
| Sport Study Hall<br>3:30 – 4:30        | Sport Study Hall<br>3:30 – 4:30                                | Sport Study Hall<br>3:30 – 4:30   | Sport Study Hall<br>3:30 – 4:30        |   |
|  | Music Club<br>Room 303<br>3:30 – 5:00                          |   | Music Club<br>Room 303<br>3:30 – 5:00  |   |
|  | 5 <sup>th</sup> Element Hip Hop<br>Dance Studio<br>3:30 – 5:00 |   |  | 5 <sup>th</sup> Element Hip Hop<br>Lower Theater<br>3:30 – 5:00 |
| Internships<br>4:00 – 6:00             | Internships<br>4:00 – 6:00                                     | Internships<br>2:00 – 4:00  | Internships<br>4:00 – 6:00             | Internship<br>4:00 – 6:00                                       |
|  |  | There are some<br>Wednesdays when<br>there is no<br>minimum day.<br>During these days,<br>we will still run<br>program. |  |   |
|  |  |   |  |   |

**Oakland Tech's After School Program's -  
CURRENT AFTER SCHOOL PROGRAMS 2011-2012**

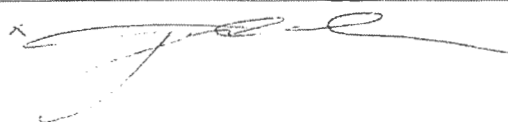
| Academic Activity            |  | Staffing        | Material/Curriculum   | Room #  | Time/Days                |
|------------------------------|--|-----------------|-----------------------|---------|--------------------------|
| * Cyber High                 | Students in need of Credits of graduation / Credit Recovery            | Mr. Onyedor     | On-Line Curriculum    | 102     | Mon. Wed. & Friday       |
| Tech Bridge                  | Encourages girls in Technology, Science and Engineering                | Linda Kekelis   | Techbridge Curriculum | Shop 11 | Thursdays Only           |
| Sylvan                       | Provides support for CAHSEE and Tutoring in all subjects               | Sylvan          | Sylvan                | 222     | Tuesday, Wed. Thursday   |
| Academic Tutoring Center     | All Students who need Tutoring in all subjects                         | Cert. Teachers  | All Subjects          | Library | 3:30pm- 6:00pm M,T,W,TH  |
| * Student Tutor Program      | Students hired to Tutor peers on campus in Library                     | Dawn Chartsia   | All Subjects          | Library | 3:30pm- 6:00pm M,T,W,TH  |
| MESA Program                 | Mathematics Engineering Science Achievement                            | Naomi Chi       | MESA                  | 241     | Thursdays Only           |
| Science Credit Recovery      | Credit Recovery Course for Seniors and Juniors - MUST SEE COUNSELOR    | DJ Cervantes    | All Science           | 233     | Tuesday & Thursday       |
| Algebra Math Credit Recovery | Credit Recovery Course for Seniors and Juniors - MUST SEE COUNSELOR    | Laura Hayes     | All Math              | 229     | Tuesday & Thursday       |
| English Credit Recovery      | Credit Recovery Course for Seniors and Juniors - MUST SEE COUNSELOR    | Kathleen Bally  | All English           | 231     | Tuesday & Thursday       |
| * Computer Academy           | Students interested in SYSCO systems and computer networking           | Mr. Onyedor     | Cisco Systems         | 102     | Tuesday & Thurs.         |
| Journalism Club              | Students Interested in school Newspaper / Journalism                   | Ms. Ramme       | Journalism            | 228     | 3:30pm- 6:30pm T & TH    |
| Athletic Sports Tutoring     | Tutoring for ALL Athletic Sport Programs at Tech 1hour before practice | Coach's / Staff | All Subjects          | campus  | 3:30pm - 4:30pm M,T,W,Th |

| Enrichment Activity      | Purpose / Rationale   | Provider         | Material/Curriculum  | Room #     | Time/Days                               |
|--------------------------|---|------------------|----------------------|------------|---|
| The Year Book Club       | Provides programming dedicated to making and producing Tech's Year Book | Laura Hayes      | Year Book Production | 229        | 3:45 - 5:30pm M & Wed                   |
| EBAYS                    | Provides support for Science Projects and Chemistry                     | EBAYS            | Science              | S13        | M. & W 3:30pm to 4:30pm                 |
| Peacemakers              | Provides Intervention services for black males in mentoring             | Peacemakers      | Mentoring            | 131        | Mondays Only                            |
| Chorus Program           | Provides support in singing in a chorus & vocal training                | Opera Piccola    | Chorus               | Music Room | 3:30 pm - 5:30 pm Tuesday & Short. Wed. |
| * Y.M.I.L. - Males Group | Young Males in Leadership Group / Males Outreach Program                | Gustavo Madrigal | Leadership           | Lunch Room | Wed.                                    |
| We Make Beats            | Supports students in Music Producing and making beats & recording       | Dale Everingham  | Music Programming    | Basement   | 3:30pm- 5:30pm Monday and Wed.          |
| Tech Techies             | Provides Technical Theatre support in school productions                | Casey Fern       | Stage Production     | Auditorium | 3:30pm-5:30pm Tue, W, Th                |
| Real Hard                | Program dedicated to youth in Leadership and College Prep               | Real hard        | Leadership           | 233        | Monday and Wed. After School            |
| La Raza Club             | Provides services for students learning about Latino culture            | Mr. Diaz         | student development  | 123G       | Lunch on Thursday & Tutoring Center     |

| Physical Activity & Recreation | Purpose / Rationale  | Provider        | Material/Curriculum | Room #   | Time/Days     |
|--------------------------------|--|-----------------|---------------------|----------|---------------|
| * Boys & Girls Lacrosse Club   | Provides education & instruction to the sport of Lacrosse        | Lacrosse Club   | Tue. & Thursday     | Field    | Spring Course |
| Boys Volleyball Club           | Provides education & instruction to the sport of mens volleyball | Volleyball Club | Tuesday & Thursday  | Boys Gym | Spring Course |

\* See Mr. Carlos Carmona in the Library for more information. email: mrcarmona@hotmail.com Tech: 510-879-3050 ext.423

*\* Sheilaqh Andujar*





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**SUPERINTENDENT'S OFFICE**  
1025 Second Ave. - Oakland, CA 94606  
Phone: (510) 879-8200  
Fax: (510) 879-8800

**Memorandum of Understanding**  
**2012 - 2017**  
**Oakland Unified School District**  
**For the High School After School Program at**  
**Castlemont High**

**THIS MEMORANDUM OF UNDERSTANDING ("MOU") is by and between the OAKLAND UNIFIED SCHOOL DISTRICT ("Oakland Unified") on behalf of Castlemont High School and Youth Uprising ("Partner").**

The parties to this MOU agree that this document shall only be binding if Oakland Unified is awarded a 21<sup>st</sup> Century High School ASSETs grant by June 30, 2012.

**RECITALS**

- A. Oakland Unified and Youth Uprising intend to collaborate to jointly deliver high-quality 21<sup>st</sup> Century Community Learning Center (CLC) at Castlemont High School.

The goals of each 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 the schools listed above in a seamless, comprehensive support system.

Oakland Unified and Youth Uprising 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 Castlemont 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 and Youth Uprising 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 21<sup>st</sup> Century High School ASSET's grant funding for the after school program beginning in the 2012-13 school year. Specifically, this MOU describes the paid services that will be provided by Youth Uprising in the delivery of CLC services, and the voluntary commitments from Youth Uprising not intended to be reimbursed by 21<sup>st</sup> 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 Partner 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 Castlemont High School for the CLC.
- B. Management Services by Partner. Youth Uprising 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 Partner 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 Partner's staff members.
- D. Consultation, Advice and Assistance. Youth Uprising 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, Youth Uprising, and Castlemont 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, 2017 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:

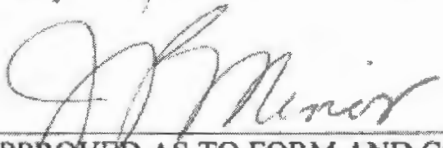
1. Through its After School Programs Office and Family, Schools, and Community Partnerships Department, OUSD will leverage resources from other District departments (i.e. Leadership, Curriculum, and Instruction Dept., College and Career Readiness Office, Behavioral Health Unit) and from community partners (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 Castlemont 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 Castlemont 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 Castlemont 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: 12/14/11



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

Date: 12/20/11



## Memorandum of Understanding

NOW THEREFORE, the Parties Further Agree as follows:

**Youth UpRising** has been a partner with OUSD in providing comprehensive student health, wellness, academic, enrichment, and other support services to students since 2005. Youth UpRising will serve as site lead agency for the Oakland Unified School District's 21<sup>st</sup> Century ASSETs program at Castlemont High School. In that role, Youth UpRising will provide the following services:

1. Provide a Site Coordinator for the program, 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 Career and Education specialists who will assist with training and supervision of peer tutors.
3. Provide Sports & Recreation Coordinator who will provide physical education support to complement OUSD programming, adding additional structure and more individualized attention to students.
4. Provide weekly Material Arts and Comic Book Classes designed to strengthen English & Spanish Speaking students' writing & creative arts skills.
5. Provide weekly dance class where students will learn a variety of dance styles, choreograph and perform at the end of the semester.
6. Provide weekly Music Production classes using industry standard software programs including: REASON, ProTools/Logic, and Final Cut. Students will learn to operate recording studio equipment, song writing, and how program drum beats, bass lines and samples.
7. Provide weekly Digital Photography/Video Production Classes where students will learn how to shoot, edit and organize professional photos. Students will use professional photo cameras, lighting, Adobe Bridge, Photoshop, and editing and organizing software.
8. Provide weekly Rites of Passage groups, ManUP and Women's Circle, designed for young men and women to learn different coping and stress management techniques and have an opportunity to discuss issues confronting them, such as pregnancy/STD prevention or violence.
9. Provide coaching, technical assistance, and training to the Site Coordinator and direct service staff on topics including program quality, youth development principles, program operations, and other topics for staff development, as needed.
10. Work in partnership with Castlemont High School to provide tutoring, homework assistance, and CAHSEE prep to students.

11. Provide internship and linked learning opportunities for students in partnership with Castlemont High School, local community colleges, businesses, and OUSD's College and Career Readiness Office.
12. Provide summer and school year transition support to students entering high school for 9<sup>th</sup> grade, and students exiting high school in 12<sup>th</sup> grade.
13. Provide peer tutoring and other leadership development training for students.
14. Work in partnership with Castlemont High School staff to 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.
15. Support coordination of parent workshops on topics responsive to families' needs, including parenting skills, gang/drug awareness, leadership development, advocacy skills, college readiness, and A-G requirements.
16. Work in partnership with Castlemont High School to coordinate parent volunteer opportunities, connect families to community resources, facilitate parent involvement in the schools, and coordinate family literacy activities and events.
17. Help publicize and promote the OUSD 21<sup>st</sup> Century ASSETs program in the school communities and in the larger Oakland and Bay Area community.
18. 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.
19. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21<sup>st</sup> Century ASSETs program, so that it provides maximum benefits to youth and their families.
20. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21<sup>st</sup> Century ASSETs program during and after the 2012-17 grant period.

Youth UpRising will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$206,500 per year from this current 21<sup>st</sup> Century grant proposal. We agree that the partnership between Youth UpRising and Castlemont High School will be reviewed annually. 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.

In addition, Youth UpRising will provide the following in-kind resources in support of OUSD's 21<sup>st</sup> Century High School ASSETs Community Learning Center program:

1. Provide leadership and administrative support from Youth UpRising's Executive Director, Chief of Programs, Education Director and support staff to serve as lead agency for OUSD After School Programs at Castlemont; services include collaboration and communication across stakeholders and partners, recruitment services for program staff, support and guidance to program staff and oversight for the program. The in-kind value of this resource is estimated at \$75,000 annually.

2. Provide access to comprehensive health care services to youth ages 14-24 at onsite Youth UpRising/Castlemont Health Clinic. The in-kind value of this resource is estimated at \$1,500,000 annually.
3. Provide access to two on-site credentialed therapists. The in-kind value of this resource is estimated at \$130,000 annually.
4. Provide access to once-a-week alternative health clinics staffed by Upaya Center for Wellbeing, services including: Acupuncture, Nutrition advice, Acupressure, Chiropractic care and Massage therapy. The in-kind value of this resource is estimated at \$147,860 annually.
5. Provide access to Youth UpRising's media arts studio and programming. The in-kind value of this resource is estimated at \$200,000 annually.
6. Provide access to Youth UpRising's Career & Education programming, which includes but is not limited to: academic tutoring, a study hall, academic case management, GED classes, and job search and placement services. The in-kind value of this resource is estimated at \$300,000 annually.
7. Utilize Youth UpRising's Youth Leadership Council to collect and synthesize program evaluation data on program activities through stakeholder surveys and focus groups. The in-kind value of this resource is estimated at \$27,000 annually.
8. Utilize Youth UpRising's Media and Outreach teams to help publicize and promote OUSD's 21<sup>st</sup> Century ASSETS program in and beyond the school communities. The in-kind value of this resource is estimated at \$10,000 annually.
9. Provide AmeriCorps members to lead youth development activities in the program. The in-kind value of this resource is estimated at \$26,000 annually.

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

Signed: \_\_\_\_\_

Olis Simmons  
President and CEO

Date: \_\_\_\_\_

1.9.2012

Organization: Youth UpRising

Address: 8711 MacArthur Blvd. Oakland, CA 94605

Phone Number: 510-777-9909



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**SUPERINTENDENT'S OFFICE**

1025 Second Ave. - Oakland, CA 94606

Phone: (510) 879-8200

Fax: (510) 879-8800

January 2, 2012

Yvonne Evans  
Education Programs Consultant  
After School Division  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814-5901

Dear Ms. Evans:

Oakland Unified School District has implemented our 21<sup>st</sup> Century ASSETS program since 2007. This program provides beneficial academic assistance, enrichment, physical fitness activities, internships and other career-exploration opportunities, 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. The program has grown over time and now reaches more than 6000 young people each school year.

I am writing this letter to outline our district's commitments to support ASSETS program implementation at Castlemont High School for the 2012-2017 period. The following details the in-kind resources OUSD will contribute to this effort:

- 1) OUSD's After School Programs Office (ASPO), part of the Family, Schools, and Community Partnerships Department, will coordinate the Castlemont ASSETS program through our existing infrastructure of support for ASES and 21<sup>st</sup> Century after school programs districtwide. 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 an ASPO High School Program Manager to provide training, technical assistance, coaching, and program monitoring for all ASSETS high school sites, including the Castlemont program. We will provide an Office Manager, Technical Skills Assistant, and Program Manager of Finance to support grants management and fiscal oversight. We will provide a Full Service Community Schools Director and Associate Superintendent to support and align the 21<sup>st</sup> Century ASSETS 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). Staff costs and Family, Schools, and Community

Partnerships Department resources in support of OUSD after school programs is valued at approximately \$65,000 per year.

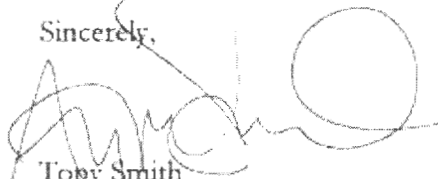
- 2) OUSD's After School Programs Office will provide a schedule of training workshops to After School Site Coordinators and activity leaders provided by ASPO staff and our partner lead agencies, and will facilitate a professional learning community for high school Site Coordinators each month, to support their work, share information and best practices, and problem solve. Castlemont ASSETS staff will participate in these training and professional development opportunities. OUSD After School Programs Office in-kind trainings and related costs are valued at approximately \$20,250 per year.
- 3) OUSD will provide access to facilities at the Castlemont High School campus, including library, classrooms, technology lab, fields, health and wellness center, college/career center, and other campus spaces as needed to offer activities to students and families.
- 4) Castlemont High School will provide ASSETS staff with access to equipment and supplies, including duplication equipment, computers, printers, office supplies, phones, and other supplies for use in the program.
- 5) School leadership at Castlemont High School will provide on-site coaching, support, and monitoring of the Site Coordinator and participate in monthly collaborative planning meetings with the after school lead agency partner 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) School leadership at Castlemont High School site 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 high school summer academic programs that will complement 21<sup>st</sup> Century ASSET's summer enrichment and transition support programming. The value of OUSD's contribution to the Castlemont summer learning program is approximately \$87,300 per year.
- 8) OUSD's College & Career Readiness Office (CCRO) will collaborate with ASPO personnel and with ASSETS program sites, including Castlemont, to integrate and articulate the Academy and Career Pathway programs that are part of each school's educational program with internships and other activities to promote students' career and college awareness and readiness. CCRO will also contribute the Kuder Career Exploration software, Junior CEO program, and The Career Academies Project curriculum and professional development. CCRO staff time and other resources contributing to Castlemont's ASSETS programs are valued at approximately \$6,083 per year.
- 9) OUSD's Research, Assessment, and Data (RAD) Department will provide data (i.e. attendance, academic performance, credit deficiencies) to the ASPO periodically in order to help target recruitment and specific 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 OUSD ASSETS programs are valued at approximately \$10,000 per year.

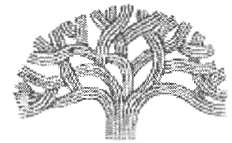
- 10) OUSD's Financial Services Dept. will provide an Accountant who will work with ASPO staff to monitor grant funds, ensure compliance with all internal fiscal monitoring controls and procedures, and ensure timely completion of quarterly ASSETS expenditure reports.
- 11) OUSD's Student and Family Engagement Unit and Family Literacy Program Manager will work closely with ASPO personnel to leverage community resources and provide parent leadership opportunities and family resources that will increase parent participation in the schools and support parents' educational goals. OUSD in-kind resources in support of ASSETS family literacy goals are valued at approximately \$10,000 per year.
- 12) 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.
- 13) OUSD's Family, Schools, and Community Partnerships office will work closely with ASPO personnel and with Site Coordinators at ASSETS sites to maximize access for students and their families to mental health supports and health services available at the Castlemont school-based health center. If awarded, the 21<sup>st</sup> Century ASSETS proposal will leverage approximately \$127,000 in OUSD's and our partners' school-based and school-linked health services provided through the Castlemont Youth Uprising Health Center.
- 14) OUSD's Behavioral Health Unit, including its violence prevention/positive school climate resources, will work with ASPO personnel and 21<sup>st</sup> Century ASSETS after school programs to provide trainings on vicarious trauma, Restorative Justice, positive behavioral supports, positive school climate, and violence prevention; and will coordinate crisis response and services of mental health providers, as needed, for program sites.
- 15) OUSD's Nutrition Services Department will provide nutritious snacks and supper meals for students attending the program each day. The value of these snacks is \$33,958 each year.
- 16) OUSD's ASPO will publicize the ASSETS program to OUSD students, families, and the community, through the OUSD website, newsletters, and other outreach.
- 17) On an ongoing basis, OUSD will seek funding and other resources to sustain and strengthen the ASSETS program during and after the 2012-17 grant period.

Overall, OUSD will contribute over \$359,591 per year in matching resources to the 21<sup>st</sup> Century ASSETS grant being requested in this application, for the duration of the 2012-2017 grant period.

Sincerely,



Tony Smith  
Superintendent



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

December 20, 2011

Tony Smith  
Superintendent  
Oakland Unified School District  
1025 2<sup>nd</sup> 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 programs described in this application for 21<sup>st</sup> Century ASSETS funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21<sup>st</sup> Century ASSETS application to expand high quality after school and summer programming in Oakland for high school youth, 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. OFCY provides opportunities and resources for Oakland's children and youth (0-20 years old) to become healthy, productive, ethical, and successful community members. We achieve this by funding organizations, creating policy, building capacity and ensuring accountability to encourage these outcomes. We work collaboratively through partnerships with children, youth and families, community organizations, public agencies, schools and other funders.

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 21<sup>st</sup> Century ASSETS grant for OUSD:

- Collaborate with OUSD in the implementation of the OUSD Strategic Plan.
- As aligned with the OFCY Strategic Plan, provide OFCY funding to support strategies that serve older youth through a competitive grant application process for lead agency partners.
- 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 21<sup>st</sup> Century ASSETS 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 share the cost of the annual Oakland After School evaluation project.

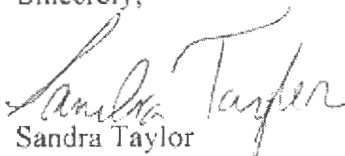


The annual value of the Oakland Fund for Children and Youth's commitment to the Oakland Unified School District's 21<sup>st</sup> Century ASSETS program for high school youth is approximately \$200,000 annually.

We anticipate OFCY's ongoing support of Older Youth strategies that complement OUSD's 21<sup>st</sup> Century ASSETS program for the duration of the 2012-2017 ASSETS 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 [sltaylor@oaklandnet.com](mailto:sltaylor@oaklandnet.com) if I can further clarify our commitment to the proposed OUSD 21<sup>st</sup> Century 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 cursive script that reads "Sandra Taylor". The signature is written in black ink and is positioned above the printed name.

Sandra Taylor

Children and Youth Services Manager



December 20, 2011

Tony Smith  
Superintendent  
Oakland Unified School District  
1025 2<sup>nd</sup> 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 programs described in this application for 21<sup>st</sup> Century High School After School Safety and Education for Teens (ASSETs) funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21<sup>st</sup> Century ASSETs application to sustain high quality after school programming for Oakland youth, 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.

Children's Hospital & Research Center Oakland is the only independent children's hospital in Northern California. Children's Hospital Oakland, is the oldest pediatric medical center between Los Angeles and Seattle, has provided exceptional medical care for children in the region and beyond for 95 years.

The Youth UpRising/ Castlemont Health Clinic provides mental health and primary care medical services to children and youth ages 14-24.

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 21<sup>st</sup> Century ASSETs grant for OUSD:

- Provide Mental Health Services including: one-on-one therapy sessions and support groups for youth and young adults.
- Provide Primary Medical Care, including: physical examinations, reproductive services, nutritional counseling, etc. to youth and young adults.
- 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 Children's Hospital and Research Center's commitment to the Oakland Unified School District's 21<sup>st</sup> Century ASSETS After School Program is approximately \$1,500,000.00.

We anticipate providing these resources to the Oakland Unified School District's 21<sup>st</sup> Century High School After School Program for the duration of the 2012-2017 21<sup>st</sup> Century ASSETS 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 [spark@mail.cho.org](mailto:spark@mail.cho.org) if I can further clarify our commitment to the proposed OUSD 21<sup>st</sup> Century High School 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,



**Su Park**  
**Coordinator of Mental Health Services**  
**Youth UpRising/ Castlemont Community Health Clinic**

December 20, 2011

Tony Smith  
Superintendent  
Oakland Unified School District  
1025 2<sup>nd</sup> 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 programs described in this application for 21<sup>st</sup> Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21<sup>st</sup> 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.

Partnership for Children and Youth brings together government, education, philanthropic, nonprofit, business and community leaders realize a simple but powerful vision: All children and youth enjoy an equal opportunity for a healthy, happy and successful future. The mission of the Partnership for Children and Youth is to ensure that school-age children and youth living in low-income communities have the support and the opportunities they need and deserve to be successful in school and in life. We help schools secure the resources necessary to provide after-school and summer programs, health care, and nutritious meals – the things we know children need to succeed and thrive.

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 21<sup>st</sup> CCLC ASSETs grant for OUSD:

- Provide support for OUSD's 21<sup>st</sup> CCLC ASSETs after school programs by linking these to PCY's ongoing professional development and technical assistance program. This support includes access to the ASSETs Learning Lab, a year-long series of workshops and coaching circles designed to support site coordinators and school site staff in developing and implementing plans to improve their ASSETs programs based on data about student needs and program quality. The in-kind value of this resource is estimated at \$20,000/year x Five Years = \$100,000



# The Familyhood Connection, Inc

DAVID ROACH  
FOUNDING PRESIDENT

December 20, 2011  
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 programs 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 Familyhood Connection Incorporated mission is to strengthen the generation gap to improve our community. Our method is called building Healthy Economics, which partners the system with the food system. To accomplish Building Healthy Economics we use four programs: mobetterfood, friends of school, the Intergenerational enterprise and 1st Saturdays.

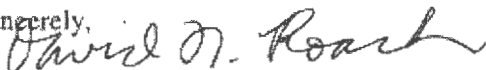
We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Work in partnership with parent groups and school staff to expand after school gardening programming;
- Develop and maintain school gardens;
- Seek funding to sustain school gardens;
- Align gardening program to school day curriculum;
- 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 The Familyhood Connection Incorporated's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$5,500.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2012-2017 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 [mobetterfood@gmail.com](mailto:mobetterfood@gmail.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,  
  
David Roach  
Executive Director



**BAY AREA  
WILDERNESS  
TRAINING**

January 3, 2012

Tony Smith  
Superintendent  
Oakland Unified School District  
1025 2<sup>nd</sup> 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 programs described in this application for 21<sup>st</sup> Century ASSETS high school grant. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21<sup>st</sup> Century ASSETS 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.

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. Our mission is to create opportunities for urban youth to experience wilderness first hand. To meet this mission, we train youth workers, provide outdoor gear loans, and give financial support as needed to leverage our community of peers.

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 21<sup>st</sup> Century ASSETS grant for OUSD:

- Provide experiential Frontcountry Leadership Training to build after school staff capacity to provide outdoor education experiences for Oakland youth.
- Provide free outdoor gear-lending library to trained after school staff members.
- Provide trip planning support to OUSD 21<sup>st</sup> Century ASSETS after school programs.
- Collaborate with OUSD After School Programs Office and Science Department to expand outdoor education training opportunities for district staff and community partners, and increase outdoor education experiences for OUSD students.
- Work with OUSD to secure funding resources to sustain and expand training and outdoor education opportunities.
- 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.

A Project of Earth Island Institute 

Main Office:  
2301 Broadway, Suite B | Oakland, CA 94612  
tel: (510) 452-2298 | fax: (510) 452-8335  
email: [info@bawt.org](mailto:info@bawt.org) | web: [www.bawt.org](http://www.bawt.org)

South Bay Office:  
Sobrato Center  
538 Valley Way, Bldg. 3 | Milpitas, CA 95035  
tel: (510) 452-2298 x307 | fax: (510) 452-8335



The annual value of Bay Area Wilderness Training's commitment to the Oakland Unified School District's 21<sup>st</sup> Century ASSETS After School Program is approximately \$25,000.

We anticipate providing these resources to the Oakland Unified School District's 21<sup>st</sup> Century ASSETS program for the duration of the 2012-2017 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 - 2298 or [kylemac@bawt.org](mailto:kylemac@bawt.org) if I can further clarify our commitment to the proposed OUSD 21<sup>st</sup> Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for your students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in black ink, appearing to read "Kyle Macdonald". The signature is fluid and cursive, written over a light blue horizontal line.

**Kyle Macdonald**  
**Founder, CEO**



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478 Santa Clara Ave, Suite 200, Oakland, CA 94610 ph: 510-444-8729 fax: 510-444-1777

December 20, 2011

Tony Smith  
Superintendent  
Oakland Unified School District  
1025 2<sup>nd</sup> 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 programs described in this application for 21<sup>st</sup> Century High School After School Safety and Education for Teens (ASSETs) funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21<sup>st</sup> Century ASSETs application to sustain high quality after school programming for Oakland youth, 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.

Upaya Center for Wellbeing, is a 501 (c) (3) nonprofit holistic health center. Programs include classes and workshops, community service, outreach and education. Upaya has 15-20 Upaya Center practitioners working independently or collectively out of their center.

YU offers once a week alternative health clinics staffed by Upaya Center for Wellbeing. Upaya provides non-Western healing arts, stress management, and preventative health services, including: Acupuncture, Nutrition advice, Acupressure, Chiropractic care, Massage therapy, Herbal and homeopathic remedies.

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 21<sup>st</sup> Century ASSETs grant for OUSD:

- Provide Wellness Services to youth and young adults, including: acupuncture, massage therapy, nutritional counseling and chiropractic care.
- 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.



We anticipate providing these resources to the Oakland Unified School District's 21<sup>st</sup> Century High School After School Program for the duration of the 2012-2017 21<sup>st</sup> Century ASSETs 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 [510-444-8729](tel:510-444-8729) if I can further clarify our commitment to the proposed OUSD 21<sup>st</sup> Century High School 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 that reads "Dr. Aaron Rosselle". The signature is written in a cursive style with a large, stylized initial "A".

**Dr. Aaron Rosselle**  
**Network Chiropractic & Family Practitioner**

## Equitable Access Application Narrative

**1. Need to increase access to 21<sup>st</sup> Century ASSETs program.** As noted in our core narrative, the Castlemont High Schools experience 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 and violence that plague Oakland families. The vast majority of Castlemont students participate in the free-and-reduced-price lunch program – a proxy for low incomes or poverty. Nineteen percent of students say they are current gang members. Children and youth living in poverty often face barriers to attending school regularly such as unstable housing; poor transportation; asthma and other chronic illnesses; high rates of teen pregnancy and parenting; chronic community violence, including gang activity, violence, and turf issues that can make going to school or going home unsafe; as well as violence-related trauma, anxiety, bereavement, and other mental health problems. They also often lack health, mental health, and safety supports that help ensure that they go to school.<sup>1</sup>

Large numbers of OUSD high school students face emotional and behavioral challenges that limit their ability to participate in after school and summer activities. 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.<sup>2</sup> In Oakland, due to the high rate of violent crime and intergenerational poverty, we estimate even higher rates of emotional distress among our students.<sup>3</sup>

In 2009-10, OUSD's student-led "Da Town Researchers" conducted surveys and focus groups with over 500 students at nine high schools of contributors to truancy and other issues. Common reasons for truancy cited included stress from multiple sources (peers, home, streets, school), drug/alcohol use, lack of information and access to student support services, gang involvement, unengaging classes and poor relationships with teachers, and lack of support for struggling students. The researchers found that, according to youth, the top two things our high schools can do to improve attendance is to improve the student support-counseling system at the schools, and improve teacher quality and effectiveness. They recommended that each school should serve as a "wellness center," providing an integrated system of support programs and community resources to support students.

The survey conducted by our After School Program Office (ASPO) in fall 2011 reflected the high need among Castlemont students for these supports as well as students' interests in accessing them. For instance, 53% of youth surveyed indicated they had used drugs and/or alcohol during the after-school hours, 40% said they had engaged in criminal activity; and 72% said they would be interested in participating in counseling and other support activities to help them deal with problems. Of parents surveyed, 78% indicated they felt their child needed a counselor or adult mentor to talk to regarding problems, opportunities to learn social and emotional skills and positive behavior, as well as gang prevention/intervention classes.

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

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

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

<sup>3</sup> In the 2010 California Healthy Kids Survey, 26% of 9<sup>th</sup> 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.

students, enlist and equip them to help plan and implement activities; strengthen their sense of meaningful participation in and connection 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 Castlemont by integrating mental health and other support services into ASSETs. In addition, funding will be used to provide nursing support for students with chronic health conditions and thereby expand the degree to which the program can attract and effectively assist such students. Finally, we will allocate funding for transportation to ensure that this is not a barrier to participation. 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 Castlemont students as an indicator of poverty-related barriers to access and 2010 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 a 2009-10 study conducted by the Da Town Researchers, the student-led research arm of OUSD’s Meaningful Student Engagement initiative; surveys of students at the target high schools and their parents conducted by our ASPO in fall 2011; and an inventory of health and other support services available at the target schools. We concluded that for many Castlemont students, access to ASSETs programs may be compromised by needs (for mental health counseling, physical health services, and other supports) 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.

**3. Plan for providing increased and equitable access to ASSETs.** We propose to integrate mental health services and other social/emotional supports into ASSETs and strengthen coordination to ensure that high-need students receive appropriate services. This work will be based on and help operationalize the “Behavioral Response to Intervention” framework OUSD is putting in place district-wide, summarized in the following table. These efforts will help attract such students to ASSETs; identify and remove barriers for students’ participation in and fully benefiting 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.

| <b>OUSD and ASSETs Behavioral Response to Intervention (RTI) framework</b>                                      |  |
|---|--|
| Tier 1 – <u>Universal supports</u>  | Positive social, emotional, and behavioral supports for all students; building intentional communities; restorative justice; adult and peer mentoring 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 2 – <u>Early intervention.</u> Targeted for individuals and small groups of students needing added support |  |
| Tier 3 – <u>Intensive supports</u>  | Trauma supports in times of crisis; mental health counseling; referrals to intensive individual and family supports as needed  |

In addition, we will offer nursing support for students and staff in order to ensure equity of access for students with health conditions that may represent a barrier to taking part in ASSETs.

**Currently available resources.** OUSD and Youth Uprising bring substantial resources to integrate mental health services and related supports into ASSETs. (1) Youth Uprising is the site of the YU/Castlemont community health center, operated by Children’s Hospital Oakland. Castlemont students and families can access mental health services (including individual, group, and family counseling, medication referrals, psycho-education, and case management), primary care, reproductive health care, weekly alternative health clinic services, and health education programming there.

Staff members at YU and the health center develop caring relationships with students through the services they provide (2) Castlemont 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 health provider staff, and any other relevant service providers will participate on this multidisciplinary team. (3) Our After School Program Office, working with OUSD Mental Health Services and a local agency, Restorative Justice for Oakland Youth, 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). This initiative brings curriculum and training resources to help integrate student learning of essential social and emotional skills into ASSETs activities. These resources will support a healthy school climate at Castlemont and the reduction of violence through intentional community building, program design, and facilitation structures and processes that equip youth to use healthy forms of 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 Castlemont 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) There is a shortage of crisis services available to ASSETs programs. 3) Needs for gang prevention/intervention services greatly exceed their availability at Castlemont. 4) ASSETs staff need training and support in managing difficult behaviors, responding to crises, and creating structures and approaches to ensure students' physical, social, and emotional safety. In addition, ASSETs programs require added resources 5) to ensure student safety in and around campus during program time, and 6) to subsidize transportation home for students for whom this is a barrier to participating.

**Use of Equitable Access grant.** 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 and -linked counseling services, and other referrals for youth and families, such as to crisis services, trauma supports, and other needed resources. 2) Strengthen referral networks between ASSETs, COSTs, mental health providers, school health centers, and other providers. 3) Assign mentors to lead Rites of Passage programs and gang intervention services to youth. 4) Provide mental health consultation to ASSETs staff, and professional development in areas such as managing difficult behaviors, developing behavioral plans, crisis response, vicarious trauma, restorative justice, and cultural competency. To attract and effectively assist students from groups who may have barriers to access to the program, we will also use funding for 5) a School Nurse to support students with chronic health conditions and provide related staff training; 6) a School Safety Officer to ensure student safety in and around campus; and 7) transportation to facilitate access for students.

**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**

APPID: 12-04-01-71-ASSETS-259

**Equitable Access Grant Budget**

| Series Description                      | Series Category | Description                                   | Requested Budget |
|---|-----------------|---|------------------|
| Certificated Personnel Salaries         | 1000            | Estimated budget for 2012-2013 ASSETS program | \$602.40         |
| Classified Personnel Salaries           | 2000            | Estimated budget for 2012-2013 ASSETS program | \$7,803.78       |
| Employee Benefits                       | 3000            | Estimated budget for 2012-2013 ASSETS program | \$1,833.08       |
| Books and Supplies                      | 4000            | Estimated budget for 2012-2013 ASSETS program | \$1,210.27       |
| Services & Other Operating Expenditures | 5000            | Estimated budget for 2012-2013 ASSETS program | \$12,360.00      |
| Subcontracts and Agreements             | 5100            | None  | \$0.00           |
| Capital Outlay                          | 6000            | None  | \$0.00           |
| Indirect Costs                          | 7000            |   | \$1,190.47       |
|   |                 | Total Amount Requested                        | \$25,000.00      |

**4. Budget justification.** OUSD proposes to allocate Equitable Access funding as follows.

**1000 Certificated Personnel**

**School Nurse**—Extended contract to deliver trainings and support students with chronic health conditions. 2 hrs of site support x 10 months = 20 hours of extended time @ \$30.12/hr = **\$602**

**2000 Classified Personnel**

**School Safety Officer**—1 SSO x 1.5 hrs/day x 180 days x \$18 extra time rate; additional security needed to ensure safety at campus and adjacent youth center. **\$4,860**

**Custodian**—1 custodian x 0.20 hrs/day x 180 days x \$20/hour extra time rate = **\$720**

**ASPO Program Manager**— to 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 = **\$2,224**

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

**Benefits for Certificated Extended Time at 14%**— **\$84**

**Benefits for salaried Classified personnel at 41%**— **\$912**

**Benefits for Classified Overtime personnel at 15%**— **\$837**

**4000 Books and Supplies**

**Incentives**— \$5.07/student x 70 students = **\$355**; **Office Supplies**—copier supplies, paper = **\$205**

**Transportation/Bus Tickets**— \$5.00/ticket x 130 tickets = **\$650**

**5000 Services and Other Operating**

**Mentors**—to deliver Rites of Passage programming, gang intervention services, ManUp and Women's Circle. 2 Mentors x \$22/hr x 3 hrs/wk x 32 wks, plus benefits @ 25% = **\$5,280**

**Case Managers and Mental Health Providers**— 2 Case Managers/Mental Health consultants x \$28/hr x 3 hrs/wk x 32 wks, plus benefits @ 25% = **\$6,720**

**Lead agency administrative costs**— 3% of total lead agency contract = **\$360**

**7000 Indirect Costs— 5.00% x Direct Costs not including Subcontracts = \$1,190**

**Total Costs—\$25,000**

**Other sources of funding used to support these services.** OUSD utilizes various county and state funding streams to support existing mental health services, case management, and health services at the YU/Castlemont school-based health center, to which ASSET's students will have access. As noted in OUSD's Letter of Agreement, the proposed ASSET's programs will leverage \$127,000 per year in these services. Lead agency partner Youth Uprising will provide comprehensive health services (including mental health, primary care, and reproductive health care) valued at \$1.5 million at the health center (funded by Children's Hospital Oakland and other resources) and \$147,860 in alternative health services (provided by Upaya Center for Wellbeing) to Castlemont students and families. In addition, funding for OUSD from the CASEL initiative will support staff training to incorporate social and emotional learning into ASSET's 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 RTI framework into ASSETs by expanding case management, linkages to mental health/physical health and other support services, Rites of Passage, gang prevention/intervention services available to students, targeted academic supports, School Safety Officers to ensure safety, and nursing support. 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.

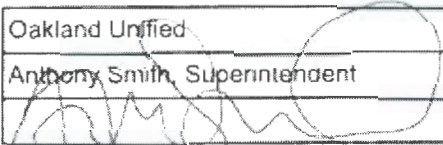
21st Century Community Learning Centers Program  
Grant Application

APP/D: 12-04-01-71-ASSETS-259

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 community's needs and strengths related to family literacy as part of our overall needs assessment for the Castlemont ASSETs program. We have used U.S. Census data; the 2010-11 Accountability Progress Report for OUSD (accessed through CDE's Dataquest site); findings from community surveys and focus groups that were part of OUSD's 2010-11 strategic planning process; input from the OUSD Meaningful Student Engagement Coordinator and youth members of the Student Engagement Collaborative; discussions with staff at OUSD's Office of School Transformation which is overseeing the consolidation and transformation of Castlemont over the course of this year, and staff at Youth Uprising who work with Castlemont youth and families on a daily basis; and student and parent surveys our After School Program Office conducted at Castlemont in fall 2011. We concluded that large numbers of Castlemont parents/caregivers have significant barriers to fully supporting their children academically, socially, and economically, and that well targeted efforts are needed and can be key in building parents' capacity to provide this support while better meeting their families' needs on many fronts.

### 2. Need for family literacy services.

Castlemont families face many challenges to being able to support their children's success. As noted in our core grant narrative, the vast majority of families are socioeconomically disadvantaged, living near or below the poverty line. Moreover, many families are recent immigrants with language barriers. Twenty-two percent of students at the Castlemont schools are English Learners, the vast majority of them native Spanish speakers. Larger numbers of their parents are immigrants with limited English proficiency. Many are not familiar with the U.S. educational system or how to navigate it on their children's behalf.

We should also highlight the low educational attainment in many Castlemont families. A full 40% of parents are not high school graduates, while another 36% have not gone beyond high school. Many parents of Castlemont students are U.S.-born high school dropouts. Many others were schooled only through 6th or 9th grade in their (mostly Latin American) countries of origin, and are therefore hard-pressed to help their children with school work due to educational and/or language barriers.

In our fall 2011 survey, most of the student respondents indicated that their parents were not able to help them with schoolwork or with accessing information about college (see Table). Moreover, large numbers of parents lack the "college knowledge" needed to provide the environment or guidance students need to succeed academically and help them pursue post-secondary education. When we surveyed parents on which educational activities or classes would help them as parents, the highest ranked were as follows: Workshops on how to understand school data, talk to teachers at school and be involved in my child's school (86%); Workshops on how to help my child with homework (57%); Adult education or ESL (57%); Workshops about high school graduation and how to help my child prepare for college (57%); Parenting classes (43%); Classes on adolescent development (43%) Job skills training, career exploration and resume writing (43%).

In focus groups for OUSD's 2010-11 strategic planning process, parents expressed interest in becoming 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 and increased opportunities to volunteer at their children's schools.

#### Students who say their parents can help them with (n = 329)

|                               |     |
|-------------------------------|-----|
| English assignments           | 56% |
| Math assignments              | 46% |
| Science assignments           | 45% |
| To access college information | 50% |



**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. Its services are currently limited to GED preparation classes and a small Family Literacy Program. The latter assists parents to obtain the educational skills needed to be full partners in their children's educational development. It follows the national model of Family Literacy, which integrates the components of Children's Education, Adult Basic Education, Parent Time, and Parent and Child Together. It is focused on engaging parents through partnerships with OUSD elementary schools and to a lesser extent our middle schools. It is supported by district general funds (\$250,000, a reduction from \$950,000 last year), along with limited funding from CBET, Workforce Investment Act Title II, and 231 Adult Education streams. The district lacks funding for the highest priority family literacy services to meet ASSETs high school parents' identified needs.

### **3. Proposed family literacy services and activities.**

We propose to use family literacy funding for two general purposes. The first will be to build the capacity of parents/caregivers of students at Castlemont to support their children's success in school while building parent leadership and engagement at the schools. Our plan will go hand-in-hand with the our district's and our ASSETs programs' overall focus on strengthening each school's efforts to ensure that all students attend school regularly, graduate from high school, and are ready for college and careers when they graduate. The second purpose will be to give parents opportunities to advance their own skills (English language, academic, job preparation, etc.) and thereby be better able to promote their own and their family's self-sufficiency and advancement.

For the past five years, most of OUSD's ASSETs programs have had a Parent Liaison position. We have found that parents are often the most effective at engaging other parents to be actively involved at school. We propose to fund an ASSETs Parent Liaison at Castlemont. The Parent Liaisons' role will combine leading workshops on topics that generally focus on building the capacity of parents/caregivers to understand OUSD's high school programs and requirements and to navigate the school system so they can better support their children's education, with outreach to families to support student attendance and parent involvement in the schools

The Parent Liaison will become part of 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 the Student and Family Engagement unit, within OUSD's Family, Schools, and Community Office. Through the Parent Collaborative, the Castlemont ASSETs Parent Liaison will receive training as a "parent teacher" and then lead trainings for other parents/caregivers at the school on various topics, including: Leadership (on behalf of young people and families); Rights and Responsibilities as OUSD parents; Navigating the School System and Advocacy; Core Curriculum Content Standards and A-G Requirements; Linked Learning opportunities; College Options, Applications, and Financing; Safety and Violence Prevention; and key issues in Parenting Adolescents.

The Parent Liaison will also recruit other parents/caregivers at Castlemont to be actively involved in the life of the school. S/he will recruit parents to serve as volunteers in both ASSETs and during the regular school day. And the Parent Liaison will convene a team of parents who will provide input to the school administration and lead agency Youth Uprising on ways to strengthen and better articulate the regular school day and ASSETs programs so they optimally benefit students.

In addition, the Parent Liaison will collaborate with the ASSETs Site Coordinators, Coordination of Services Team, and school-based Family Resource Center and the YU/Castlemont Health Center to strengthen the ASSETs program's role in promoting student attendance. S/he will reach

out to the families of truant/chronically absent students and help connect them to resources that address issues (e.g., mental health, health, teen pregnancy, safety) contributing to their attendance problems.

We will also use family literacy grant funding to provide an ongoing series of classes for parents/guardians in areas responsive to their needs – including basic education and GED preparation, English as a Second Language, adolescent development, parenting education, job preparation, computer literacy, financial literacy, and accessing community resources to address family needs. Family literacy grant funding will be used for contracted instructors to provide an ongoing series of parent education workshops in areas such as financial literacy, job skills training, computer technology and computer literacy, health education, adolescent development, community resources.

**Resources to be leveraged.** As noted, OUSD has a Parent Collaborative which we will leverage and augment in training and deploying a Family Liaison through the Castlemont ASSETs program. We will also use space at the Castlemont and at Youth Uprising for family literacy activities. OUSD's Translations Unit will provide translations of all parent communication related to family literacy services in multiple languages to ensure they are accessible to participating families.

OUSD and Youth Uprising will also link parents/caregivers to appropriate resources available through the school's Family Resource Center, the YU/Castlemont Health Center, and the YU Career and Education program. These services include comprehensive health services and health education classes; college application assistance; and access to computers, software for resume writing, and job search resources.

OUSD and Youth Uprising will refer parents/caregivers to other family literacy services within the school district and in the community. We will refer parents/caregivers to GED prep programs provided by the OUSD Career & Adult Ed Department, and to other educational and career preparation programs that may become available. In addition, staff from Youth Uprising will facilitate parents'/caregivers' access to additional family literacy services available in the community – such as the East Bay Consortium, which educates families about college and financial aid applications and assists them to complete applications; Project Reconnect, which provides parenting classes and other family literacy services; and academic classes and career preparation programs at Laney and Merritt Community College and through the Workforce Investment Board EastBay *WORKS* One-Stop Employment Centers in Oakland. Youth Uprising has many community partnerships which ASSETs funding will leverage to address the family literacy and educational needs of Castlemont families.

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

APPID: 12-04-01-71-ASSETS-259

**Family Literacy Grant Budget**

| Series Description                      | Series Category | Description                                   | Requested Budget   |
|---|-----------------|---|--------------------|
| Certificated Personnel Salaries         | 1000            | Estimated budget for 2012-2013 ASSETS program | \$0.00             |
| Classified Personnel Salaries           | 2000            | Estimated budget for 2012-2013 ASSETS program | \$1,429.51         |
| Employee Benefits                       | 3000            | Estimated budget for 2012-2013 ASSETS program | \$445.70           |
| Books and Supplies                      | 4000            | Estimated budget for 2012-2013 ASSETS program | \$2,505.21         |
| Services & Other Operating Expenditures | 5000            | Estimated budget for 2012-2013 ASSETS program | \$14,667.20        |
| Subcontracts and Agreements             | 5100            | None  | \$0.00             |
| Capital Outlay                          | 6000            | None  | \$0.00             |
| Indirect Costs                          | 7000            |   | \$952.38           |
|   |                 | <b>Total Amount Requested</b>                 | <b>\$20,000.00</b> |

#### **4. Budget justification.**

**2000 Classified Personnel: Custodian**—to support campus accessibility and safety during family literacy events and activities. 0.15 hrs/day x 180 days x \$20 average extra time rate = **\$540**

**ASPO Program Manager**—to 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 = **\$890**

**3000 Fringe/Benefits—Including medical, retirement, worker's comp, etc. For salaried Classified personnel at 41% = \$365; for Classified Overtime personnel at 15% = \$81**

#### **4000 Books and Supplies**

**Office supplies**—Supplies for Family Resource Center = **\$585**; **Computer equipment for Family Resource Centers**—Computer and printer for parent use = **\$800**; **Books**—for parenting workshops, Family Resource Center, and family literacy events = **\$255**; **Curriculum**—for parent education workshops, adult basic education classes, GED, ESL, parent leadership trainings = **\$250**; **Copying, Duplication**—parent information and outreach materials = **\$315**; **Transportation/Bus Tickets**—Bus passes to facilitate parent access to Family Literacy activities. \$5.00/ticket x 60 tickets = **\$300**

#### **5000 Services and Other Operating**

**Parent Liaison**—8 hrs x 36 weeks x \$20 = **\$5,760**

**Consultants**—to facilitate basic education and parent education workshops on financial literacy, job skills training, computer technology, adolescent development, health education, community resources, etc. 8 hrs of teaching/prep per week x 32 weeks x \$30/hour = **\$7,680**

**Childcare**—10 sessions x 2 hrs x \$15/hr = **\$300**; **Translation Services**—10 sessions x \$50/session for translation services and translated materials = **\$500**

**Lead agency administrative costs**—3% of total lead agency contracts = **\$427**

**7000 Indirect Costs—5.00% 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 \$2,000 per year in in-kind resources to our efforts to promote family literacy at Castlemont. Our College & Career Readiness Office will provide resources for parent education on OUSD's new a-g graduation requirements and college and career readiness in general. Our ASPO will work with these departments to leverage these resources.

**Other sources of funding applicant sought but not received.** OUSD submitted recent, unsuccessful federal Promise Neighborhoods and Community Schools grants that included requests for family engagement and family literacy services.

**How funding will be used to support access to family literacy services.** Direct grant funding will allow us to have a Parent Liaison at Castlemont conducting outreach 8 hours per week; deploy consultants to devote 8 hours per week to provide classes in various areas of family literacy; provide bus passes and childcare to make it possible for parents with smaller children to participate in classes; translation services to make meetings and materials accessible to parents with limited English language proficiency; and computers for the Family Resource Center at Castlemont, for tasks such as communicating with teachers, searching for training programs and jobs and preparing resumes and job applications. The ASSETs Site Coordinator will participate on the Castlemont COST team and identify families in need of family literacy services. Lead agency Youth Uprising 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 coordinate their role as volunteers; and help connect families to resources at the YU/Castlemont Health Center, OUSD Adult and Career Ed, and in the community.

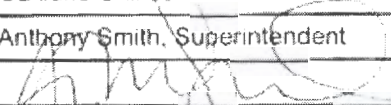
21st Century Community Learning Centers Program  
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APPID 12-04-01-71-ASSETS-259

Family Literacy Grant Assurances

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