

File ID Number	19-0141
Introduction Date	2/27/2019-3/4/19
Enactment Number	19-0301
Enactment Date	3/4/19 os
By	



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

February 27, 2019

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Andrea Bustamante, Executive Director, Community Schools & Student Services Dept.
Martha Pena, Coordinator, After School Programs

Subject: District Submitting Grant Proposal - Application ID: 19-04-01-121-ASSETS-17

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting 21st Century After School Safety and Enrichment for Teens (ASSETS) grant application to California Department of Education to fund comprehensive after school programs at three OUSD high schools for the fiscal years 2019-2024, 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 years, if any.

BACKGROUND:

Grant award for OUSD schools for the 2019-2024 fiscal years 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
19-	Yes	Grant	McClymonds High Coliseum College Prep Academy Skyline High	Comprehensive After School programming for high school sites	July 1, 2019 - June 30, 2024	California Department of Education, 21st Century After School Safety and Enrichment for Teens (ASSETS) Grant	\$765,212.00 Annually, Totaling \$3,826,060.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$3,826,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting grant award for OUSD Schools for the for fiscal years 2019-2024, 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 years, if any.

ATTACHMENTS:

Grants Management Face Sheet

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



OUSD Grants Management Face Sheet

Title of Grant: 21 st Century After-School Safety for Teens (ASSETs) Grant	Funding Cycle Dates: July 1, 2019 – June 30, 2024
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District c/o Martha Pena, Coordinator, After-School Programs 1000 Broadway, Suite 150 Oakland, CA 94607 (510) 879-2885 Martha.pena@ousd.org	Grant Amount for Full Funding Cycle: \$690,212 Annually for Core \$ 75,000 Annually for Equitable Access \$765,212 Total Annually \$3,826,060 = Total Grant Amount
Funding Agency: California Department of Education, 21 st Century After-School	Grant Focus: To support comprehensive after-school programming for three high schools
List all School(s) or Department(s) to be Served: <ul style="list-style-type: none"> Mc Clymonds High School Coliseum College Prep Academy Skyline High School 	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	After-school 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 student including credit recovery, internships, and work readiness activities, and college application support. These extended learning activities ultimately support the districts 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 and Wellness programming that support students' physical and social emotional health, and foster increased student engagement that can support improved school day attendance.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.98% 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 Expanded Learning Office conducts an annual external evaluation of all ASES and 21 st Century after-school programs in OUSD. Student attendance data is tracked daily, test scores, and grades, along with survey results from students, parents, teachers, principals, will be collected and analyzed to determine the impact of after-school programming on student's 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 The Expanded Learning Department, 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?	Yes, This grant will augment the school district's current 21 st Century Assets after-school grant at multiple high school sites. This network of OUSD after-school programs are supported by the OUSD Expanded

(If yes, include the district's indirect rate of 3.98% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Learning Department and Community Schools and Student Services (CSSS) Dept. in partnership with lead agency community based organizations.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students 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.)	Martha Pena, Coordinator, After School Programs Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 510-879-2885 Martha.Pena@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		1/31/19
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		2/4/19

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
President Board of Education	Marcus Battle		
Superintendent	Kyla Johnson-Trammell		



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland Unified School District After School Safety and Enrichment for Teens Grant Application

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**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

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Agency Name	Oakland Unified
County-District Code/Federal Employer Identification Number	01612590000000
County Name	Alameda
Agency Type	LEA
Superintendent Name	Kyla Johnson-Trammell
Superintendent Professional Title	Superintendent
Superintendent Address	1000 Broadway, Suite 680
Superintendent City, State, Zip Code	Oakland, CA, 94607-4099
Superintendent Telephone Number	(510) 879-8200
Superintendent Email Address	kyla.johnson@ousd.org
Co-Applicant Agency Name	Alternatives in Action
Co-Applicant Name	Jennifer Lyle
Co-Applicant Professional Title	Deputy Director
Co-Applicant Address	6221 East 17th Street
Co-Applicant City, State, Zip Code	Oakland, CA, 94621-4099
Co-Applicant Telephone Number	510-285-6290 Ext. 317
Co-Applicant Email Address	jlyle@alternativesinaction.org
Co-Applicant Agency Name	Safe Passages
Co-Applicant Name	Josefina Alvarado Mena
Co-Applicant Professional Title	Chief Executive Officer
Co-Applicant Address	250 Frank H. Ogawa Plaza, Suite 6306
Co-Applicant City, State, Zip Code	Oakland, CA, 94612-4099
Co-Applicant Telephone Number	510-238-4458 Ext.
Co-Applicant Email Address	jalvarado@safepassages.org
Co-Applicant Agency Name	Youth Together
Co-Applicant Name	Tony Douangviseth
Co-Applicant Professional Title	Executive Director
Co-Applicant Address	1714 Franklin St. #100-153
Co-Applicant City, State, Zip Code	Oakland , CA, 94612-4099
Co-Applicant Telephone Number	510-717-8383 Ext.





**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

Cover Page (2 of 2)

Co-Applicant Email Address	tdouangviseth@youthtogether.net
Total Core Amount Requested	\$690,212.00
Total Equitable Access Amount Requested	\$75,000.00

I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained herein not requiring individual signature. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing co-applicant(s), including all assurances and fiscal reporting requirements. **Original "wet" signatures must be made using blue ink.**

Authorized Agent Signature: 	Date: 10/30/2018
Co-applicant Signature: 	Date: 10/30/2018
Co-applicant Signature: 	Date: 10/30/2018
Co-applicant Signature: 	Date: 10/30/2018




**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

Signatures and Approvals

School Principal or Executive Director Approval

The school principal or executive director of a direct-funded charter school of each school to be served by the proposed program must approve this program application. **Original "wet" signatures must be made using blue ink.**


County-District-School Code	School Name	Name of School Principal or Executive Director	Signature of School Principal or Executive Director
01612590110189	McClymonds High	Jarod Scott, Principal	
01612590112797	Coliseum College Prep Academy	Amy Carozza, Principal	
01612590137943	Skyline High	Nicole Pierce, Co-Director	

School District Approval

The local educational agency (LEA) superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet eligibility requirements for funding pursuant to the terms and conditions described in the request for application. **Original "wet" signatures must be made using blue ink.**

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

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

County- District-School Code	School District Name	Name of Superintendent	Signature of Superintendent
01612590000000	Oakland Unified	Dr. Kyla Johnson-Trammell, Superintendent	




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01612590000000	Oakland Unified	Dr. Kyla Johnson-Trammell, Superintendent	

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETS-17

Award Calculator

County-District-School Code	School Name	School Type (H)	Program Type	Days of Operation	Students Served	Amount Requested
01612590110189	McClymonds High	H	After School Base	N/A	N/A	\$190,212.00
01612590110189	McClymonds High	H	Equitable Access	N/A	N/A	\$25,000.00
01612590112797	Coliseum College Prep Academy	H	After School Base	N/A	N/A	\$250,000.00
01612590112797	Coliseum College Prep Academy	H	Equitable Access	N/A	N/A	\$25,000.00
01612590137943	Skyline High	H	After School Base	N/A	N/A	\$250,000.00
01612590137943	Skyline High	H	Equitable Access	N/A	N/A	\$25,000.00
					Total	\$765,212.00

Reimbursement Rates:

\$10.00 for After School Base.

\$25,000.00 maximum per site for Equitable Access (no student per day requirement).

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETS-17

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01612590112797	Coliseum College Prep Academy	H	After School Base	N/A	N/A	\$250,000.00
01612590112797	Coliseum College Prep Academy	H	Equitable Access	N/A	N/A	\$25,000.00
01612590137943	Skyline High	H	After School Base	N/A	N/A	\$250,000.00
01612590137943	Skyline High	H	Equitable Access	N/A	N/A	\$25,000.00
Total						\$765,212.00

Reimbursement Rates:

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\$25,000.00 maximum per site for Equitable Access (no student per day requirement).

**21st Century High School After School Safety and Enrichment for Teens
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Private School Consultation Certification

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To the extent consistent with the number of eligible children in areas served by a local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under this program, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program (20 United States Code [U.S.C.] Section 7881[a][1]).

The consultation with private schools must occur **before** the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs, and shall continue throughout the implementation and assessment of activities (20 U.S.C. Section 7881[c][3]).

The consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff (20 U.S.C. Section 7881[c][4]).

Applicants must check one box as applicable and certify with an original "wet" signature using blue ink.



I certify that (per 20 U.S.C. Section 7881[c][1]), the local educational agency (LEA), educational service agency, consortium of those agencies, or entity, consulted with appropriate private school officials during the design and development of the programs, on the following issues:

- How the children's needs will be identified (20 U.S.C. Section 7881[c][1][A]);
- What services will be offered (20 U.S.C. Section 7881[c][1][B]);
- How, where, and by whom the services will be provided (20 U.S.C. Section 7881[c][1][C]);
- How the services will be assessed and how the results of the assessment will be used to improve those services (20 U.S.C. Section 7881[c][1][D]);

**21st Century High School After School Safety and Enrichment for Teens
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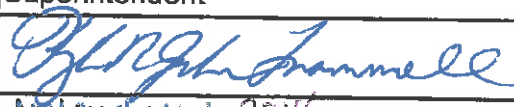
**Private School Consultation Certification
Page 2**

- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services (20 U.S.C. Section 7881[c][1][E]); and
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (20 U.S.C. Section 7881[c][1][F]).

—or—

☐

I certify that according to the California Department of Education private schools directory at <https://www.cde.ca.gov/re/sd/index.asp>, there are no private schools identified within the vicinity of the after school service area in which I am required to consult.

Superintendent Name	Kyla Johnson-Trammell
Superintendent Title	Superintendent
Superintendent Signature	
Signature Date	November 1, 2018

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

Funding Priority Certification

Applicants must check each box as applicable for funding priority consideration.

- ☒ 1. Does this application target services to students who primarily attend schools that are: (1) implementing comprehensive support and improvement activities or targeted support and improvement activities under 20 United States Code (U.S.C.) Section 6311(d), or (2) determined by the local educational agency (LEA) to be in need of intervention and support to improve student academic achievement and other outcomes and serve the families of such students (20 U.S.C. Section 7174[i][1][A][I])?
- ☒ 2. Does this application target services to schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models and serve families of such students (20 U.S.C. Section 7174[i][1][A][II])?
- ☒ 3. Is this application jointly submitted by at least one Title I LEA and another eligible entity (20 U.S.C. Section 7174[i][1][B]), or demonstrate that the LEA or entity is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality (20 U.S.C. Section 7174[i][2])?

Note: This priority item will be applied to all schools in the application; however, a justification narrative for the inability to partner is required, and must be included with the application materials submitted to the California Department of Education, if applicable.

- ☒ 4. Does this application propose to supplement, not supplant existing services? Funds may not be used to supplant federal, state, local, or nonfederal funds. Programs may not use 21st Century Community Learning Centers funds to pay for existing levels of service funded from any other source (20 U.S.C. Section 7174[i][1][C]).
- ☒ 5. Does the application contain any programs that previously received funding for an ASSETs grant, are not currently expiring, proposing an expansion to the existing grant (up to the per site maximum), or contain any programs replacing expiring grants that satisfactorily met their projected attendance goals (California Education Code Section 8422[a])?



Written Agreements

1. Oakland Unified School District (lead applicant)
2. Safe Passages (co-applicant)
3. Youth Together (co-applicant)
4. Alternatives in Action (co-applicant)
5. East Bay Agency for Children
6. Mills College Educational Talent Search
7. Summer Search
8. buildOn



OFFICE OF THE SUPERINTENDENT

November 13, 2018

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

Dear Mr. Funk:

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

I am writing this letter to outline OUSD's commitments to supporting the 21st Century High School ASSETs program during the 2019-24 grant cycle at Coliseum College Prep Academy, Skyline High School, and McClymonds High School. The following list details, subject to OUSD Board approval, OUSD in-kind contributions to that program:

- Space for programming and program management at the school sites.
- Grants management, fiscal oversight, support with planning and quality improvement, and support with partnership development and long-term program sustainability by OUSD's After School Programs Office and Community Schools & Student Services Department, valued at approximately \$10,000 per site per year.
- OUSD High School Career Pathway/Linked Learning resources, including support for program development, work internship coordination, work-based learning resources, and school day alignment by Career Pathway Coaches, Work-based Learning Specialists, and College & Career Readiness Specialists, funded through Oakland's Measure N funding (2014 College and Career Readiness for All Act) and leveraged philanthropic dollars, valued at over \$30,000/year per site.
- High School summer academic intervention, credit recovery programs, and bridge-to-9th-grade programs funded with school district unrestricted, Title I, and Measure N funds at approximately \$50,000/year per site.
- After school snacks and supper provided by OUSD Nutrition Services, and funded through the U.S.D.A.'s School Meals Program, valued at approximately \$25,000/year per site.
- The Community School Manager at the site to support coordination of services and site-based partnership development, valued at \$25,000/year per site.
- School-linked health services providing students with a range of health and wellness services including health screenings, immunizations, diagnosis and treatment of medical conditions, mental health services, dental screenings, health insurance enrollment, and health education, valued at approximately \$100,000/year per site.
- Behavioral health services and social and emotional learning (SEL) supports including: case management training, Restorative Justice training, and on-site facilitation, crisis response, mental health referrals, support with Coordination of Services Teams, training on trauma-informed pedagogy, and support with implementation of Positive Behavioral Intervention Supports (PBIS), provided by OUSD Behavioral Health Unit and Social and Emotional Learning Unit, valued at over \$30,000/year per site.



OFFICE OF THE SUPERINTENDENT

- Youth leadership and family engagement curriculum and training, including facilitation of communities of practice for parent liaisons and parent education curriculum provided by the OUSD Student and Family Engagement Unit, valued at \$2,000/year per site.
- Health and wellness-related programming support, including curriculum and training for gardening, healthy eating, and physical activity; and funding support for health-related youth participatory action research projects, provided by the OUSD Health and Wellness Unit and OUSD Teaching & Learning Department, valued at approximately \$15,000/year per site.
- Curriculum and professional development from the OUSD Teaching & Learning Department and Office of Post-Secondary Readiness, including APEX credit recovery teacher stipends and student subscriptions to learning modules, valued at approximately \$6,000/year per site.
- Data sharing and assistance with annual evaluation report by OUSD's Research & Evaluation Office, valued at approximately \$2,000/year.
- Fiscal monitoring and accounting of grant funds and expenditure reporting by OUSD Financial Services Dept., valued at approximately \$2,500/year per site.
- Training and coordination around after school safety and emergency planning, and management of School Safety Officers by OUSD Police Services, valued at approximately \$2,500/year per site.
- Additional in-kind resources from OUSD including translation services and communications support provided by our Communications Department, valued at over \$2,000/year per site.

Overall, through the numerous in-kind resources and leveraged partnerships described above, OUSD will contribute, subject to OUSD Board approval, at least \$302,000 per year in leveraged resources throughout the 2019 – 2024 ASSETs grant period.

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

Sincerely,

Kyla Johnson-Trammel
Superintendent



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

October 23, 2018

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

Board of Directors

Colin Lacon , (Board Chair)
Director of Strategic
Partnerships, Office of the
Mayor, San Francisco;
Professional Faculty, Haas
School of Business, UC Berkeley

**Sherry Young, (Board
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Sr. Private Client Advisor, Bank
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LLP

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Director of Communications
National Center for Youth Law;
Former Deputy Mayor, Oakland

Reygan E. Harmon
Ceasefire Program Director
City of Oakland Police
Department

Melissa Hoover
Executive Director,
Democracy at Work

Dr. Tomás Magaña
Assistant Professor, Samuel
Merritt University, Attending
Physician La Clinica de La
Raza, Inc., Assistant Clinical
Professor, Department of
Pediatrics, UCSF

Josefina Alvarado Mena, Esq.
Chief Executive Officer, Safe
Passages

John O'Toole, Attorney
Retired

Dan Siegel, Attorney
Siegel & Yee
Former OUSD Board of Trustee

Dear Ms. Johnson-Trammel:

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

Safe Passages, a 501(c)(3) corporation based in Alameda County, has recently received the designation of "Highly Recommended," the highest ratings for an OUSD After-School Lead Agency from the OUSD Expanded Learning Office. The mission of Safe Passages (SP) is to disrupt the cycle of poverty by engaging youth and families to build and drive a continuum of services that supports student success and community development. The mission, vision and work of SP is directly aligned with OUSD's mission to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, everyday. Moreover, our mission and vision closely align with OUSD's strategic plan, *The New Pathways to Excellence* and vision for Full Service Community Schools.

Over the last 20 years, SP has collaborated closely with OUSD to design, implement, and leverage resources to provide health, education, and social services to Oakland youth and their families, with a special focus on Oakland's most vulnerable populations (low-income, English Learners, students of color, foster youth, immigrants and refugees). Specifically, SP partnered with OUSD on the Safe Passages Middle School, Early Childhood, and Juvenile Justice Initiatives. In addition, SP served as the lead agency for the Oakland Elev8 Full Service Community Schools Initiative at 5 of the highest-need middle schools in Oakland, including the development of new Extended Learning Programs, School Based Health Centers, and Family Resource Centers.

Safe Passages has partnered with OUSD in providing expanded learning programming to students since 2008. For the 2019-2024 grant cycle, Safe Passages will serve as site lead agency for OUSD's 21st Century after-school and summer programs at Coliseum College Prep Academy (CCPA). In that role,

Safe Passages will:

1. Provide a Site Coordinator for each school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff to lead academic support, enrichment, college/career preparation, and leadership developments activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with CCPA leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century ASSETs program in the CCPA community.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century ASSETs program at CCPA during and after the 2019-2024 grant period.

Safe Passages will provide these services under a subcontract with OUSD in the amount of approximately \$203,000 per year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at CCPA.

In addition, Safe Passages will provide the following in-kind and match resources in support of OUSD's 21" Century programs:

1. Time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$30,000 year.
2. Specialized training for ASSETS program staff provided by in-house staff, in classroom management, mandated reporting, lesson planning, cultural competency and other topics of relevance. The in-kind value of this resource is estimated at \$10,000 year.
3. Volunteer recruitment, outreach, support, and training by SP managers valued at \$15,000 year.
4. Supplies and program materials, valued at \$2,000 year.
5. 6 AmeriCorps members who will work full time during and after school hours to provide students with academic mentoring in a 10:1 ratio. The services are valued at over \$120,000 per year.
6. Write and negotiate additional grants to support the afterschool program including but not limited to the City of Oakland OFCY after school grants. During the 2016-2019 cycle, SP leveraged \$85,000/annual from this source alone for CCPA.

Safe Passages total in-kind contribution to the 21st Century after-school and summer programs is \$260,000 per year for the next five years.

Sincerely,



Josefina Alvarado Mena, Esq.
CEO



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

November 13, 2018

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

Dear Ms. Johnson-Trammel:

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

Grounded in our commitment to peace, unity and justice, the mission of Youth Together is to address the root causes of educational inequities by developing multiracial youth leaders and engaging school community allies to promote positive school change.

In 1996, Youth Together emerged as a youth-led solution to interracial violence in Bay Area high schools. Students, teachers, administrators, and community members came together after violent incidents at Castlemont, Skyline, Berkeley, and Richmond High Schools and identified racialized educational disparities as the root cause of student unrest. Youth Together's theory of change is threefold: 1) to develop the resiliency of individual youth to survive and thrive the harsh realities of growing up in Oakland through culturally responsive and evidence and evaluation based Positive Youth Development strategies; 2) to foster inter-racial understanding and group work; and 3) to change the roots of inequities that are structural barriers to young people's success.

Youth Together's target population are high school students facing significant barriers to graduating high school and transitioning to adulthood. YT provides:

1. Academic enrichment and mentoring programs for 1,200 youth and support for 500 parents annually at Skyline and Castlemont High Schools, including the Boys/ Young Men of Color Groups and affinity group support for marginalized LGBTQ+ communities. Youth Together's services are designed to compensate for the resource gap experienced by students without family resources, housing stability, and other external protective factors.

2. Youth Together Leadership Development program for 87 multi-racial youth at Skyline, Castlemont, and McClymonds High Schools. This program is a hallmark of Youth Together's youth empowerment philosophy: by providing students with leadership opportunities as well as the skills and mentorship essential for success in leadership roles, students are able to organize meaningful change in their own communities.

3. Peer-led civic and social engagement activities for 500 youth throughout Oakland.

Youth Together youth through civic and social engagement campaigns are responsible for the creation of multi-service youth centers (the Berkeley High School Student Learning Center, Skyline High School's One Land One People Center, East Oakland's Youth Uprising, and Richmond's RYSE Center), equity improvements to the California High School Exit Exam, and implementing A-G school standards policy to ensure all OUSD graduates are eligible for UC and CSUs. As a result of Youth Together advocating for the passage of the Local Control Funding Formula in 2014, OUSD has now received more than \$330 million in supplemental funding. Recently, Lead Youth Organizers highlighted credit recovery as a major barrier, leading to the passage of the "Accessible Credit Recovery" Resolution by the OUSD Board in June 2018.

Youth Together has been a partner with OUSD in providing expanded learning programming to students since 1996. For the 2019-2024 grant cycle, Youth Together will serve as site lead agency for OUSD's 21st Century before-school, after-school and summer programs at Skyline High School. In that role, Youth Together will:

1. Provide a Site Coordinator for the school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership development activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness through the College Access Team.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century ASSETs program in the school community.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2019-24 grant period.

Youth Together will provide these services under a subcontract with OUSD in the amount of approximately \$234,000 per year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

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

1. Provide time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$17,000 annually.
2. Provide specialized training for ASSETS program staff provided by in-house staff, in conflict resolution and mediation, effective facilitation, curriculum development, program quality assessment, and additional ASSETS training. The in-kind value of this resource is estimated at \$8,000 annually.
3. Volunteer recruitment, outreach, support, and training by after school site coordinator and family liaison, valued at \$6,500 annually.
4. Supplies and program materials, valued at \$13,000 annually.
5. Supporting programs/funding – such as City, County, and Foundation funds valued at \$200,000.



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

Youth Together's total in-kind contribution to the 21st Century ASSETs after-school and summer programs is \$250,000 per year for the next five years.

Sincerely,

Tony Douangviseth
Executive Director



Alternatives in Action
WHERE YOUTH CHOOSE TO LEAD

**Jennifer B. Lyle, Interim Executive Director
Alternatives in Action
2640 International Avenue
Oakland, CA 94601**

November 02, 2018

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

Dear Ms. Johnson-Trammel:

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

Alternatives in Action (AIA) was founded in 1996 and serves over 1,300 Oakland youth each year. Our mission is to inspire youth to express their leadership potential and prepare them for college, career, and community life through dynamic educational, skill-building, and real world experiences. Our programs, partnerships, and services benefit Oakland youth by supporting them to develop the academic, leadership, and social-emotional skills needed to enhance their engagement in school, create and pursue goals, graduate from high school on time and have promising post-secondary options as young adult. AIA currently serves as the lead agency for afterschool programming for three OUSD high schools (McClymonds, Life Academy and Fremont High School) funding through 21st Century grants.

Alternatives in Action has been a partner with OUSD in providing expanded learning programming to students since 2004. For the 2019-2024 grant cycle, Alternatives in Action will serve as site lead agency for OUSD's 21st Century after-school and summer programs at McClymonds High School, a role we have served since 2009. In that role, Alternatives in Action will:

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



Alternatives in Action
WHERE YOUTH CHOOSE TO LEAD

2. Provide direct service staff who will lead academic support, enrichment, college/career preparation, and leadership developments activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for McClymonds students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century program in the school communities.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2019-24 grant period.

Alternatives in Action will provide these services under a subcontract with OUSD in the amount of approximately \$190,211.66 per year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

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



Alternatives in Action
WHERE YOUTH CHOOSE TO LEAD

1. Management and support from senior leadership for program development, evaluation, budget/financial oversight including our annual audit, and staff coaching and management valued at \$60,000 annually.
2. Training and development opportunities for staff including trauma-informed care, youth development, coaching and goal setting with youth, project planning and other program aligned training topics. In addition, ensures that all staff are First Aid/CPR certified, receive annual mandated reporting and harassment prevention training, at \$30,000 annually.
3. Partnership development and volunteer recruitment, outreach and support for career readiness and other program activities through our Development staff and Director of Community Programs is valued at \$20,000 annually.
4. Other key program costs including program supplies, food, field trips, youth stipends and behavioral health support valued at \$150,000 annually.
5. Cost of operating a summer program high school age (not covered in our current 21st Century contract) valued at \$20,000 annually.
6. Cost of operating the Best Buy Teen Tech Center programs year round including technology replacements in support of STEM and career readiness program activities valued at \$110,000
7. Grant writing and management of other supporting funding sources including the Oakland Fund for Children Youth & Families, Best Buy Teen Tech Center Grant and Alameda County HCSA - Youth Fund Opportunity Program valued annually at \$50,000

Alternatives in Action's total in-kind contribution to the 21st Century after-school and summer program at McClymonds High is \$440,000 per year for the next five years.

Sincerely,

Jennifer B. Lyle
Interim Executive Director

November 13, 2018

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

Dear Ms. Johnson-Trammel:

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

EBAC's mission is to improve the well being of children, youth and families by reducing the impact of trauma and social inequities. At CCPA, our North Region School Based Behavioral Health Program provides individual, group, and family counseling to eligible students funded through Medi-Cal and in contract with Alameda County Behavioral Health Care Services (ACBHCS).

EBAC has been a partner with OUSD in providing expanded learning programming to students for at least 18 years. For the 2018-2023 grant cycle, EBAC will take part in OUSD's 21st Century programs at CCPA. In that role, EBAC will:

1. Provide Individual, group, and family counseling to 25 students and families funded by full scope Medi-Cal over the course of the school year.
2. Provide one full time mental health clinician to CCPA to provide the services listed in #1.

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

1. Administrative and analytical support for EBAC program development, monitoring, coaching, and sustainability, in alignment with CCPA's goals.
2. Training and professional development opportunities for program staff, including assessment and treatment, crisis response, family engagement, culturally responsive treatment, best practices in school based behavioral health, and neurobiology of trauma.
3. Clinical supplies and program materials.

EBAC's total in-kind contribution to the 21st Century programs in this application is \$138K per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,



Melanie Wartenberg, LMFT
Senior Director NRSBBH
East Bay Agency for Children

October 26, 2018

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

MILLS EDUCATIONAL



★TALENT SEARCH★

Mills College
TRIO Programs

Educational
Talent Search
Est. 1998

5000
MacArthur Blvd.
Oakland, CA
94613
Reinhardt Hall
C-Wing

Phone
510.430.2177

Fax
510.430.2309

www.mills.edu/trio

Dear Ms. Johnson-Trammel:

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

Mills Educational Talent Search (METS) is a federally funded educational program annually serving approximately 600 middle and high school students from disadvantaged and/or low-income families from select schools in the Oakland Unified School District. TRIO Programs are designed to motivate and educationally support students in 6th-12th grades.

METS has been a partner with OUSD in providing expanded learning programming to students since 1998. For the 2018-2023 grant cycle, METS will take part in OUSD's 21st Century programs at Coliseum College Prep Academy. In that role, METS will provide the following services:

1. Workshops/presentations: Topics offered include study skills, goal setting, time management, college exploration, career exploration, self-esteem and values, and anything else that may assist participants in preparing for college.
2. Individual/group Advising: Meetings with a METS Advisor. Special emphasis is always on ensuring that students are on track to graduate from high school and are receiving adequate college preparatory coursework.
3. Field Trips: METS sponsored field trips for 6th – 12th grade students to college campuses within the surrounding Northern California area (day trips). METS participants may also receive cultural/educational field trips in conjunction with college tours.
4. Referrals: METS offers referrals to other programs and agencies within the community that provide services to our participants (i.e. tutoring, counseling, summer programs, etc.)

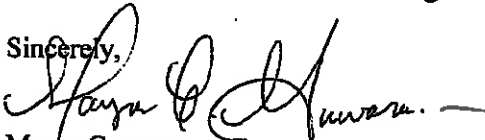
METS will contribute the following in-kind resources in providing the above-detailed services in OUSD's 21st Century programs:

1. Time of core professional staff for program development, implementation of services, planning. The in-kind value of this resource is estimated at \$9900 per year.
2. Time of college student advisors in the program, valued at \$3000 per year.
3. Program events and college trip expenses valued at \$2300 per year.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from the Department of Education TRIO funding.

The Mills Educational Talent Search Program total in-kind contribution to the 21st Century programs in this application is \$15,200.00 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,



Mayra Guevara
METS Project Director

November 13, 2018

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

Dear Ms. Johnson-Trammel:

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

Summer Search is a national nonprofit organization that provides youth from low-income backgrounds with scholarships to two summer leadership programs, college advising, and weekly insight-oriented mentoring conversations. The Summer Search mission is to support students in being their greatest self and achieve their best life.

Summer Search has been a partner with OUSD in providing expanded learning programming to students since 1995. For the 2018-2023 grant cycle, Summer Search will take part in OUSD's 21st Century programs at Coliseum College Prep Academy. In that role, Summer Search will:

We recruit students 10th grade year. We provide a 1:1 mentor for students in which they check-in once per week. This space is for students to be heard and be seen. We work on socio-emotional learning and positive identity development with young folks. We also offer two scholarships to summer trips. The first trip is a wilderness trip for 2-4 weeks long with programs like Outward Bound and National Outdoor Leadership School. For the second trip, students get to choose, either a community service trip domestic or abroad OR a college-prep program. The final service we provide is college/career advising. Students receive a 1:1 college mentor to walk through the college application process. If college is not for them, they will help support students in alternative pathways such as trade schools or gap year programs. We have over 35 staff present in the Bay Area with a budget of 5 million per year.

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

1. The in-kind value of this resource is estimated at \$10,000 per student throughout their high school experience. This cost includes mentoring, summer trips, and college/career advising.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from mainly individual donors.

Summer Search's total in-kind contribution to the 21st Century programs in this application is \$60,000 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bradley S. Hill', with a large, stylized loop at the end.

Bradley S. Hill
Director of School and Community
Engagement of Bay Area Summer
Search

November 13, 2018

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

Dear Ms. Johnson-Trammel:

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

buildOn's mission is to break the cycle of poverty, illiteracy, and low expectations through service and education. Our impact isn't what we do for our students. It's what our students do for their communities, our world, and themselves. Our Service Learning Programs empower youth from East Oakland neighborhoods to explore the challenges facing their communities and take action to address these issues through service – helping the homeless, seniors and children in their communities. build also builds primary schools in seven countries and provides free opportunities for students in our US programs to work alongside the local community to build the school.

buildOn has been a partner with OUSD in providing expanded learning programming to students since 2009. For the 2018-2023 grant cycle, buildOn will take part in OUSD's 21st Century programs at Coliseum College Prep Academy. In that role, buildOn will:

1. Provide service learning programming both on campus and in the community 5 days a week while engaging 200 students each month in buildOn programming.
2. Provide 1-2 full time staff to work from schools to engage students and support teachers in bringing experiential service learning opportunities to their curriculum
3. Using the IPARD model, buildOn provides in-class, after school, and weekend programming using in-house curriculum as well adapted curriculum from teachers to enhance in-class content. buildOn provides program supplies and money to execute all service learning programming.

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

1. e.g., time of high-level agency staff for program development, monitoring, coaching, sustainability. The in-kind value of this resource is estimated at \$40,000 per year
2. e.g., line staff time in the program, valued at \$60,000 per year.
3. e.g., training/professional development for program staff in (examples of topics), valued at \$20,000 per year.
4. E.g., Supplies and program materials, valued at \$2,000 per year.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from buildOn's corporate and private donors, along with

buildOn's total in-kind contribution to the 21st Century programs in this application is \$122,000 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

Daniel Maxwell
Program Director - Oakland

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

**Every Student Succeeds Act Certified Assurances
Page 1**

The Every Student Succeeds Act (ESSA) Certified Assurances listed below are the federal legislatively required elements for the 21st Century grant. By signing the ESSA Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a copy of the Certified Assurances for their records.

Note: Grantees are no longer required to submit General Assurances to the California Department of Education (CDE) and instead, are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances from the CDE Funding Forms Web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. The program will align the activities provided by the program with the challenging State academic standards (20 United States Code [U.S.C.] Section 7172[c][3][E]).
2. The program will take place in a safe and easily accessible facility (20 U.S.C. Section 7174[b][2][A][i]).
3. The program will coordinate federal, state, and local programs and make the most effective use of public resources (20 U.S.C. Section 7174[b][2][C]).
4. The proposed program will be carried out in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools) (20 U.S.C. Section 7174[b][2][D][i]).
5. The program will target students who primarily attend schools eligible for schoolwide programs under Section 6314 of this title and the families of such students (20 U.S.C. Section 7174[b][2][F]).
6. Sub-grant funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds (20 U.S.C. Section 7174[b][2][G]).
7. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application (20 U.S.C. Section 7174[b][2][L]).

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

**Every Student Succeeds Act Certified Assurances
Page 2**

8. The program will provide such other information and assurances as the State educational agency may reasonably require (20 U.S.C. 7174[b][2][N]).
9. The program will maintain in the program's records, and provide to the CDE, a written affirmation signed by officials of each participating private school that the meaningful consultation required under 20 U.S.C. Section 7881(c)(5) has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the program will forward the documentation that such consultation has, or attempts at such consultation have, taken place to the CDE (20 U.S.C. Section 7881[c][5]).

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

California *Education Code* Certified Assurances

Page 1

The California *Education Code* (EC) Certified Assurances listed below are the state legislatively required elements for the 21st Century grant. By signing the EC Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a copy of the Certified Assurances for their records.

Note: Grantees are no longer required to submit General Assurances to the California Department of Education (CDE) and instead, are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances from the CDE Funding Forms Web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. The high school after school programs shall serve pupils in grades 9 to 12, inclusive (EC Section 8421[a]).
2. A high school after school program shall consist of the following two elements:
 - a. An academic assistance element that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 2. The assistance shall be coordinated with the regular academic programs of the pupils (EC Section 8421[b][1][A]).

For purposes of this article, "career exploration" means activities that help pupils develop the knowledge and skills that are relevant to their career interests and reinforce academic content (EC Section 8421[b][1][B]).
 - b. 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 (EC Section 8421[b][2]).
3. The program shall operate for a minimum of 15 hours per week (EC Section 8421[c]).

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

**California *Education Code* Certified Assurances
Page 2**

4. A program operating offsite shall provide:
 - a. Safe transportation (if necessary) (*EC* Section 8421[e][1]), and
 - b. Availability and accessibility as similar programs conducted on school sites (*EC* Section 8421[e][2]).
5. The program certifies that all of the following requirements will be fulfilled, if applicable:
 - a. The application includes a description of the activities that will be available for pupils and lists the program hours (*EC* Section 8421[f][1]).
 - b. The application includes an estimate of the following:
 - i. The number of pupils expected to attend the program on a regular basis (*EC* Section 8421[f][2][A]).
 - ii. The average hours of attendance per pupil (*EC* Section 8421[f][2][B]).
 - iii. The percentage of pupils expected to attend the program less than three days a week, three days a week, and more than three days a week, for each quarter or semester during the grant period (*EC* Section 8421[f][2][C]).
 - c. The application documents the commitments of each partner to operate a program at a location or locations that are safe and accessible to participating pupils (*EC* Section 8421[f][3]).
 - d. The application certifies that pupils were involved in the design of the program and describes the extent of that involvement (*EC* Section 8421[f][4]).
 - e. The application identifies federal, state, and local programs that will be combined or coordinated with the high school after school program for the most effective use of public resources, and describes a plan for implementing the high school after school program beyond federal grant funding (*EC* Section 8421[f][5]).

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 19-04-01-121-ASSETs-17

**California *Education Code* Certified Assurances
Page 3**

- f. The application has been approved by the school district, or the charter school governing body, and the principal of each participating school for each schoolsite or other site (*EC* Section 8421[f][6]).
- g. The application includes a certification that the applicant has complied with the requirement in subdivision (b) of Section 8422 (*EC* Section 8421[f][7]).
- h. The application includes a certification that each applicant or partner in the application agrees to do all of the following:
 - i. Assume responsibility for the quality of the program (*EC* Section 8421[f][8][A]).
 - ii. Follow all fiscal reporting and auditing standards required by the department (*EC* Section 8421[f][8][B]).
 - iii. Provide the following information on participating pupils to the department:
 - 1. Schoolday attendance rates (*EC* Section 8421[f][8][C][i]).
 - 2. Program attendance (*EC* Section 8421[f][8][C][ii]).
 - iv. Acknowledge that program evaluations will be based upon the criteria in Section 8427 (*EC* Section 8421[f][8][D]).

Certify that the applicant has complied with all federal requirements in preparing and submitting the application (*EC* Section 8421[f][9]).

- 6. The program certifies all of the following:
 - a. Completion of an assessment of pupils' preferences for program activities (*EC* Section 8423[c][1]).
 - b. Access to, and availability of, computers and technology (*EC* Section 8423[c][2]).
 - c. Inclusion of a nutritional snack, meal, or both, and a physical activity element (*EC* Section 8423[c][3]). The physical activity element is applicable only if selected as an enrichment activity as part of *EC* Section 8421[b][2].

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- d. That the program will meet all of the evaluation requirements (*EC* Section 8423[c][4]).
 - e. Fiscal accountability (*EC* Section 8423[c][5]).
 - f. Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. These pupil data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness (*EC* Section 8423[c][6]).
- 7. The designated public agency representative for the applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The CDE shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (*EC* Section 8484.8[b][3]).
 - 8. Grant recipients shall submit quarterly expenditure reports, and the CDE may withhold funds in subsequent years if access or literacy grant funds are expended for purposes other than as granted (*EC* Section 8484.8[b][4]).
 - 9. Grant awards shall be restricted to those applications that propose primarily to serve pupils that attend schoolwide programs, as described in Title I of the federal No Child Left Behind Act of 2001 (Public Law 107-110). Competitive priority shall be given to applications that propose to serve pupils in schools designated as being in need of improvement under subsection (b) of Section 6316 of Title 20 of the United States Code, and that are jointly submitted by school districts and community-based organizations (*EC* Section 8484.8[d]).
 - 10. A grantee shall identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources, and shall prepare a plan for continuing the program beyond federal grant funding (*EC* Section 8484.8[e][5]).
 - 11. A grantee shall submit semiannual attendance data and results to facilitate evaluation and compliance in accordance with provisions established by the department (*EC* Section 8484.8[e][6]).

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12. If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).

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Equitable Access Certified Assurances

The Equitable Access Certified Assurances listed below are the state legislatively required elements for the 21st Century grant. By signing the Equitable Access Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a copy of the Certified Assurances for their records.

Note: Grantees are no longer required to submit General Assurances to the California Department of Education (CDE) and instead, are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances from the CDE Funding Forms Web page at <https://www.cde.ca.gov/fq/fo/fm/ff.asp>.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. Equitable Access funds shall provide supplemental assistance to programs and will not fund the full anticipated costs of the services provided by a community learning center program (*EC* Section 8484.8[b][2][A]).
2. The program shall certify that existing resources are not available to meet the needs of the program, and include, but not be limited to, a description of how the needs, strengths, and resources of the community have been assessed, currently available resources, and the justification for additional resources for that purpose (*EC* Section 8484.8[b][2][B]).
3. The designated public agency representative for the applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The CDE shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (*EC* Section 8484.8[b][3]).
4. Equitable Access grant funds may be withheld or terminated in subsequent years if annual budget reports and quarterly expenditure reports are not submitted to the CDE, or if funds are expended for purposes other than as awarded (*EC* sections 8483.7[a][1][A][vi], 8484.8[b][3], and 8484.8[b][4]).

**21st Century High School After School Safety and Enrichment for Teens
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Disqualification Form

Page 1

The following items will disqualify applications and/or individual school sites from the funding process:

Application Disqualifications

1. The After School Support and Information System (ASSIST) generated application forms (see Section X. Application Checklist in the Request for Application) that are submitted to the California Department of Education (CDE) after 4 p.m. on Tuesday, November 13, 2018, **will be disqualified. Postmarks will not be accepted.** Applications that are sent by guaranteed, overnight, priority mail, or other means must include verifiable documentation from the delivery service assuring delivery date by the due date and time. Dates printed on Mobile Bar Codes, such as the Quick Response Codes available at the US Postal Service, are not considered postmark dates for the purpose of determining the timely filing of an application.
2. Application narratives not uploaded and **submitted as final** into Financial Assistance Application Submittal Tool (FAAST) prior to 4 p.m. on Tuesday, November 13, 2018, **will be disqualified.**
3. Applicants on the federal debarment list **will be disqualified.**
4. A Cover Page without an original Authorized Signature or without a Designee signature submitted with a copy of a recent governing board resolution or minutes clearly authorizing the Designee to accept and sign as a proxy for financial statements and legally binding documents **will be disqualified. All signatures must be original "wet" signatures using blue ink. Applications that are submitted with signature stamps, electronic stamps, or any form of reproduced stamp will be disqualified.**
5. If an application is jointly submitted by more than one co-applicant, then all co-applicants **must** sign the application Cover Page. **If a co-applicant fails to sign the Cover Page, the co-applicant will be dropped from the application, and the applicant will not receive priority for a joint submission. All signatures must be original "wet" signatures using blue ink. If a co-applicant uses a signature stamp, electronic stamp, or any form of reproduced stamp, they will be dropped from the application.**

**21st Century High School After School Safety and Enrichment for Teens
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**Disqualification Form
Page 2**

6. Applications with more than one FFAST narrative submission per ASSIST application identification number will be contacted by the CDE and asked to select one of the submitted narratives (**any additional narratives will be disqualified**). Multiple narratives submitted under one ASSIST application are not allowable. All 21st CCLC elementary and middle school sites should be listed in one single application in ASSIST with one corresponding FFAST narrative. Likewise, all ASSETs sites should be listed in one single application in ASSIST with one corresponding FFAST narrative.

Individual School Site Disqualifications

1. Schools that are **not** Title I schoolwide Program Improvement programs (or Title I schools that have been determined by the local educational agency to be in need of intervention and support) and will serve the families of these students **will be disqualified**.
2. A Signature and Approvals form without an original signature by the school site principals, or executive director/principal of a direct-funded charter school **will be disqualified. All signatures must be original “wet” signatures using blue ink. If a school site principal, executive director/principal of a direct-funded charter school uses a signature stamp, electronic stamp, or any form of reproduced stamp that site will be disqualified.**
3. A renewing or current grantee school that is not in Good Standing for fiscal year 2018–19 at the time the application documents are submitted to the CDE and uploaded into FFAST on Tuesday, November 13, 2018, **will be disqualified**.

Once the hard copy application packet is received, applications will be screened by CDE staff based on the disqualification criteria listed above, submission of all required signatures on forms as identified on the Application Checklist in Section X, and other requirements identified throughout the Request for Application. Applicants that are disqualified based on the CDE screening will be notified in November or December 2018.

Welcome Julia Ma of Oakland Unified School District - Expanded Learning Office. If this is not your account, please log out.

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Submission Confirmation

Thank you for submitting an application for the RFP: **21st CCLC or ASSETS After School Programs (Cohort 12 - Fiscal Year 2019/20)**

PLEASE SAVE OR PRINT A COPY OF THIS CONFIRMATION PAGE FOR YOUR RECORDS.

Please note that your proposal identification number (PIN) for this application is: **42719**. Please provide this PIN in the subject line of any correspondence (including email) regarding your application.

Your opinion matters! Please tell us about your experience using FAAST by completing a short [EXIT SURVEY](#).

If you have any questions, please contact the FAAST Help Desk at: faast_admin@waterboards.ca.gov or 1-866-434-1083

Monday - Friday 8:00AM - 5:00PM.

Thank you.

FAAST ADMINISTRATION TEAM

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[Main Menu](#) > Application Preview

Application Preview

This is a preview of your application. Please review and confirm the information is accurate before submitting the application. FAAST will perform a check to verify whether required fields are completed and/or required attachments are uploaded.

Once you have verified the information, please read the certification statement and enter your initials to submit the application to the State Water Board.

Note: To print the application, please use the "FILE -> PRINT" menu option on the browser.

PIN 42719 - Oakland Unified School District ASSETS Program: Coliseum College Prep Academy, McClymonds and Skyline High Schools - IN PROGRESS

Application Preview

RFP Title: 21st CCLC or ASSETS After School Programs (Cohort 12 - Fiscal Year 2019/20)

Submitting Organization: Oakland Unified School District

Submitting Organization:

Expanded Learning Office

Division:

Project Title:

Oakland Unified School District ASSETS Program: Coliseum College Prep Academy, McClymonds and Skyline High Schools

Project Description: OUSD's ASSETS programs are designed to support our district's vision that all students will graduate from high school ready to succeed in college, career, and the community. The program extends key district initiatives and school priorities into the after-school hours. It will prioritize serving high-need students, providing academic assistance to help youth succeed in their classes and be college ready. It will link learning to specific career pathways and offer extensive work-based learning, to help support students to explore and be prepared for future careers. In addition, students will learn to use social and emotional skills vital to their success in school and in life. Athletics, arts enrichment, action research, and leadership development activities will prepare youth to be community ready. Wraparound supports will address barriers to students' full engagement in school. Programs will host activities to engage and equip families to support their children's success.

Water System ID:

District Office:

APPLICANT DETAILS

Applicant Organization: Oakland Unified School District

Applicant Organization:

Expanded Learning Office

Division:

Applicant 1000 Broadway Suite 680 , Oakland , CA - 94607

Address:

PROJECT LOCATION

Latitude :

Longitude:

Watershed:

County:

Responsible Regional Water Board: 1 North Coast Regional Water Board

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

Applicant Information

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

Person Submitting Information

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

Pre Submission Attachment Title	Phase	Submission Period	Date & Time
Budget Narrative	PHASE1	PRE SUBMISSION	11/9/2018 10:11:15 AM
Core Grant Budget from ASSIST	PHASE1	PRE SUBMISSION	11/9/2018 10:11:24 AM
Equitable Access Budget	PHASE1	PRE SUBMISSION	11/9/2018 10:11:33 AM
Written Agreements	PHASE1	PRE SUBMISSION	11/9/2018 10:11:49 AM

Download all Pre Submission Attachments



Questionnaire - Phase 1

21st CCLC After School Safety and Enrichment for Teens (ASSETs) Application Questions

Applicants must download, complete, sign, and submit ASSIST-generated application forms to the CDE as well as upload their application narratives into

FAAST prior to the application deadline. Please make sure you have added your ASSIST Grant Application Identification Number so that we may identify and match your application narrative.

Applicant Agency Name

Answer: Oakland Unified School District

ASSIST Grant Application ID Number

Answer: 19-04-01-121-ASSETs-17

FEIN/CD Number (from the ASSIST Cover Page)

Answer: 0161259

1 - Safe and Supportive Environment

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

Answer: OUSD is committed to providing safe spaces to operate after-school programs (ASPs) that support students to be college, career, and community ready. Our 75 school-based ASPs at Title I schools across grades K-12 are key components of the district's overarching Full Service Community Schools (FSCS) strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students and service hubs where community partners give students and families access to services on-site, such as ASPs, health and mental health care, and other supports.

OUSD and our co-applicants Safe Passages (lead agency at Coliseum College Prep Academy (CCPA)), Youth Together (lead at Skyline), and Alternatives in Action (AIA, lead at McClymonds) will operate the ASSETs programs on each school's campus. While CCPA is on a K-12 campus, the ASSETs program will be for high school students. Students will participate in programming at their schools, so safe travel is not an issue. The programs will purchase bus tickets for students who need transportation support in the evenings. In needs assessment surveys conducted in Fall 2018, OUSD students and parents overwhelmingly indicated they prefer ASP activities to happen at their school site.

All staff on site will wear staff identification badges and apparel that clearly identifies them as ASP staff. ASP staff take accurate attendance when students arrive and when depart. Staff will carry 2-way radios for communication. Staff will have easy access to first aid kits and school safety plans with clear protocols. Students emergency contact information is safely secured onsite and easily accessible to the ASP Site Coordinator.

On each campus, each student, staff, family member and community partner participating in the ASP will have full access to classrooms, the library and computer lab, performance space, offices, athletic fields and the gym, and school health centers.

b What initiatives and measures will be taken by the program to create safety procedures are aligned with the instructional day, including regular staff training and practice drills with students and staff?

Answer: OUSD's ASPs consider ensuring students' safety as integral to engaging students and helping them graduate college, career, and community ready. Reflecting practice across our ASPs, each ASP Site Coordinator (SC), in collaboration with the school Principal, will develop an After School Safety Plan as part of the School Site Safety Plan. It will include an emergency plan and procedures, family reunification plans, and emergency responder contact information. Once the After School Safety Plan has been approved by the Principal, it becomes part of the Site Safety Plan. This process occurs each year to ensure that all safety measures are up-to-date and successfully implemented.

The SC will receive student safety training in the yearly Summer Institute for SCs hosted by OUSD's After School Programs Office (ASPO) and through his/her own agency. Trainings, provided in partnership with OUSD Police Services and Behavioral Health Department and external trainers, will cover site safety and emergency procedures, safety drills and emergency preparedness assessments, behavior management practices to promote student safety, trauma-

informed practices, and mandated reporting. The SC will in turn train line staff in these areas. ASP staff will also participate in safety-related trainings for regular school day staff.

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

Each semester, the SC will conduct an emergency preparedness self-evaluation and remedy any shortcomings identified. This will include ensuring that: staff are familiar with emergency protocols; emergency evacuation routes and protocols are posted in all classrooms and other program areas; there are fire extinguishers available, charged, and visible; and potential hazards on playing fields or other areas are documented and reported to school leadership and facilities personnel. The ASP will hold regular emergency drills (fire drills, lockdowns, lockouts) for staff and students at least two times a year or more to match the frequency of these drills and mirror procedures followed on site during the school day.

If a crisis occurs during the ASP, the SC will initiate appropriate responses. He/she will immediately inform the Principal, who will follow district protocols; inform the ASPO so we can mobilize supports from other district departments; and inform the agency director who will mobilize agency crisis intervention supports.

OUSD's ASPO will support the site to develop and practice safety procedures and plans so that staff are prepared for emergencies. The ASPO provides templates for the After School Emergency Plan and for conducting an emergency preparedness self-evaluation; documents to guide lockdowns, lockouts, and family reunification plans; and a template for incident reports, which must be filled out and submitted to the district office within 24 hours of any serious incident. Our ASP Operations Manual, posted on our SC website, includes detailed safety procedure guidelines. It provides notification protocols for emergency/crisis incidents at schools; protocols for staff to follow in the event of student injuries, threats of physical harm, lockdowns and lockouts, suspected child abuse, endangerment, or sex crimes, and allegations of weapons on campus; information about bullying and its prevention; guidance on situations for which it is mandatory to call 911 and notify the OUSD Police Department; and contact numbers for OUSD Police, Fire and Paramedics personnel, Poison Control, Youth Crisis Hotline, Children's Emergency Services, and other relevant agencies.

c How will the program provide a safe and supportive environment for the developmental, social emotional, and physical needs of students?

Answer: As part of our FSCS model, OUSD has invested heavily in an array of developmental, social-emotional, and physical student supports that extend into our ASPs.

OUSD selects lead agencies for each ASP based on their expertise, commitment to, and experience in supporting Oakland youths' healthy development. Our ASP lead agencies select staff reflective of our students' diverse backgrounds and familiar with the conditions and challenges faced by youth in inner city Oakland communities. Safe Passages will serve as lead agency for the ASSETs program at CCPA; Alternatives in Action at McClymonds; and Youth Together at Skyline.

ASP staff will receive training from OUSD and their lead agencies to understand and address the developmental and social-emotional needs of Oakland high school students, in areas including the experiences and needs of students from high-risk groups (e.g., English Learners, Newcomers, those with disabilities), cultural competency, and trauma-informed services.

Programming at each site will be responsive to teens' developmental needs. For example, in community building activities, social activism projects, and peer-led restorative justice circles, youth will be called on to collaborate, develop social awareness, cultivate mutual respect, exert leadership, make decisions, and take responsibility for their actions. Staff will be assigned to the same group of students from day to day, to promote supportive relationships and opportunities for 1:1 support and mentoring. Staff will model positive behavior by demonstrating respect, listening to students, and conveying positive expectations. Youth will have regular opportunities to work in pairs and small groups, to promote communication, collaboration, cooperation, and friendships.

Our ASPO provides training and coaching to ASP Site Coordinators and line staff on practices to create a safe and supportive environment that promote positive youth development, aligned with the Quality Standards for Expanded Learning in California. ASP staff are trained on the Social Emotional Learning standards OUSD has adopted (self-management, self-awareness, social awareness, relationship skills, responsible decision making) and how to integrate and promote them in all activities and interactions with youth. Staff will teach teamwork, sharing, communication, perseverance, leadership, peaceful conflict resolution, and other pro-social skills to students as part of program activities, and give students daily opportunities to reflect on the social-emotional skills they have demonstrated.

External evaluations consistently award high marks (4.6+ on a 1-5 scale) to OUSD's ASSETS programs in the domains of safe and supportive environment. Across our many sites, 90+% of students report feeling safe and supported in the program. The vast majority report that because of the program, they communicate better, get along better with others, and have developed a sense of mastery and more self-confidence.

Oakland youth suffer disproportionately from health conditions such as asthma, diabetes, depression, anxiety, and sexually transmitted infections. Nurses from OUSD Health Services will provide training to ASP staff at each site in this proposal on monitoring and supporting students with chronic health conditions including asthma or diabetes. The ASP will partner with OUSD's Behavioral Health unit and health-focused external partners to give students access to needed behavioral and physical health services. Each of the three sites operates campus health centers in partnership with local nonprofit health providers, where students can receive treatment for health and mental health conditions to promote their health and maximize their school attendance, engagement in school, and learning. The Site Coordinator will participate in the school's Coordination of Services Team (COST) to help triage students in the ASP to physical and behavioral health care and other services as needed.

2 - Active and Engaged Learning

- a In what ways are the planned program activities engaging and based on the school and community needs for an after-school, before-school, intersession, weekend, or summer program? (For After School Safety and Enrichment for Teens (ASSETS), provide examples for both secondary and workforce preparation.)

An applicant that offers summer/supplemental programming to complement existing ASSETS or 21st Century Community Learning Centers funded after school programs is not required to be the same entity that operates the existing program, but must identify the grantee with whom it is coordinating for the purpose of providing year-round programming (California Education Code Section 8484.8[e][3]).

Answer: The ASSETS programs at Skyline, CCPA, and McClymonds will support OUSD's vision that all students graduate from high school and are ready for college, to pursue a career and succeed in the community. OUSD and lead agency partners will prioritize engaging students who most need extra supports to achieve this goal.

Of the schools' 2,418 students, 1,993 (82%) receive F/R-priced meals, 550 (23%) are English Learners, and over 95% are students of color. Districtwide, 49% of rising 9th graders come to these sites not ready for high school, based on failing Math or English, being chronically absent or suspended in 8th grade. In 2017-18, 74% of 9th graders at McClymonds, 32% at CCPA, and 66% at Skyline had received an "F" or "F-" in any class, putting them at high risk of dropout. 14% of students at the school are chronically absent, missing at least 10% of school days, another red flag for dropping out. Only 19% and 30% of 11th graders at the target schools are proficient in Math and Language Arts respectively—meaning the vast majority are not ready for college. A recent study by Education Resource Strategies (ERS) found that OUSD's high schools have a short school day compared to other large urban districts, with many students under-scheduled during school. Lack of resources leads to severe gaps in support for struggling students. Only 15% of all not-ready 9th graders are in intervention classes. In OUSD's 2016 high school exit survey

(n=501), high numbers of graduates said they could have used more help in high school in math (43%), study skills (39%), time management (35%), writing (33%), reading (28%), career development (26%). The ERS study identified "increasing learning time" outside the school day, integrated with and aligned to schools' vision and instructional model," as among the "highest impact opportunities, to maximize college and career readiness and high school graduation." In focus groups we conducted in fall 2018, students said that if it wasn't for their school ASP, they would "have nowhere to go" "to keep us out of trouble," be "productive and focused" and "get help" from "caring people," rather than "doing something negative" and being "vulnerable to street violence." With an inadequate supply of programs in Oakland to meet the myriad of youth needs, there is an urgent need for free, accessible ASPs to help Skyline, McClymonds, and CCPA students build assets to navigate the challenges of their teen years safely and successfully. Based on these data points regarding students' needs, the ASSETs program at the target sites will provide:

ACADEMIC SUPPORTS—including tutoring in core subjects, homework support, academic case management, credit recovery classes, English language instruction and support, study skills, and college/career counseling—to help youth be able to fully access rigorous academic programs at school and be college ready.

WORK-BASED LEARNING—career awareness (e.g., guest speakers, career fairs), exploration (e.g., field trips), preparation (e.g., service learning, internships with pre-internship training), and career training, to help students be career-ready.

ENRICHMENT PROGRAMS—to prepare youth to be community-ready, such as arts to foster expression in positive and creative ways, projects collaborating with diverse members of their community, sports, life skills groups in which students explore transitioning from being young men and women to adulthood, and leadership embedded in action research in which youth learn to critically analyze issues in their school community and come up with solutions.

WRAPAROUND SUPPORTS—such as health and behavioral health care and case management available at and through the school.

PARENT ENGAGEMENT—to enlist and equip parents to optimally support their children's success and advance their families' prospects.

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

Answer: OUSD defines student success through our 'Graduate Profile,' which calls out skills and habits of the mind we want for all graduates: strong Social and Emotional Learning (SEL) skills; physically thriving, culturally disciplined, civically engaged, strong communicators, and academically proficient; and with a post-high school plan. The ASPs will support the Graduate Profile by providing students (1) needed support to access and master rigorous academic content; (2) opportunities to practice SEL, engage with others from diverse backgrounds, and develop civic engagement and essential communication skills; and (3) activities in which to develop their career awareness and interests to help them refine their post-secondary plans and prepare for college and careers.

The ASP will provide students an array of academic supports. ASP and school staff will review High School Readiness data, Early Warning lists, and course grades each marking period, and design academic and case management supports for struggling students. We will actively recruit and enroll these students into ASP intervention and credit recovery classes and tutoring provided by content area teachers. ASP and school staff will collaborate to identify Newcomers and other English Learners and offer them tutoring and other opportunities to practice social and academic language to accelerate their English proficiency.

Enrichment classes will allow students to learn and practice SEL and 21st century skills through project-based learning. A Quality Support Coach/Career Pathways Liaison (QSC/CPL) will support students to define post-secondary plans. Lastly, to support students' transition from high school, the ASP will familiarize students with the culture of post-secondary educational opportunities through college visits and college student panels, and support first generation college students to begin integrating "going to college" as part of their personal identity.

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

Answer: OUSD ASPs use a structured feedback loop to ensure schools and their ASPs collaborate to adjust programming to meet students' needs and wants. The CCPA, McClymonds, and Skyline ASPs will use OUSD's High School Readiness Data (using Math, ELA, attendance, and suspension data) to help design appropriate supports for incoming 9th graders.

The SC, Principal, and QSC/CPL will review Early Warning for Dropping Out data each marking period to identify students at risk of failing and dropping out. ASP staff will then invite specific students to participate in the ASP and enroll them in appropriate interventions, such as tutoring, academic intervention, study hall, or credit recovery. The ASP will use academic data to determine which content-area teachers to hire to support students' academic needs. Annually, we will review student grades, test scores, and A-G completion data to determine academic priorities for the following school year.

Each school is building out robust Career Pathways that integrate with internships, job skills and leadership training, and other activities in the ASP. The ASPs will work with the schools' Career Pathway faculty to provide students hands-on learning activities to complement their career pathway.

ASP staff use California Healthy Kids Survey data to gain insight on students' risks, needs, and strengths, identify priority areas for ASP culture and climate, and inform staff professional development plans.

Throughout the school year, each ASP will survey youth about their experiences in specific classes, to help inform course offerings and program design. Lastly, each ASP will collect and respond to student feedback through our CQI process. Every May OUSD ASP participants complete a survey on their ASP experiences. The ASPs will use youth survey data as both a key data source for the CQI process, and to inform academic support and enrichment activities and other aspects of programming, so they meet students' needs and interests.

3 - Skill Building

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

Please review the information about 21st Century skills found at the [California Department of Education's \(CDE's\) Partnership for 21st Century Skills](#) web page.

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

The ASSETs program at the target sites will support students to master core academic skills. In addition, ASPs contract with specialists in project-based learning, civic engagement, career exploration, and more. These and other enrichment activities will promote learning and innovation skills such as creativity, critical thinking, problem solving, and 21st century themes (civic literacy, global awareness, financial and economic literacy, health).

Arts enrichment will be provided in partnership with Youth UpRising and Oakland Bay Area Links at McClymonds, Merritt College and Urban Arts at CCPA, and East Side Arts Alliance, mural arts, and Polynesian Cultural Dance at Skyline. Creating projects and performances with peers, students will learn and apply artistic techniques as well as innovation skills, including collaborating and communicating with peers, thinking critically about local and global social justice issues, and expressing themselves creatively.

The ASPs will also promote the development of life skills (social and cross-cultural skills, social awareness, communication, initiative, collaboration, leadership, civic engagement) essential for

navigating today's complex school, life, and work environments.. Students in the program will have further opportunities to exert leadership in their ASP, by co-leading activities such as community-building and restorative justice circles and athletics, and serving as peer tutors and mentors. Gender-based groups will allow students to explore transitioning from being young men and women to adulthood. These groups will be safe spaces for students to discuss gender-specific and other social issues, learn self- and social awareness and critical thinking, enhance their self-esteem, and create projects that showcase their awareness, creativity, and other skills. Groups coalesce around culture, too – Latinx boys and girls at Skyline, FLY (First Love Yourself) Girls/Boys at McClymonds for African-American students, and Black Student Union, LGBTQIA Students' Association, and a group supporting Yemeni students at CCPA. The program will offer students opportunities to learn job readiness and technical skills related to future careers in computer science, social justice, education, digital arts, and more through the sites' career pathway program and related ASP activities. The ASPs will offer students further opportunities for career exploration and learning via job shadowing and internships at the OLOP Youth Center at Skyline, through the Entrepreneurial Business, Social Justice, and Computer Science career pathways at CCPA, and with Intel's Engineering Pathway and at the Best Buy Teen Tech Center at McClymonds. Internships for students at all sites will include pre-placement training on workplace soft skills. Students will advance their skills related to particular fields as well as 21st century skills such as communication, teamwork, problem solving, and career soft skills such as professionalism, workplace dress, language and conduct, self-motivation, responsibility, and self-management. Student interns will be required to complete a portfolio (includes resume, cover letter, & reflection paper) and presentation (PowerPoint, poster, video, etc.) that highlights their learning and work experience. Students will be paid internship stipends to reflect real world work experience.

4 - Youth Voice and Leadership

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

Answer: OUSD's ASSETs programs offer leadership opportunities unavailable to students during school. Our ASP lead agencies and other partners actively engage youth in planning and implementing their ASPs, developing leadership skills in the process. We intentionally use these opportunities to strengthen students' sense that they are meaningfully engaged in their education, and to equip students to be career and community ready when they graduate from high school. At each site, students have the opportunity to serve in leadership roles for their ASP. Each site has a slightly different structure for leadership -- McClymonds has a site council, CCPA has a Senior Committee and leadership within projects, and Skyline has Lead Student Organizers. McClymonds also has FLY Girls/Guys, a leadership program focusing on the needs of African-American students. Students in leadership groups are trained to take part in the self-assessment of their ASP as part of our continuous quality improvement (CQI) process. In this role youth leaders will conduct observations of program offerings alongside program staff, co-facilitate a scoring meeting, and participate in developing a Quality Action Plan. Team members will meet every other week to plan activities and check in with their supervisor. They will also make presentations at monthly school faculty meetings, and write reflections on their progress and challenges. The ASSETs program at McClymonds is led by AIA, which places a special focus on youth leadership and voice. "Cascading Leadership" at the McClymonds ASP involves older students mentoring younger ones and taking on progressively more responsibility within the program. In all the ASPs, however, students actively help plan policies, shape the program climate, and share in leading activities. At Skyline, Youth Together has a Leadership class and Lead Student Organizers who facilitate a Youth Participatory Action Research project. FRESH for 9th graders, Latina girls' groups, and Workshop Wednesdays all build youth voice and leadership into the program.

At CCPA, all seniors participate in a group project that includes analysis of community needs, development of a solution, and creation of a business model that would make the solution sustainable. These 9-person teams provide each student an opportunity to lead part of the process.

At all sites students start out each academic year as co-creators of the program climate with staff, as they identify rules to create an intentional community, build their skills to make group decisions and uphold group agreements, and play increasing leadership roles as the year progresses. From the outset of the program year, youth help take attendance and distribute snacks. Later, they take turns as facilitators of program rituals, such as opening and closing circles, team-building exercises, group discussions, and restorative justice circles. Some will have on-site internships and help ensure the program runs smoothly. Students will also be trained and deployed as peer tutors and peer interpreters; lead warm-ups prior to physical activities, co-coach sports teams; and choreograph dance performances. Some will mentor rising 9th graders or students who join the program mid-year. Youth will plan and lead school events and community service projects. In the spring, program staff will engage youth in reflecting on skills (social-emotional, 21st century) they have mastered over the year and then identify ways to use those skills to give back to the community.

The ASPs will give students further opportunities to provide input into and shape their after-school program, including (1) filling out activity evaluations and (2) yearly surveys for the program evaluation, which inform program planning and CQI; (3) taking part in focus groups to discuss program strengths and weaknesses and make suggestions for program improvements; and (4) interviewing prospective program staff and contracted service providers.

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

Answer: All students attending the ASSETs programs at Skyline, CCPA, and McClymonds will be able to make choices on program activities to participate in. Students will receive descriptions of the program schedules and activities and select and rank classes when they sign up for the ASP. Students will be able to choose between participating in particular linked learning programs, arts and sports, gender- or ethnic-specific learning groups, and study hall. Students will also have opportunities to switch programs every six weeks or half semester. Program staff will give students opportunities to provide feedback on programs they have participated in or are interested in and use this feedback to improve and/or plan new programs and activities, including field trips, that appeal to students' interests.

Linked learning programs for students in the lower high school grades will be designed around career awareness and exploration activities—including guest speakers, project-based learning activities, and field trips. For the upper grades they will focus on career preparation and training, especially on promoting students' 21st century skills, developing resumes, preparing them for internships, and providing work experience through internships.

At Skyline, Youth Together Lead Student Organizers (LSOs) serve as a youth leadership council at the site and also team with other LSOs at other YT ASP sites. In 2017-18, LSOs facilitated a Youth Participatory Action Research project, a Listening Campaigns to collect, analyze, and interpret data, and to use data to create solutions. Students collected this data through creating and administering workshops, surveys, and focus groups with students across OUSD. On June 8th, 2018, Lead Student Organizers presented their Findings and Recommendations for OUSD on the guiding questions: "Do you feel like your schools are setting you up for success? Why or why not? What's one thing that your school could begin to do more of to set students up for success?"

At CCPA, students engage in leadership roles in their project-based learning and all activities, and the Senior Committee provides a broader program- and school-wide leadership council at the site. In addition to addressing real world problems they identify in their communities, students in the ASSETs programs at the target sites will have other opportunities to exercise and develop leadership skills through the program. As noted earlier, students in each program will take an active role in planning and implementing program activities, including community-building activities

in the program as well as family events such as holiday celebrations and showcases. Some youth will serve as tutors for their peers in the program, or for younger students at nearby elementary schools. Some will help coach athletic programs at their schools. Youth will be trained to co-facilitate restorative justice circles for their peers. Youth will take part in school projects including cleaning up planting, and tending school gardens, or mural projects. Many will serve as interns in roles of responsibility in their after school program, or at the health centers on the school campuses, or at the One Land One People Youth Center at the Skyline Campus, or the elementary school next door to CCPA.

5 - Healthy Choices and Behaviors

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

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

*Nutrition. All students will receive a free snack each day they attend, supporting the Wellness Policy to "ensure no OUSD student goes hungry." Snacks, suppers, as well as food and beverages served during celebrations or other program activities will adhere to the Healthy Food Guidelines stated in the Wellness Policy, which meet or exceed all State and Federal requirements. The ASP will provide adequate facilities for students to eat snacks and meals and ensure clean drinking water is available during the program. Nutrition education will be incorporated into sports and any culinary classes or workshops. The schools work with Alameda County Community Food Bank to provide food pantry services for families in need.

*Physical education /physical activity. The ASPs will provide opportunities for physical activity—through seasonal boys and girls team sports, primarily soccer and basketball, dance and drumming—that includes regular exercise and conditioning. These activities will promote prosocial skills, such as communication, cooperation, and team building. At CCPA, students can get credit for participation in afterschool PE. Skyline will have a weightlifting and fitness offering five days per week, as well as a high-intensity break dancing class.

*Comprehensive health education. The ASP will include health education—through culinary arts programs, sports, and dance activities that address students' self-care and fitness. The Alameda County Office of Education's Project EAT offers internships in food production and nutrition to OUSD high school students. At McClymonds, FLY Girls and Project EAT are expanding a health and wellness youth research initiative launched last year, focused on water as a healthy beverage option for students at McClymonds.

*Positive school climate. OUSD trains ASP lead agencies and staff to provide a safe, caring, respectful, and equitable learning environment that promotes students' social emotional learning. The program will promote social emotional skills and competencies in students via intentional SEL instruction for students, and many opportunities for students to practice and reflect on these skills. The ASPs will include education on bullying and discrimination and measures to prevent them. Community-building activities and restorative justice principles and practices will further contribute to a positive school climate in the ASPs, as will parent engagement activities.

*Physical school environment. Comprehensive measures will ensure that the physical environment of the ASSETs programs is safe and prepared for emergencies – as detailed in our responses under question #1: Safe and Supportive Environment.

*Access to and coordination of student health services. The ASP Site Coordinators will take part in their sites' COST to connect students to health services. Each site has a health center run by the Native American Health Center at Skyline, by Children's Hospital at McClymonds, and by La Clinica de la Raza at CCPA. Our ASPs partner with these centers and CBOs to connect students with medical, mental and dental health care, health education, and benefits enrollment services regardless of students' insurance status or ability to pay. Safe Passages at CCPA works with La Clinica, East Bay Agency for Children, and graduate clinical programs at Cal State East Bay, San Francisco State, and UC Berkeley, which provide clinical mental health interns every year.

*Staff wellness. Lead agencies will support the wellness of ASP staff by ensuring they have safe and supportive working conditions; engaging them in developing personal wellness plans; offering professional learning, and providing support in the event of difficult or crisis situations.

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

Answer: All students present in the ASP on any day will receive a free nutritional snack that meets CDE after school snack requirements. Snacks will be provided by OUSD Nutrition Services, funded through the National School Lunch Program. Education on healthy eating and cooking practices will be incorporated into culinary arts and sports programs, and be available through the school health centers on each campus. In culinary arts, students will work toward certification in food preparation.

As noted in section 8-1 below, poor physical fitness is widespread among students at the target sites. The ASSETs program will offer physical activities each day of the program for from 30 minutes to 1 hour/day. They will include boys and girls seasonal team sports, primarily soccer and basketball; overall fitness; special activities such as Bike Club and break dance at Skyline and dance and drumming, including Hip Hop Dance & Choreography, Polynesian Dance, African Dance and Drumming, Ballet Folklorico, and other genres.

Physical activities will help improve students' fitness and overall wellbeing, and studies have shown links between regular physical activity, such as via team sports, and benefits including improved academic performance and developmental assets such as communication, teamwork, positive relationships with peers and role models (older players and coaches), and self-confidence. We will partner with the following wellness organizations to provide wellness-promoting activities and other services to students at Skyline, CCPA and McClymonds:

*Polynesian Cultural Dance provides dance and drumming programs to students at Skyline.

*MFT interns from local university graduate programs provide yoga/mindfulness classes to targeted groups at CCPA, whether it is "senior girls who have way too much going on," students affected by trauma, and/or young people with emerging behaviors that put them at risk.

*Native American Health Center, La Clinica de la Raza, and Benioff Children's Hospital Oakland will provide health services to students at the health center on the Skyline, CCPA, and McClymonds campuses respectively. Services will include physical exams/sports physicals, diagnosis and treatment of medical conditions, STD screening and treatment, health education related to nutrition, fitness, sexual health, and other topics; dental screening and treatment; immunizations/vaccinations; health insurance enrollment; and referrals for students and their families to health and social services providers on- and off-site.

*A wide range of agencies will provide mental health and case management services to students and families at the target sites, working in partnership with the school, its school-based health centers, and the school's Coordination of Service Team (COST). These include:

— CCPA: East Bay Agency for Children, La Clinica, and Safe Passages (with MFT interns receiving clinical supervision from Safe Passages Clinicians).

— McClymonds: Lincoln Child Center, Children's Hospital Oakland, and TUPE Drug & Alcohol prevention program operated through the Alameda County Office of Education.

— Skyline: Native American Health Center.

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

Answer: Lead agencies Safe Passages, AIA, and Youth Together recruit staff from the local communities, including alumni of the schools where they work. When hiring and training staff, these agencies emphasize the importance of serving as role models and modeling high expectations for the youth they will work with, good workplace skills (e.g., coming to work daily, on time, appearance) and social skills (e.g., clear communication, positivity and respect), and the importance of contributing to the community. Staff make a commitment to uphold these values.

ASP staff will receive extensive training from both the ASPO and their lead agency to guide them in modeling and maintaining a healthy lifestyle, culture, and environment in the ASPs. Following the same practices we uphold for youth, staff will refrain from eating junk food or drinking soft

drinks or other sugary/cafeinated beverages during the program. In physical activities, staff will exert themselves alongside youth, use positive messages to encourage youth to attempt physical activities, and model sportsmanship and supportive behavior.

Through our ASPO, ASP staff receive training in social-emotional skills and how to use and promote them in all activities and interactions with youth. This training emphasizes the SEL standards OUSD has adopted for our schools as part of our FSCS model and extended-day programs: self-management, self-awareness, social awareness, relationship skills, and responsible decision making. In the course of daily activities, staff will engage youth in discussions to reflect on ways they have, or have not, demonstrated these skills, to help youth be more aware and intentional in their own SEL. SEL training for ASP staff also includes youth development practices and principles, such as the importance for youth of having supportive relationships with positive adult role models and with peers, and strategies for supporting youth in establishing and maintaining such relationships.

6 - Diversity, Access, and Equity

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

Answer: OUSD's Enrollment Guide, which assists families to learn about our school sites and services within schools, contains information on ASPs at each school, including locations and hours. The guide is available in multiple languages in print and on the district website.

At McClymonds, CCPA and Skyline, school leaders and the ASP SC will use newsletters, texts and email blasts, translated into major languages of the schools' families, to inform families about the ASP, its location on campus, activities, and sign-up procedures. OUSD uses Talking Points, a text/translation app, to reach families in the languages that they use. School and ASP staff will distribute program descriptions and sign-up sheets at spring orientations for 8th graders who have been accepted for the next fall, at school registration in August, fall meetings for 9th graders to discuss A-G college requirements and other topics, and Back to School Night each September. Community School Managers, teachers, counselors, school leaders, and front-office staff will share information on the ASPs with students and families. Working full time at their school site, the SCs will be easily accessible for students/families wanting more info about ASPs.

To help target outreach, school leadership, faculty and Coordination of Services Teams (COST) will alert ASP lead agencies about particular students with academic, attendance, or behavioral problems. The SCs will call or send a letter home to parents (in Spanish or other language, if appropriate) to let them know about tutoring, credit recovery, and other learning activities available on campus after-school.

In addition, the ASP SCs will partner with school staff/teachers or case managers to conduct home visits to reach out to students/families in need of services—targeting, for example, families of chronically absent students and Newcomer students. If needed, we will use translators or students to help interpret in the home language.

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

Answer: Every April, school leaders and ASP staff will distribute ASP information at orientation assemblies for incoming 9th graders and families. Each spring, staff will recruit current participants to sign up for the coming school year, and conduct targeted outreach to identified students from priority groups.

The schools will feature the ASPs on their websites and include descriptions and registration information in enrollment packages.

ASP staff will table during August registration days, with information and sign-up sheets. ASP flyers will be posted in school hallways and classrooms. Lead agencies AIA, Safe Passages, and Youth Together will hold program orientations in September.

During the school year, the schools make frequent PA announcements about the ASP to all classrooms. ASP staff present to advisory classrooms and table at lunch to recruit students. The

program will hold assemblies and make lunchtime presentations to showcase students' after school projects. ASP participants will serve as program ambassadors by making presentations in classrooms, assemblies, Back to School Night, interest clubs, and feeder middle schools. School staff including teachers, COST and Student Study Team members, main office staff, the Community School Manager, family liaisons, and school health center staff, will inform students and families about the ASP and refer students to the program.

ASP staff will conduct targeted outreach, through calls and home visits to chronically absent and Newcomer students' homes, to encourage program participation.

At CCPA and Skyline the ASP is so strongly integrated with the school day that participation in the program is seen as part of students' overall school dayday. At McClymonds, where ASP attendance was an issue in 2016-17, AIA is using the FLY Girls/Guys group to do peer outreach and working with McClymonds teachers who have strong relationships with students to keep high interest in the program.

c How will the program create an environment that promotes diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds?

Answer: OUSD and our ASP lead agencies design our ASPs so students from different backgrounds can come together and build community within and across groups. The existing ASPs at Skyline, CCPA, and McClymonds create an inclusive environment that respects and celebrates the great diversity of our students, families, and city. Students at these three schools have heritages from Cambodia, Yemen, Mexico, Tonga, El Salvador, Vietnam, China, Afghanistan, the Philippines, West Africa (recent and centuries-old), India, and many more countries.

Lead agencies Safe Passages, AIA, and Youth Together prioritize hiring staff who reflect the diversity of our school communities (in race/ethnicity, language, life experiences, etc.) and who have other first-hand familiarity with the urban neighborhoods where our students live and go to school. The partners that will bring particular activities to the programs are also grassroots local organizations with staff that reflect Oakland's diversity.

ASP staff will be trained to infuse social-emotional learning into all programming, based on OUSD's adopted SEL standards (self-awareness, self-management, social awareness, relationship skills, responsible decision making). These SEL skills will strengthen students' and staff members' competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age.

Our ASP arts and leadership programs are key venues for students to explore and celebrate their cultural backgrounds. Students at all three sites work to identify issues affecting the school and larger community, and design and carry out projects to address them through art, community building, social entrepreneurship, and community organizing. These projects explicitly look at cultural heritage from an economic, political, and artistic perspective.

Girls/Boys Life Skills groups in the after school programs will give students ongoing opportunities to discuss gender-specific issues and build self- and social awareness. Students will create projects that showcase the awareness and other skills they have learned.

OUSD also promotes diversity and inclusiveness in all of our ASPs through the restorative justice lens adopted across OUSD schools and integrated into ASPs. The practice of having students lead restorative justice circles, which is integral to ASP culture, is a powerful strategy to resolve conflicts that arise and strengthen relationships between students from different groups.

Groups of students with a common cultural heritage, whether the African-American Student Union, Latina Girls' Groups, groups for Newcomer students, groups for Yemeni or Arab students at McClymonds or CCPA, also provide support and opportunities to educate peers from other cultures. MFT interns at CCPA help facilitate groups to address any issues of racial or ethnic tension that arise in such diverse communities.

The ASSETs program at all three schools will host cultural celebrations at least once each semester. These activities will celebrate students' accomplishments and the cultures of the school community. They will include arts and cultural projects as well as projects with a social justice and economic focus, displayed for the school community, including families. These events will include

potlucks in which families bring and share dishes from the school community's many culinary heritages.

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

Answer: OUSD's ASPs have a unique role in supporting ELLs, Newcomers, and special needs students to be college, career, and community ready. 550 of the target sites' 2,418 students (23% in all) are English Learners, and 195 of these students are long-term ELLs, having had this designation for at 6+ years. 14% of students are in Special Ed. There are refugees, asylees, Newcomer students (who have been in the U.S. for 3 years or less), unaccompanied minors, and dozens of foster youth at these schools. We will actively reach out to recruit and serve students from these and other high-need groups who may have barriers to participating. Safe Passages and Youth Together are applying for Equitable Access funding to help support Family and Outreach staffing to help bring these students into the ASP.

The ASPO, school staff, and lead agencies will partner with OUSD's Transitional Students & Families unit to identify and reach out to students and families from high-need groups (e.g., Newcomers, foster youth, students living in homeless situations) to ensure they are aware of the ASP and encourage students to participate. We will distribute information about the ASPs in multiple languages, via school registration packets, email, newsletters, phone calls, and presentations at family events.

The ASP will provide spaces and supports for ELLs, including Newcomer students, to improve their English skills. The majority of ELLs at each site are native Spanish speakers. The lead agencies hire bilingual (English/Spanish) staff to help optimally engage and assist ELLs. CCPA also has a Cantonese speaking staff member, and Youth Together has staff who speak Vietnamese, Tagalog, and Tongan. Staff will provide homework help and structured and informal activities in which ELLs can practice their English speaking, reading, and writing skills with the instructor and their peers. Students will also have access to tutoring in Spanish to help them access and master regular school day academic content. They will also have opportunities to learn about post-secondary options and explore career pathways, and linkages to needed support services.

Many of OUSD's Newcomer students are refugees, asylees, and/or unaccompanied minors. Many are fleeing violence, human trafficking, or persecution in their home country. They typically have an arduous journey to arrive in the U.S. and Oakland. Here they face challenges to adapting to a new home life, school environment, and community. They have had their education interrupted, are likely to require intensive, specialized services to meet their academic, socio-emotional, and mental health needs. If unmet, these needs can be barriers to participation in the ASP and success in school. The ASP will connect with such students' case managers and facilitate linkages to needed health care, mental health, and other services available on and off campus.

For special need students interested in the program, the Site Coordinators will work with their resource program specialist and Individualized Educational Plan (IEP) team to recruit students, determine which program activities will be appropriate and beneficial, and assign students flexibly to appropriate learning activities after school.

The ASSETs Site Coordinators will collaborate with each site's COSTs and Community School Managers to connect students with disabilities and other special needs and their families to other needed supports and resources.

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

7 - Quality Staff

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

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

Our partner lead agencies frequently grow their own staff from students who used to be in their programs. Many high school SCs started as youth development workers in their agencies and have worked in the programs for several years, resulting in strong working relationships with stakeholder groups at their schools. Safe Passages operates its own AmeriCorps program, bridging ASP students into AmeriCorps members and from there to program staff. Youth Together and AIA hire tutors who are ASP program alumni.

Our lead agencies use their websites, social media, networks, outreach through education-related programs and career centers at nearby colleges, and alumni associations at target schools, to recruit staff. OUSD's Talent Development Department shares available positions through district recruitment outlets, social media, job fairs, and with OUSD's pool of instructional aides, and screens viable candidates.

All ASP staff must meet OUSD's minimum requirements for instructional aides. Site Coordinators are required to have a BA in a field related to education or youth development, and have experience managing youth programs. Lead agencies' hiring processes includes two interviews by agency staff, reference checks, and safety vetting (background checks and tuberculosis clearance).

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

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

AIA, Safe Passages, and Youth Together recruit volunteers for their ASPs through the school communities and their existing networks, website, and local colleges, assisted by school staff (e.g., the Community School Manager and Family Liaison). The Site Coordinators will interview prospective volunteers to find out about their reasons for volunteering and qualifications.

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

At each site, volunteers will receive training from the QSC/CPL in areas such as tutoring strategies, checking for understanding, and doing group work. The SC and QSC will periodically observe volunteers in action and problem solve as needed.

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

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

Answer: OUSD's ASPO, our lead agencies, other OUSD units, and outside partners all contribute to continuous professional development (PD) for ASP staff. All PD is designed to support the ASPs

to prepare youth to be college, career, and community ready.

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

SCs receive further PD from their agencies on topics such as youth development, curriculum development, program and staff management, and self-care. Each lead agency holds a yearly summer institute for SCs, convenes monthly SC team meetings, and provides 1:1 supervision and support for each SC, meeting biweekly to discuss site progress, provide PD, and problem-solve site challenges.

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

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

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

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

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

OUSD's ASPO Managers convene a variety of professional learning communities (PLCs) to provide ASP staff with ongoing training and curriculum for content-specific program areas. This includes PLCs focused on English Language Learners, academic case management, college & career readiness, STEM, Nutrition and Cooking, and Youth Participatory Action Research.

8 - Clear Vision, Mission, and Purpose

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

Answer: Oakland, across the Bay from San Francisco, population 419,267, has a 29.5% childhood poverty

rate and the highest crime rates of California's 10 largest cities. OUSD's Skyline High serves 1,614 students in grades 9-12, CCPA serves 486 and McClymonds serves 382, the vast majority from disadvantaged families living in inner city neighborhoods.

To assess the needs of the students and families, we used student demographic and socioeconomic data; various indicators of academic achievement and family educational attainment; 2016-17 California Healthy Kids Survey (CHKS) findings and state Fitness Test results; and conducted youth surveys in 2018 and student focus groups in fall 2017.

82% of students at the target sites receive F/R meals, 23% are English Learners, 14% are in Special Ed, and over 95% are students of color (including 44% Latino and 38% African American). A full 43% of 9th graders entering OUSD high schools are considered not high school ready, based on failing Math or English, being chronically absent or suspended in 8th grade. As OUSD is a school choice district, the district tracks data on where these students went to middle school, not where they enter high school, but at CCPA, a grades 6-12 school, 56% of incoming 9th graders from CCPA's 8th grade were not high school ready. 14% of students are chronically absent, missing at least 10% of school days, a slippery slope to dropping out.

OUSD's 4-year graduation rate is 70%, compared to 87% statewide, though CCPA's rate is a promising 91%, second highest in the district. Skyline is at 78% and McClymonds 77%. Our dropout rate for the 3 schools is 13%, higher than in Alameda County (8%) and California (9%). The vast majority of 11th graders do not meet standards in English Language Arts/Math respectively: Skyline (55%/72%) CCPA (61%/80%), and McClymonds (79%/94%), meaning they are not ready for college.

Only 5.4% of the English Learners in grades 9-12 at these sites were reclassified as English Fluent Proficient last year. 195 students are long-term ELLs (6+ years with this designation), a status associated with high risk for poor outcomes in classes, standardized testing, A-G completion, and graduation.

Low family educational attainment is part of why many students need added learning time and support. While this data is self-reported and many students decline to state, respondents indicated that 6-20% of our sites' parents are not high school graduates; another 7-13% did not go beyond high school. Too often parents lack the academic/study skills, English literacy, or knowledge of how to navigate the school system to support their kids' education. In our Fall 2018 student survey (n=289), only 40% of students were sure their parents could help with English or Math assignments, 31% with Science classwork; 44% said their parents could not help them prepare for college.

Many Oakland youth wrestle with stress and trauma from realities such as family instability, pervasive community violence, and immigration. These stressors lead to risk-taking and other poor choices and make it hard for them to fully engage in school. On the CHKS, 13% of our sites' students indicated their living situation is something other than "a home with one or more parents or guardian," and 5% said they live in "a home with more than one family." 31% said they had been chronically sad or hopeless, 14% reported having been in a physical fight at school, and 15% had seen someone else with a weapon at school in the past year. 12% said they had used drugs or alcohol in the past month. 6% of students said they were gang members, a dire reality often part of an intergenerational family pattern, linked to truancy, crime, dropping out, and putting youths' lives at risk. Only 41% and 30% of students, respectively, report having a high degree of school connectedness or meaningful participation in school.

Our students need help building social-emotional, leadership, and other 21st century skills,

Question 8a continued:

Answer: caring relationships with their peers and adults, to better engage them in school, equip them to reduce risk-taking and navigate their high school years safely and successfully.

Many students also need health-promoting physical activity and nutrition education. Only 39% of 9th graders are physically fit; that is, their results on the CA Physical Fitness Test fall into the Healthy Fitness Zone in 5 of 6 physical fitness categories.

Without ASSETs funding, the target sites would have a shortage of Resource teachers and paraprofessional staff for academic assistance. Our current ASSETs-funded programs at these

high schools offer tutoring before and after school, provided by school day teachers on extended contract or by local college students. Without ASSETs funding, CCPA, McClymonds, and Skyline have inadequate resources to provide additional academic and wraparound supports for high risk students.

Only 700 of the 1,200 OUSD students who applied for credit recovery classes last summer were able to enroll; a shortage that forces OUSD to reserve these classes for 11th and 12th graders only. ASSETs funding would enable us to provide credit recovery classes after school to all students who need them at the target sites. Due to a shortage of counseling staff, most students do not receive adequate counseling on high school, college, career planning, or navigating the college application process. This is another gap ASSETs funding would help bridge.

Outside of school, students lack options for daily, no-cost comprehensive after school programming. Their families typically cannot afford fee-based programs. In 8 focus groups held in 2017 with a total of 115 students at OUSD high schools with ASSETs programs, students said if it weren't for their ASP, they would "have nowhere to go" "to get work done" or "for help." They said the ASP was a place to "keep us out of trouble," "stay off the streets," where they could be "around caring and positive people" and "productive and focused" rather than "doing something negative" and being "vulnerable to street violence." Students reported learning in their ASP "how to speak English," "study skills," "how to study in groups" and "work as a team," "better communication skills," "critical thinking," "creative problem solving," and "how to do an interview for jobs."

42% of students surveyed at the target sites in Fall 2018 expressed interest in getting help with homework after school, the highest ranked single activity, followed by cooking and internships (35% each) and college tours (28%). 46% wanted sports of various kinds (soccer, basketball, cheerleading), while 80% expressed interest in arts activities such as music (17%), dance (14%) photography (20%), and drawing/painting (29% total). 20% wanted support with academics, and 11% with school projects. SAT prep classes (22%) and career-related field trips (21%) also ranked highly. The majority of students (62%) said they want the ASP to host workshops for families on graduation requirements and/or college planning, and 24% wanted family workshops on career planning. 43% of respondents said they would come to the ASP to work on schoolwork, 42% to spend time with friends, and 42% to try out new activities or learn new skills. 58% said they would or might be interested in workshops on health and wellness, and 59% would or might be interested in counseling or other support services.

The ASP at these three sites will prioritize connecting students from high-risk groups to the academic supports, SEL, career readiness, and other enrichment/youth development activities detailed in this proposal. These groups include 9th graders who aren't high-school ready; students with frequent absenteeism; those behind on credits toward graduation; long-term ELLs; Newcomer youth, and African-American males. The program will also engage parents in workshops and other activities to equip them to support their children's success.

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

Answer: OUSD ASSETs programs engage a broad range of stakeholders at each school site and at the district level.

At each school hosting a program, each year the lead agency partner engages school leadership, teachers, other school staff, parents, youth leaders, other partnering community organizations, and interested community members, in the creation, review, and updating of program goals and expected outcomes within the larger district mission and vision set forth by the Superintendent and our ASPO. Stakeholders are engaged each spring in developing and refining ASSETs program plans for the upcoming school year based on data on students' and families' needs. In the Fall and throughout the school year, ASP SCs participate in Site Council, Instructional Leadership Team, and COST meetings alongside other school staff, parent and youth leaders, community members, and school leadership. These structured information sharing and decision making bodies provide stakeholders multiple opportunities to be engaged in ASP planning and refinement. This also

ensures that the after school lead agency partner at the school is not working in isolation, but rather is actively integrating and aligning program plans with school day efforts and overarching school goals and priorities.

At the OUSD district level, the ASPO has a strong, established infrastructure in place to set the overall direction for 21st Century- and ASES-funded ASPs at 78 schools in our district. At least once every 3 years, and each time the OUSD strategic plan is updated, the ASPO engages a broad base of district, student, family, ASP lead agency, and other community partner stakeholders to review and refine the OUSD After School mission, vision, goals, and expected outcomes based on the needs of the Oakland community and the direction of the OUSD school district as a whole. Their feedback enables the ASPO to update our overarching mission, vision, goals, and outcomes for OUSD After School as a whole, and to set direction for our district's ASPs. Our stakeholders also help inform the kinds of technical assistance, professional development, and capacity building supports our ASPO needs to provide to support our ASPs in meeting the district's overarching mission and vision for expanded learning.

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

****For college readiness, students will improve school day attendance; academic skills and behaviors, including math, literacy, science, and English fluency (ELL students); and progress toward graduation.**

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

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

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

The stakeholders we engaged this fall in meetings to prepare this grant proposal included the OUSD ASP Coordinator, the Principals of the three high schools; the network superintendent who supports the three high schools; and the Executive Directors and Site Coordinators from AIA, Safe Passages, and Youth Together. We also met with key district department leaders and staff that provide leveraged resources to enhance OUSD ASP services, including the Director of Community Schools & Student Services, and leaders of our High School Linked Learning, Post-Secondary Learning, Summer Learning, Health & Wellness, Behavioral Health, SEL, and Transitional Students & Families units.

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

Answer: OUSD's After-School Program Office disseminates our annual evaluation report which reports on our ASPs' mission, vision, goals, and outcomes to stakeholders including district and school leaders, community partners, and city partners. We post this report and share information on the ASPs on our district after school webpage; at public meetings of the Oakland Fund for Children & Youth (OFCY), which supports after-school and other youth programs in our city; and at monthly meetings with OFCY and our after school lead agency partners. Also, with support from OUSD's Communications Department, the ASPO disseminates program information, highlights, and best practices through various OUSD's communication channels (district website, community newsletters, social media outlets). Our lead agencies in turn share this info with their networks and partners.

At the school site level the Site Coordinator, Family Liaison, and Community School Manager disseminate information on the ASP mission and vision, alignment with school priorities and goals, and activities to stakeholders. The SCs will make presentations about the program during teacher professional development days in August; at monthly faculty meetings; periodic meetings of community partners collaborating at the school, and COST meetings. The SCs will share information about the program at assemblies for incoming 9th graders and their families in the spring before they begin 9th grade, and during registration week each August. Registration packets will include fliers or brochures about the program. At a meeting each fall for 9th graders and their parents, SCs will distribute information about the ASP and sign up students for it. SCs

and other program staff will make presentations about the program in students' classrooms and school assemblies. The school and ASP will collaborate to distribute information about the program to school families via school and program email blasts.

9 - Collaborative Partnerships

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

Answer: A faculty member from each school, serving as Quality Support Coach/Career Pathways Liaison, will be a critical link to the ASP. The QSC/CPL will provide guidance on curriculum articulation, academic assistance for individual students, and ways the ASP can extend student learning in an experiential environment; observe and coach ASP staff, and take part in the CQI process. Use of school faculty for intervention and credit recovery classes, academic mentoring, and extending school-day career pathway programs into the ASP will further this linkage.

Each spring, the SCs at each school, agency managers, the Principal, and QSC/CPL will jointly complete the After School Planning tool developed by OUSD's ASPO to plan the program for the next year. The plan will align the ASP with the school Site Plan and priorities and OUSD strategic priorities for high schools, and include goals for the ASP, programming (academic support, work-based learning, enrichment, family engagement); measures to reduce chronic absenteeism, support a positive school climate and culture and students' SEL; priority target populations; enrollment processes & timelines; contributing partners; and a budget for the ASP.

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

The SC will meet with the Principal at least biweekly to review student data, guide support for students of concern, identify others needing assistance, and problem solve. The SC will communicate regularly with Algebra teachers to monitor the impact of Algebra interventions for 9th graders. The SC will participate in faculty meetings, staff development, and school committees such as the COST, SST, Culture & Climate Committee, and school partners' meetings to integrate the ASP in the school's overall program; and collaborate with the Community School Manager and Family Liaison to connect students and their families to needed resources.

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

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

Answer: In OUSD's Full Service Community Schools model, OUSD partners with local community-based organizations (CBOs) to help plan and operate our ASPs and provide holistic supports and equitable learning opportunities for students and their families. OUSD issues a Request for Qualifications every 3 years to pre-qualify CBOs to lead our ASPs. We seek organizations with a track record in leading high-quality ASPs, expertise in youth development, a strong fiscal and organizational infrastructure, a system of staff recruitment and ongoing professional development, a practical vision and plan for program model, design and execution, and a deep commitment to working with the OUSD ASPO on CQI efforts. At each school, the Principal selects a lead agency from the list of qualified agencies.

OUSD is submitting this application in partnership with Alternatives In Action (AIA) as the lead for McClymonds, Safe Passages for Coliseum College Prep, and Youth Together for Skyline. These are all already lead agencies at these renewing ASSETs sites and have been for the entire grant period and beyond, serving students in grades 9-12 and their families. These strong multiyear partnerships with the school represent years of deep commitment and familiarity with the school community.

Each lead agency co-applicant has a history of successful after-school and youth program development and management. AIA currently runs ASPs at 4 OUSD schools, including 3 OUSD high school programs, and operates a charter school with an extended day program that is a regional and national model for youth leadership. AIA has operated the ASP at McClymonds since 2010.

Safe Passages has been working with youth and families to interrupt the cycle of poverty and violence in poor communities since 1998, and has been on the Havenscourt campus, where CCPA is located, since that time. They operate AmeriCorps and MFT internship programs, as well as after school programs on five OUSD campuses and three in New Haven Unified School District, serving over 1,200 youth. Current CCPA SC Robert Campbell has been in his position for six years.

Youth Together was founded in 1996 in response to a series of racial conflicts on OUSD campuses, and now operates extended day/youth development programs at 5 East Bay high schools. Youth Together works with students, schools, families and the community to develop positive, long-term solutions to fight social, political, community, and educational inequities serving as a model for empowering change in other communities. Youth Together has been Skyline's lead ASP agency since 2008.

Each ASP, while customized to individual school communities and the strengths of each lead agency, is designed to promote the successful, holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark on their communities.

We have uploaded in FAAST letters of agreement from AIA, Youth Together, and Safe Passages, detailing their roles, ASSETS funding they will receive as lead agency, and in-kind resources they will contribute, which amount to approximately \$85,000-\$100,000 per year in staffing, training, volunteer recruitment, program materials, and support programs, such as job readiness training and intern placement.

As lead agency at their sites, AIA, Youth Together, and Safe Passages will work in close partnership with each school community to continue to implement a high-quality ASP. They will:

- *Hire, supervise, train and support program staff and leaders
- *Ensure the program meets OUSD and CDE compliance requirements
- *Manage grant funds contracted to the agency
- *Develop program plans in collaboration with school leadership
- *Align program services to school site and district goals and priorities
- *Ensure the ASP reflects youth development quality standards

Question 9b continued:

- Answer:
- *Continue to be integral partners in OUSD's Full Service Community Schools model, including integrating social emotional learning and restorative justice practices into the ASP
 - *Leverage additional grants and in-kind resources for the program including applying for OFCY funding, as appropriate
 - *Partner with the OUSD ASPO on district expanded learning initiatives, sustainability efforts, and quality improvement system building work
 - *Participate in the OUSD evaluation project and engage in an ongoing data-based CQI process
- Each lead agency has an ASP Program Manager who will provide weekly supervision and onsite coaching, and help train the full-time SC. The SC will communicate with the program manager by email, phone, or on-site as needed. Both will take part in the yearly planning process for the ASP with school leadership, as well as in the OUSD ASPO's Summer Institute and monthly collaborative meetings for agency directors and for SCs. The SC will meet at least biweekly on-site with the Principal to address issues like student recruitment, logistics, and problem solving. The ASSETS programs will collaborate with other local partners to provide services to students and families. The SCs will have daily check-in meetings on-site with program staff and service providers. The SC will participate in monthly Coordination of Services Teams and All Partners Meetings on site to share information and coordinate services with other partner agencies. The programs will partner with the following local organizations (as detailed in additional letters of

agreement) to promote students' asset development, leadership, physical and mental health, academic skill building, 21st Century skills, cultural awareness and competency, and college readiness.

At CCPA:

**** Mission Bit** provides beginning computer science to 9th graders who then teach 8th graders, all to prepare students for CCPA's Computer Science and Technology career pathway. Mission Bit also offers field trips to local tech companies.

**** buildOn** offers students the opportunity to volunteer and take on leadership positions both in the local community and on international service learning trips, including to Haiti, Cambodia, and other countries. Students earn credit towards trips by taking on progressively more responsible roles in local volunteer projects.

**** Pre-Collegiate Academy**, an initiative of the East Bay Consortium of Educational Institutions, including Merritt College and other partners, provides college level academic preparation. The Pre-Collegiate Academy starts working with students in 7th grade, as CCPA is a grade 6-12 hybrid school, which allows students to benefit from continuity as they work through the high school grades. PCA provides on-site after-school tutoring, mentoring, field trips, Saturday Programs for students, academic advisement, workshops, and seminars. The summer program includes an intensive four-week residency at Merritt College, focusing on math and college readiness.

**** Mills College Educational Talent Search** program provides college planning, workshops, tours, advising, and referrals to other programs.

**** La Clinica de la Raza** runs a school-based health center at CCPA and has done so for over a decade. Students in the ASSETs program access the full service medical and dental clinic during after school hours. La Clinica leverages a variety of funding sources to support the program, including Alameda County Health Care Services Agency, Medi-Cal, and Measure A funding.

**** The East Bay College Fund** provides school-based resources to help students design plans for college and career success, as well as providing access to college scholarships, and leadership opportunities.

**** East Bay Agency for Children** provides a full-time clinician on site, funded by the County of Alameda, to work with youth experiencing trauma or other behavioral health issues.

Question 9b continued:

Answer: **** Safe Passages** also operates an AmeriCorps program in partnership with California Volunteers and the Corporation for National & Community Service.

**** Peralta Community College District** provides instructors for on-site for-credit classes at CCPA, including Administration of Justice, Art and Directing for the Camera, Women of Color and Financial Literacy. Peralta CCD instructors are working with school-day teachers to tie CCPA's computer science career pathway to the college classes, so that the computer science pathway includes content drawing from art and multimedia, social justice, and finance/entrepreneurship.

**** Summer Search** provides CCPA students with mentoring, scholarships to leadership programs, service learning trips, and college trips.

At Skyline, Youth Together works with the following partners:

**** Eastside Arts Alliance** provides intergenerational art project work, led by students in consultation with Oakland and other East Bay artists and activists who share their experiences in the Civil Rights and Free Speech movements and link those to today's issues.

**** Polynesian Cultural Dance** offers dance and drumming as well as cultural awareness and performance instruction.

**** Individual instructors** offer mural arts classes and Workshop Wednesdays, shorter-term offerings letting students explore visual and ceramic arts, poetry, maker/DIY skills, and physical skills such as self-defense.

**** Somastream** provides online driver education, facilitated by a Safe Passages staff member.

**** Youth Together** hires local college students, many of them alumni from Skyline, as tutors for ASP participants.

** Study Smarter Oakland provides SAT/ACT prep assistance.

** Native American Health Services operates Skyline's school-based health center, which provides vital medical and behavioral health services to students.

** Youth Together operates the One Land, One People youth center on the Skyline campus, which provides services before school, during the school day, and after school. The OLOP Center works with parents, provides support for attendance teams and academic and behavioral interventions, and offers internships to students in the ASP.

Youth Together also works with the COST and College Access Team at Skyline to coordinate case management and wraparound services for students and families.

At McClymonds, AIA has developed many partnerships over the past 10 years as lead agency, including

** Children's Hospital Oakland operates the school based health center, which provides vital medical, dental, and behavioral health services.

** The Alameda County Office of Education (ACOE) provides nutrition and health education.

** Youth Radio, an award winning youth journalism and leadership CBO, provides staff and curriculum to McClymonds' ASP.

** Pixar provides funding for film editing, and Best Buy funds a photography and digital arts class at the Best Buy Digital Media Center.

** Lincoln provides behavioral health services for students and families.

** WOPP (West Oakland Parent Partnership) works with parents at West Oakland Middle School and MLK (Lafayette) Elementary around parent engagement and education, high school readiness, and outreach for the ASP.

** The Peralta Colleges provide dual-enrollment classes on the McClymonds campus in Digital Arts, Administration of Justice, and Computer Science.

** Oakland Bay Area Links provide leadership learning for young women of color. Monthly sessions with McClymonds students include financial literacy, self-care and mindfulness, college and career readiness, etc.

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

Answer: OUSD's ASSETs ASPs and high schools build on many ongoing partnerships and regularly explore possible new partnerships that align to their school's vision and emerging student and family needs. We seek potential partners that have independent funding, to support ASSETs program sustainability. OUSD's Community School Student Services team regularly convenes Oakland and East Bay CBOs and educational institutions to keep current on what partners and resources are available to OUSD schools. OUSD maintains a database to assist the ASPO, our schools, and ASP lead agencies in tracking and approving the many community partners that serve Oakland schools.

Each year, as part of the ASP planning process, the Principal, QSC/CPL, Community School Manager (CSM), and lead agency at each site will determine which activities to offer the next year and select community partners, typically for arts, sports, health and wellness, leadership development, internships and other career readiness programs.

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

In addition, the OUSD ASPO actively seeks out external partnerships for our schools based on district priorities such as linked learning/career pathways and social emotional learning.

Establishing partnerships for internships is a priority for the ASSETs ASPs. Staff from Safe Passages, Youth Together, and Alternatives in Action, and each school's CSM, will partner with staff in the ASPO and the district's Linked Learning Office to seek such partners.

d What culturally and/or linguistically appropriate strategies will be used to engage families as advocates for their children's education and healthy development?

Answer: The ASSETs programs at Skyline, CCPA, and McClymonds will engage and equip school families to be effective partners in supporting their children's educational success and healthy development.

Each site has a Family Liaison/Outreach Coordinator, who will partner with the on-site Community School Manager to conduct outreach. The Family Liaison will make targeted phone calls and home visits to families of high-need youth (such as those with chronic absenteeism and Newcomers) to encourage them to sign up for the ASP and suggest ways parents can support their children's education.

The programs will provide family workshops each semester on issues such as the importance of school attendance, high school graduation requirements, college readiness and access, engaging your child in conversations about academics, how to use OUSD's online student information system, and how to read transcripts. ASP staff and school leaders will co-host quarterly breakfasts for families. The school and ASP will use emails, the Talking Points text/translation app, and phone calls to promote parent involvement in ASP and school activities.

The ASSETs program will hold showcase/celebration nights at least twice/year where students demonstrate their learning, display their arts, action research, STEM, and other projects, and perform (dance, drumming). The ASP will also link families to benefits enrollment, case management, and other resources available through the on-campus health centers at each site. Yearly surveys in English and Spanish will elicit parents'/caregivers' priorities for youth and family activities.

44% of students at the target sites are Latino and 38% African American. To facilitate culturally-appropriate outreach, we will prioritize hiring ASP staff representing both groups, including some who speak Spanish. If needed, the lead agencies will use OUSD's Translation Unit and/or rely on students to interpret for their families.

10 - Continuous Quality Improvement

a What measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities? How are these measures coherent with the instructional day and the goals of the program?

Answer: The ASSETs program at the target sites will build on program assessment and data collection approaches used across OUSD's ASPs.

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

When developing its annual ASP Plan, each program will select indicators with which to track student outcomes. This is a collaborative process involving the SC, ASP agency manager or Executive Director, Principal, and faculty liaison, to ensure the measures are aligned with both the school's priorities and goals for academic achievement and the goals established for the ASP. We expect to track indicators aligned with each school's goals for increasing student academic skills, the graduation rate, and the percentage of students meeting A-G requirements when they graduate. These indicators may include:

*Pre- and post-results on tests used to determine whether a student needs academic support and is improving—such as 9th graders' scores on the Scholastic Reading Inventory (SRI) or Scholastic Math Inventory.

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

*Course completion—to identify students who are behind on credits, need credit recovery offerings

and in which classes, and track whether they complete courses and improve their status vis-à-vis being on track to graduate.

*Attendance data—whether a student has been chronically absent (present <90% of school days) or is at risk of chronic absenteeism (90-95% of days), and whether their attendance has improved with their participation in the ASP.

*Particular indicators from the California Healthy Kid Survey—such as the percentage of students indicating they feel safe at school, or have a caring relationship with an adult on campus.

In addition, the QSC/CPL will seek feedback from school faculty and share it with ASP staff, to help inform targeted support for individual students as well as program improvements.

OUSD, along with OFCY, commissions an annual external evaluation of our ASPs, conducted by Public Profit. The programs at CCPA, Skyline, and McClymonds will be incorporated in this evaluation. The evaluation assesses the degree to which each ASP promotes positive outcomes for youth, and includes data collection on the following measures of student success:

*School day attendance—for regular participants in the ASP and students at the school overall.

This indicator is aligned with each school's efforts to ensure students regularly attend and engage in school, indispensable for their success.

*Student feedback on their experiences in the ASP related to school-based outcome domains (academic behaviors, sense of mastery, social/emotional skills, physical well-being, school connectedness, and college and career exploration). We use yearly student surveys to gather data on these measures, which touch on many assets OUSD sees as fundamental to students' college, career, and community readiness. The evaluation analyzes differences in student survey responses by gender, grade, days attended, and race/ethnicity.

*Academic achievement outcomes, including SRI scores for 9th graders and CAASPP test results, comparing outcomes for regular ASP participants vs. all students at the school, and EL participants vs. EL non-participants. These indicators reflect whether student have developed proficiency in the Common Core standards, indicative of their college and career readiness.

Program evaluation data will inform the CQI process, professional development plan, and yearly program planning for the ASP at the target sites.

- b How (i.e., methods, tool, strategy, and frequency) will the program engage in a data-driven continuous quality improvement process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California*. Please visit the [Quality Standards for Expanded Learning in California Web page](#) [2MB].**

What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program?

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

Answer: OUSD has been a pioneer in using a data-driven CQI process in partnership with schools, ASP lead agencies, students, families, and our evaluator to lift up the quality of all ASPs. Our Assess-Plan-Improve CQI cycle, developed by the David P. Weikart Center for Youth Program Quality, served as a model for state legislation requiring 21st Century grantees to engage in CQI. The renewing ASSETs programs at CCPA, McClymonds, and Skyline will continue to use OUSD's ASP CQI process and cycle.

OUSD's CQI process incorporates extensive staff PD and a tiered system of support to help staff strengthen their program so it supports a positive school climate, increased student attendance and engagement both in the school day and after school, and students' academic achievement, social-emotional development, health and wellness, and readiness for college, careers, and the community. Our CQI process also incorporates planning collaboration between program staff, school leaders, and other stakeholders.

We use the Youth Program Quality Assessment, developed by the Weikart Center, to assess and evaluate the quality of our high school ASPs, inform Quality Action Plans, and identify staff PD needs at each site each year. The YPQA, a nationally tested, research-based observation tool,

sets a high standard for program quality based on research that identifies the kinds of developmental experiences young people need to thrive and grow into healthy adulthood. It consists of a set of score-able standards with which to measure the quality of youth's experiences in expanded learning programs, and staff practices that support high program quality.

Our Assess-Plan-Improve Cycle includes the following elements.

In the ASSESS step, in October and November, program site teams and stakeholders (including youth leaders and, at some sites, the Principal and parents) reflect on the prior year's evaluation data. They gather current data through a well-structured self-assessment process. Program staff, trained for this purpose, observe each other's ASP classes to gather evidence-based observational data. The SC then leads the team in a series of meetings to share notes and use the data to score the overall ASP using the YPQA tool. Through this collective process of discussing program quality indicators and coming to consensus on scores for each YPQA indicator, they reflect on data that will inform plans for improvement.

In the PLAN step, in December and January, the ASP team utilizes its data from the ASSESS step and their discussions during scoring meetings to target 2-3 SMART goals for improvement for the year. Each site team develops a Quality Action Plan that documents its goals vis-à-vis aspects of staff practice and other areas of program quality they want to improve, action steps to achieve the goals, and timelines for improvement.

In the IMPROVE step, over the second semester of the school year, each site implements the steps in their Quality Action Plan. ASP staff may receive coaching to support improved facilitation skills. Site teams may receive training from the site's Quality Support Coach. They may participate in trainings on particular aspects of program quality offered by the OUSD ASPO, or in our content-specific learning communities such as those focused on building students' literacy skills or working with ELL students.

OUSD uses the Weikart Center's Scores Reporter database to support the Assess-Plan-Improve process. Each site inputs their self-assessment scores and Quality Action Plans into the database. In the Spring, they go back into Scores Reporter to record progress on their SMART goals.

External assessment scores (see below) are also inputted into Scores Reporter. The database allows the ASPs to print out side by side reports where they can compare their self-assessment scores to their external assessments, and compare their program quality scores over time, since we have been using the database since 2014-15.

Question 10b continued:

Answer: PROFESSIONAL DEVELOPMENT. To support this CQI process, SCs and lead agency program managers receive training on the Youth Program Quality Standards, provided by the Weikart Center, during the ASPO's Summer Institute. OUSD's ASP Managers also convene the SCs each month in a PLC to build their capacity to lead the CQI cycle at their site. They will receive training and coaching on using the YPQA tool, observing and coaching staff, assessing and reflecting on the quality of their ASP, identifying gaps in programming, and holding "planning with data" meetings with their team to construct a Quality Action Plan. Each year, the ASPO will offer two training summits on modules from the Weikart Center's Youth Work Methods, selected based on needs outlined in site Quality Action Plans. ASP Managers will also make on-site coaching visits to guide staff in strengthening areas of point-of-service or programmatic quality.

To support ASP sites in their CQI work, the ASPO will assign SCs to one of two tiers. New SCs and others who need extra assistance will receive the most intensive support on the process. More experienced SCs will receive support to deepen their leadership in the CQI work at their site and involve youth in CQI. They will take part in a Youth Work Methods training of trainers program to help them coach their less experienced peers.

In addition, the ASP Planning process each spring (detailed under section #9) will contribute to the CQI process. The SC and Principal will examine site assessments, the Quality Action Plan, and program evaluation findings and use them to inform updates in the ASP Plan for the next year.

ROLE OF PROGRAM EVALUATION IN CQI process:

OUSD's ASPO partners with OFCY and evaluator Public Profit to assess the quality and impact of our ASPs and inform the CQI process. We assess measures of program quality closely aligned

with the Quality Standards for Expanded Learning in California: the degree each program provides a safe and supportive environment for youth; actively engages youth in learning and in meaningful, leadership roles; provides academic supports that help youth build academic and other skills; and promotes students' social, emotional, and physical well-being. We look at whether through the ASP, students benefit in terms of academic behaviors and performance; a sense of mastery; college and career readiness; school engagement; social-emotional skills and positive relationships with their peers and adults in the ASP; and safety.

Each fall or winter, trained evaluation team members from the ASPO, OFCY, and the evaluator, or veteran SCs, conduct EXTERNAL ASSESSMENTS of each ASP site using the YPQA tool. (15 experienced SCs have received external assessment certification training.) They interview the SC, observe activities, and interview and survey staff, to gauge the quality of services, document program strengths, and provide recommendations for improving programming and operations. Each May, SURVEYS explore students' opinions regarding ASP program quality (safety, positive relationships with peers and adults, engagement); benefits (changes in social skills, connections with others, building new skills, exposure to new experiences); support of school goals and youth social/academic growth; and ongoing student needs.

ASP staff will upload ENROLLMENT, ATTENDANCE, ACTIVITY, & STAFFING into the CitySpan database (linked to the OUSD student information system) on an ongoing basis.

OUSD will provide ACADEMIC RECORDS each summer/fall so the evaluator can compare the school-day attendance and scores on district (SRI) and state testing (CAASPP) in ELA and Math for regular ASP participants and those of all students schoolwide.

ASP site teams and school leaders will consider the evaluation findings—and the ASP's potential impact on student academic achievement including a-g completion, course completion, graduation, and dropout rates—when devising Quality Action Plans and ASP Plans each year.

11 - Program Management

a How will the program funding relate to the program vision, mission, and goals for each site or groups of sites (budgets may be uploaded as separate attachments in FFAST)?

Answer: ASSETS funding will maximize the ability of the ASPs at the target sites in ensuring that students graduate college, career, and community ready. OUSD will reserve 10% of the combined core and Equitable Access grant requests for ASPO staff to provide training/technical assistance for sites, for program evaluation, the CitySpan data system, PD contracts, CQI support, custodial services, and indirect costs. 10% is allocated to the school site for the QSC/CPL stipend, extended contracts for school faculty to lead intervention and credit recovery classes and extend the school's career pathway programs into the ASP, and for a School Safety Officer to be on site during the ASP.

The bulk of our grant request (80%) is allocated to lead agencies Safe Passages, Youth Together, and AIA. This reflects OUSD's commitment to the school-community partnership model and our respect for our lead agencies' expertise in youth development.

Each lead agency worked with school leadership to align the budget to the school's priorities and goals, within OUSD's overall focus on equipping students to graduate college, career, and community ready. Site Coordinators and line staff, responsible for day-to-day program operations and quality, integration with the school day, partnerships, and CQI, is the largest line item, 20% of the \$690,212 grant. We have allocated funding for ELL support, an Academic Mentor for 9th graders at Skyline, Credit Recovery Coaches, College Outreach/Planning staff and Tutors to support students' college and career readiness. Contracted enrichment programs (Digital arts, arts, music, computer science, STEM enrichment program), youth internship stipends, and field trips will support students' college and career readiness. A social justice/project coach and service learning partnerships will support students' community readiness. Other funding will support PE/fitness, a Family Liaison and family engagement events, program materials, and PD for program staff.

b What is the program organizational structure and role of staff (e.g., "Staff responsible for homework

support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication?

Answer: The ASSETs program at each site will follow the general staffing pattern used in all OUSD ASPs, though each site will have some variations. Significant variations are called out below. Safe Passages will operate the ASP at CCPA; AIA at McClymonds; and Youth Together at Skyline. Each lead agency will ensure it reflects youth development quality standards. It will manage subcontracted program funds, select and subcontract with other service providers, and partner with the ASPO in efforts to sustain the program.

AN AGENCY PROGRAM MANAGER and/or EXECUTIVE DIRECTOR will help plan the ASP, provide on-site coaching for the SC and line staff, workshops, and support in building partnerships with school and community partners; and convene the SC for monthly supervision/coaching meetings and maintain regular email and phone communication.

A full-time SITE COORDINATOR, based at the school, will be responsible for day-to-day operations of the program, co-supervised by the Program Manager and Principal. The SC will collaborate with school staff to identify the highest-need students; conduct recruitment outreach to students and families; develop the program schedule, and program handbook for parents; train and supervise line staff and volunteers; coordinate services providers working in the ASP; and oversee data collection for the ASP. The SC will participate in school staff meetings and trainings and the school COST, SST, and School Culture/Climate Committee; collaborate with the Community School Manager and Family Liaison to connect students and families to needed support services; collaborate with the Principal, QSC/CPL, and agency Program Manager to monitor and refine the program throughout the school year and develop the ASP Plan and budget for the coming year.

A QUALITY SUPPORT COACH /CAREER PATHWAY LAISON (a faculty member from each site, designated by the Principal) will assist the ASP in promoting students' academic achievement. The QSC/CPL will collaborate with school leadership and the SC to analyze student data to inform program planning, identify participants, and assess student progress; help align programming with school day priorities, Common Core standards, students' learning needs, and career pathways programs at the school; observe, coach, and train the SC and line staff based on PQA standards; liaise between ASP and school staff; and participate in the CQI process.

CERTIFICATED TEACHERS ON EXTENDED-DAY CONTRACT from each site will plan and lead academic intervention and credit recovery classes and extend career pathways programs from the school into the ASSETs program after-school.

LINE STAFF will lead activities, build supportive relationships with youth, and ensure youth are safe during program hours. They will include: an ELL/Literacy Instructor, ELA and Math Tutor, and an Academic Mentor for 9th graders (Youth Together has a dedicated FRESH program for 9th graders and struggling 10th graders), to provide academic skills and English language tutoring and help with schoolwork; a Credit Recovery Coach to provide academic support to students taking on-line credit recovery classes; Tutors, Project Based Learning Coaches, and College Outreach/Planning staff. Tutoring positions are often filled by college students or other community members, who will work in the program 5-16 hours per week, during the school year. They will be employed by lead agencies and supervised by the SC. Other line staff will be from partner CBOs who provide their programs at the target sites.

A FAMILY LIAISON at each site will conduct outreach to families, plan and lead family workshops and other family activities, and connect families to needed resources.

PRINCIPAL. The school site administrator, who has selected the lead agency to operate the ASP, will collaborate with lead agency staff to design the ASP so it aligns with the school's priorities and goals and students'/families' needs; allocate space for ASP activities; facilitate the

Question 11b continued:

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

A SCHOOL SAFETY OFFICER will be on campus to support positive student behavior and ensure the safety of students and staff. The SSO will intervene to help manage conflicts before they

escalate to fights, help mentor students to prevent challenging behaviors from arising, and secure the campus when community violence occurs nearby.

A COMMUNITY SCHOOL MANAGER will collaborate with the SC to coordinate ASP services with other support services at school. The CSM will establish and maintain relationships with community partners; convene and facilitate the school's Coordination of Services Team; and help connect students and their families to needed services, among other duties.

OUSD's Expanded Learning Unit, consisting of the After School Program Office (ASPO) and Summer Learning Office, oversees ASPs at 75 Title 1 elementary, middle, and high schools.

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

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

The COMPLIANCE & OPERATIONS PROGRAM MANAGER provides training, technical assistance (TA), and program monitoring to ensure ASPs meet all ASES and 21st Century grant-related compliance requirements and OUSD standards for effective operations and program quality. She trains SCs to lead the CQI process. She closely monitors attendance data and site budgets to ensure the ASPs meet attendance targets and appropriately spend down grant funds. She maintains relationships with other OUSD departments that support effective ASP operations, and coordinates safety and emergency preparedness training and TA for ASPs.

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

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

Answer: The ASP SC and Family Liaison/Outreach Coordinator at each site will continue to establish relationships with parents of youth starting with spring orientations for incoming 9th graders, continuing during enrollment week, and by co-hosting (with school leadership) a meeting each fall for 9th graders and their parents.

When the school identifies a student who would benefit from tutoring or other services after school, the SC or Family Liaison will contact the parent. This may be by letter, text, or email informing the parent of the support available in the ASP, and a follow-up phone call or in some cases a home visit as needed. They will also make calls or home visits when students referred to the ASP for support stop coming regularly, to find out what is going on and broker any assistance needed to

facilitate the student's return to the program. They will encourage return communication from parents via their cell phones, email, or in-person meetings. The SC or Family Liaison will also call parents to report when students make notable progress or achievements in the program. The school will use robocalls, texts from the Talking Points translation/ messaging app, email, messages in fliers, and the school website for general messaging to school families about the ASP.

The SC and his/her program manager will maintain contact with subcontractors and other partners. They will initiate contact with a designated individual via at least biweekly check-ins in person, by phone or email, and inform partners when anything relevant to their work at the school occurs. The SC will take part in both regular COST meetings and monthly "All Partners Meetings" at the school, which provide ways for the ASP to communicate, share information, and coordinate with school leaders and partners in providing holistic supports for students, such as health care through the school health clinic, counseling from a mental health partner, or other resources for families.

d How will managers at all levels develop their leadership skills and stay apprised of research and best practices in the field of expanded learning?

Answer: Leadership building for ASP managers occurs at multiple levels. At our Oakland After School network level, the ASPO, with partners like Weikart Center and Partnership for Children & Youth, provides many leadership and capacity building trainings for SCs and agency managers. This includes program quality/leadership training at our Summer Institute and monthly SC meetings. We use training and resources from the National Equity Project and Shifting Norms to deepen SCs' leadership skills. Leadership training equips veteran SCs to lead their site CQI work, coach program staff, and mentor newer SCs.

OUSD's Social and Emotional Learning unit trains our ASPO team, SCs, and agency managers on research-based SEL practices and standards. We co-facilitate trainings with our Behavioral Health Unit on academic mentoring, including trauma-informed pedagogy and wraparound support. OUSD funds ASP staff to attend annual Bridging the Bay regional after school conferences to learn about research and best practices.

Lead agencies provide extensive training and leadership development for their staff, in areas such as facilitation and supervision. This enables many program staff to grow into SC roles, and SCs into agency manager roles. Safe Passages provides PD 4-5 times/year where ASP teams meet for peer learning and professional learning. ASP staff also receive coaching from the Site Coordinator, Community Schools Manager, and AmeriCorps coaches. Youth Together has 5 PD sessions per year, guided by the CQI. Lead agency PD covers academic support, classroom management, conflict resolution, social justice, mandatory reporting, curriculum development, facilitation, 1st responder training, program planning, and youth development strategies.

At the school level, principals develop SCs' leadership skills by including them in faculty PD such as SEL and trauma-informed practice, and on relevant committees like COST, College Access Team, and the Instructional Leadership team.

12 - Sustainability

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

Answer: ASSETS funding enables us to develop and sustain comprehensive ASPs that help students graduate college, career, and community ready. OUSD, our schools, and lead agency partners leverage other funding sources to enhance and augment programming. We will rely on these other resources and partnerships to sustain at least a minimum level of after-school programming (the most critical components students need, such as intervention and credit recovery, and college and career readiness programming) when ASSETS funds sunset.

Other funding sources include LCAP funds and Measure N, Oakland's College & Career Readiness for All Act, passed by voters in 2014. High schools may use these resources to sustain programming aligned to OUSD's college, career, and community readiness goals. For example, Measure N monies can help schools and their after-school programs integrate challenging

academic programs with career-based learning and real-world work experiences.

Maximizing other resources that contribute to our ASPs will be part of our sustainability plan. As detailed in the letters of agreement, OUSD will contribute at least \$302,000 in resources to the ASPs each year, and our lead agencies a total of \$85,000-\$100,000/year. Our lead agencies have strong track records obtaining funding to support their services, and are committed to helping OUSD sustain our ASPs.

The ASPO will also continue to seek partnerships that can help sustain after school services at the high school, with OFCY, philanthropy, public agencies like Alameda County Health Care Services Agency, and private entities like local medical centers that are interested in our career pathways programs.

The annual evaluation of our ASPs documents their impact and value to our students, families, schools, and city. It will help us build a strong case to district and school leaders, local stakeholders, and other potential funders, for investing in sustaining the ASPs.

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

Answer: The School Site Councils, including the Principal, Community School Manager, staff and parent leaders at Skyline, CCPA, and McClymonds, will be responsible for sustaining after-school services beyond ASSETS funding. They will have support in sustainability planning by OUSD central offices such as Expanded Learning, high school network, and Linked Learning and Post-Secondary Readiness, and our lead agency partner. These stakeholders will engage in regular conversations on the highest-priority services and potential funding sources. Since the School Site Council ultimately approves use of various funding streams, it will take part in thinking through which services they want to continue and how to fund them.

Several funding sources referenced in OUSD's letter of agreement may help sustain key ASP services. The schools may utilize Title I funds for academic support provided by teachers on extended contract. The school receives a yearly per pupil funding allocation through Oakland's Measure N as well as a substantial yearly allocation of CDE LCFF/LCAP monies because it serves high numbers of economically disadvantaged, ELL, and foster students. It has flexibility to use this funding to benefit high-need youth. District staff will work with each school to target Title I, Measure N, and LCAP funding to help sustain high-value after school services

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

OUSD and our ASPO will continue to partner with and leverage funding that can help sustain after school services at our high schools. One is OFCY's support for programs for older youth, a viable funding stream for sustaining some of our lead agency's and other partners' programs. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care Services Agency, and even private entities that are interested in the linked learning and career pathways work being developed at CCPA, McClymonds, and Skyline.

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

By year 3, each site in this proposal will begin to develop a plan for the program's long-term sustainability. The plan will include data- and evidence-driven decisions on the most impactful services to continue, per year funding needed, and funding sources to leverage or pursue. We will collaboratively revisit and refine this plan in year 4 based on program evaluation findings and any

evolution in available funding sources and new potential sustainability resources. In year 5, our ASPO team, high school network superintendents, and the school Principals will develop a post-grant-period annual budget for the ASPs, including line item costs and specific committed funding sources to cover them.

21st Century After School Safety and Enrichment for Teens (ASSETs) Equitable Access Application Questions

The following questions are for applicants applying for Equitable Access (EA) funds to supplement their after school programs by providing access to 21st Century ASSETs programs and participating in community learning center programs according to the needs determined by the local community. Only those eligible sites funded with a 21st Century ASSETs after school grant through this RFA process will be considered for this funding.

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

Answer: The OUSD ASPO, lead agency partners, the school Principals and Community School Managers examined data on students at the target sites to identify high-need groups that might have barriers to full access.

Of the schools' 2,418 students, 550 are English Learners (ELs), with 147 of these concentrated at CCPA, which only has 468 students. Only 46 of the 398 ELs at CCPA and Skyline scored proficient in English Language Arts/Literacy in 2018 (no data was available for McClymonds). Just 5.4% of ELLs were reclassified as Fluent English Proficient during 2017-18. 195 students at the three schools are long-term ELLs who have had this designation 6+ years. 26 are new asylees, refugees, or unaccompanied minors. 17.5% of students receive Special Education services; 43 students are in foster care. 82% of all students receive F/R lunch, an indicator of potential poverty-related barriers to access.

We also looked at attendance and disciplinary data, factors that affect students' engagement in school and ability to benefit from school programs. 13% of students at the three schools (29% at McClymonds) are chronically absent, missing at least 10% of school days. There were 104 suspensions at McClymonds last year, and 261 at Skyline. In both cases, students lose considerable school-day (and after-school) learning time.

We reviewed 2016-17 California Healthy Kids Survey results to gain insight into factors that challenge students in attending school, being ready to learn, and succeeding (see below). We also looked at family educational attainment. Although this data is reported by students and is often incomplete, it provides some picture of the educational challenges faced by many families. 6-20% of parents at the target sites are not high school graduates; another 7-13% did not go beyond high school. Low educational attainment is often linked to barriers for parents being involved in and able to support their children's education.

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

Answer: Many students have barriers to potentially participating in an ASP at the three campuses. English Learners are in need of support to accelerate their English and language arts/literacy skills development, to be able to take full advantage of learning and enrichment programs in the ASPs and to succeed in school. Students who are chronically absent or suspended need individual and family supports to reengage them in school and the ASP. Students say they want their parents to be more involved in college planning and college visits, according to Fall 2018 surveys.

The ASSETs program will have limited staffing to provide access to students who need targeted assistance with these supports and for outreach to families and to students to re-engage students whose attendance lapses. At the same time, many parents of McClymonds, CCPA, and Skyline students lack the academic/study skills, English literacy, or knowledge of how to navigate the school system needed to effectively support their kids' education. In our Fall 2018 survey, 55%-60% of students were not sure that their parents could help with English or Math assignments, 70% with Science classwork, and 45% were not confident their parents could help

them prepare for college. Increasing culturally and linguistically competent outreach would help strengthen the ASPs' and schools' partnership with their families, and parents' access to activities hosted in the ASP to equip them to effectively support their children's education.

On the 2017-18 CHKS, 31% of students at the target sites reported they had been chronically sad or hopeless, and 12% had used alcohol or drugs in the past 30 days. Only 41% and 30% of students, respectively, reported having a high degree of school connectedness or meaningful participation in school. These factors can discourage students from taking part in after-school programs, and reflect a need to offer meaningful activities that attract students to the program.

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

Answer: There are 550 English Learners in grades 9-12 at the target sites and 434 youth receiving special education services. 316 students are absent 10% or more of the school day, and there are 55 foster youth and homeless youth. The additional supports that these students need to fully access the ASPs can only be partially met with resources available through the base ASSETs grant. Given the widespread low educational attainment among families at the target sites, many of whom did not complete high school, and many parents' own negative experiences during their education (which discourages them from getting involved in school activities), along with the fact that even higher numbers of parents than students have limited English proficiency, at least 600 families might have barriers to access to the program, for both children and parents. Up to 60% of students at the target sites may have barriers to participating related to factors including chronic absenteeism, suspensions, social-emotional and health issues, and lack of a strong sense of connection to the school.

2 - Meeting Program Access Needs

a How does the plan provide for increased and Equitable Access to the 21st Century program participants (i.e., how the Equitable Access funds will improve or mitigate the access issues among students), including any current or potential collaborative partners?

Answer: To mitigate barriers to participation and improve access to the ASSETs program at the target sites: We propose to allocate Equitable Access funding for a Family Liaison and a Credit Recovery Coach at Skyline. Youth Together's Family Liaison will work with families to (1) build awareness of the ASSETs program, its activities, and benefits for their children and themselves; (2) encourage students to come to the program, and parents to take part in activities; and (3) provide workshops for families on topics including high school requirements, ways to support their children's education, college planning, and school/community resources. The Credit Recovery Coach will work with Skyline students to help keep them on track for graduation, keeping them engaged and attending the program.

At CCPA, Safe Passages proposes to target Equitable Access funding to support full participation of English Language Learners and young men of color in the extended day program, including supporting access to internships and college explorations. Funding will specifically support an intervention specialist to provide additional mentoring and social emotional support for these high need populations. Finally, a small portion of the funding will support a the overall family liaison position, to engage families in college exploration with their students.

At McClymonds, Equitable Access funding will help support the Director of Community Programs and the Community Programs Manager, who focus on developing relationships with students and families, working with McClymonds' Community Schools Manager, Principal, and School Site Council to ensure that resources are available to support students with disciplinary and attendance issues and Individualized Educational Plans so that they can participate fully in the ASP.

Suspension (104 incidents in 2017-18), attendance (29% chronic absence), and special education (18% of students with IEPs) are particularly acute issues at McClymonds.

The proposal appears complete. Please enter initials to certify accuracy of the application and then click on the 'Submit Application' button to submit the application.

Please read the following certification and submission statement before submitting the application.

I certify under penalty of perjury the following:

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

By signing this application, I waive any and all rights to privacy and confidentiality of the proposal on behalf of the Applicant to the extent provided by law.

To submit this application, please enter your initials certifying the accuracy of the application and click the "Submit Application" button. If you are not ready to submit your application, please click on the "Back to Application" button.

[Back to Application](#)

Submission Date: 11/9/2018 10:29:12 AM

Enter Your Initials:

[Submit Application](#)

Agency Name: Oakland Unified CD: 0161259

Application ID: 19-04-01-121-ASSETs-17 Grant Type: ASSETs Cohort: 121

Fiscal Year: 2019-20 Amount Requested: \$765,212.00

Completed Application Package Due: Tuesday, November 13, 2018

Application budget saved.

Calculate and Save

RFA Checklist

Budget for Core

Series/Object	Description	Requested Budget
1000: Certificated Personnel Salaries	Quality Support Coaches /Career Pathways Liaison	\$2,500.00
2000: Classified Personnel Salaries	School Safety Officer. OUSD After School Program Office administrative staff. Custodial Staffing	\$85,348.00
3000: Employee Benefits	Employee Benefits for certificated teachers (20%), classified staff (22%), and salaried employees (42%)	\$30,646.00
4000: Books and Supplies	District professional development trainings, custodial supplies	\$4,084.00
5000: Services & Other Operating Expenditures	Evaluation and data systems costs, administrative indirect expenses on subcontractor agreements	\$10,140.00
5100: Subcontracts and Agreements	After School Program contractors - Youth Together. Safe Passages. Alternatives in Action	\$550,858.00
6000: Capital Outlay		\$0.00
7000: Indirect Costs	Min(%100, %5.00) x \$132,718.00 = \$6,635.90	\$6,635.90
Total Budget Amount	Budget cannot exceed total Max Allowed: \$690,212.00	\$690,211.90

Agency Name: Oakland Unified CD: 0161259

Application ID: 19-04-01-121-ASSETs-17 Grant Type: ASSETs Cohort: 121

Fiscal Year: 2019-20 Amount Requested: \$765,212.00

Completed Application Package Due: Tuesday, November 13, 2018

Application budget saved.

Calculate and Save

RFA Checklist

Budget for Equitable Access

Series/Object	Description	Requested Budget
1000: Certificated Personnel Salaries	None	\$0.00
2000: Classified Personnel Salaries	After School Program Office administrative staff salaries, custodial staff	\$6,177.00
3000: Employee Benefits	Employee Benefits for Salaried Employees (benefits at 42%)	\$2,595.00
4000: Books and Supplies	Custodial supplies	\$171.00
5000: Services & Other Operating Expenditures	None	\$0.00
5100: Subcontracts and Agreements	After School Program contractors - Youth Together, Safe Passages, Alternatives in Action	\$65,609.00
6000: Capital Outlay	None	\$0.00
7000: Indirect Costs	Min(%100, %5.00) x \$8,943.00 = \$447.15	\$447.15
Total Budget Amount	Budget cannot exceed total Max Allowed: \$75,000.00	\$74,999.15



Oakland Unified School District
After School Safety and Enrichment for Teens Grant Application

Core Budget

CERTIFICATED PERSONNEL

- Quality Support Coaches /Career Pathways Liaison= \$2,500

CLASSIFIED PERSONNEL

- School Safety Officer- Support positive student behavior, ensure the safety of students and staff. Helps manage conflicts before they escalate, secure the campus in emergencies = \$28,500
- OUSD After School Program Office administrative staff salaries-Provide oversight, professional development, coaching; coordinate with lead agencies and partners; set ASP policies for OUSD; support program sustainability = \$34,137
- Custodial Staffing- Maintain school site, provide additional adult support in emergency situations = \$22,711

BENEFITS

- Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%) = \$500
- Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%) = \$6,270
- Employee Benefits for Salaried Employees (benefits at 42%) = \$23,876

BOOKS AND SUPPLIES

- District Professional Development- costs for covering a two day professional development including the Bridging the Bay After School conference and Youth Work Methods trainings= \$500



- Custodial Supplies- Cleaning supplies, toilet paper, soap, paper towels, etc. used in programs = \$3,584

SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs =\$6,390
- Administrative indirect on subcontractor agreements (5% of first \$25,000 of each of three subcontractors is included in this section for the purposes of calculating indirect costs) 3 x \$25,000 x 5%= \$3,750

CONTRACTED SERVICES

1. Youth Together

- Site Coordinator- One Coordinator x \$23.25 x 8 hrs /day x 232 days=\$43,152
- One Family Liaison x \$19.41 x 8 hrs /day x 222 days=\$1,082
- Academic Mentor for 9th graders (FRESH Coordinator) x \$20 x 8hrs /day x 215 days=\$34,400
- Credit Recovery Coach (Academic Coach) x \$16 x 4 hrs /day x 200 days=\$12,800
- Youth Internship Stipends-15 Skyline Student Interns x 210 Days x 2 hrs /day @ \$1,000 Per Intern Stipend=\$15,000
- College Support- Supports 20 participants in 11th and 12th grade with college apps, SAT/ACT, scholarship, FAFSA, and college tours. Instructor will also support with night time events with families and weekend college fairs and southern California college tours. One instructor x \$25 x 4 hrs /day x 177 days= \$17,700
- Polynesian Cultural Dance Instructor- Outreach, recruit, and mentor 20 participants maintaining 2.5 GPA or higher leading to community performances and annual "Poly Day" school-wide assembly. One instructor x \$40 x 2 hrs /day x 76 days=\$6,080
- Mural Art Program Instructor- Outreach, recruit, and mentor 20 participants maintaining 2.5 GPA or higher. Connecting participants to outside artists and agencies who create change through art. Organized at least 5 outside school field trips viewing murals around the bay area, and participate in 2 community events displaying mural skills. One instructor x \$40 x 2 hrs /day x 76 days =\$6,080
- Workshop Wednesdays- Contracting Yoga, Poetry, Capoeira, and Cooking Instructors to support once a week program for 20 participants. Contractor will supply items needed for programming. Four instructors x \$50 x 2 hrs /day x 34 days=\$13,600
- Somastream Online Drivers Education-150 students x \$20 per=\$3,000



- SAT Prep Course (SAT Prep course will take place twice a year, once a semester by a variety of community agencies for 20 participants for 10 programming days for 2 hour sessions. Budget includes all necessary supplies to properly support prep course=\$10,000
- College Tutors- 5 tutors x \$25 x 2 hrs /day x 72 days=\$18,000
- Staff time to participate in Continuous Quality Improvement trainings and meetings-9 Staff x \$17.58 x 16 hrs of total training=\$2,532
- Dancing Program-Program will support 20 participants by mentoring twice a week at Skyline and support off site an additional two days at another youth center. Partner will also take participants to tour colleges in Los Angeles area and connect them with alumni's and artists who have a college degree but still dance or maintain art form. Participants will also perform multiple times throughout the year at community events and at Skyline. One instructor x \$40 x 2 hrs /day x 76 days=\$6,080

2. Safe Passages

- Site Coordinator at 0.36 FTE=\$27,742
- English Learner Specialist .85 FTE=\$26,776
- Intervention Specialist .75 FTE=\$31,600
- College Engagement- Family Liaison =\$44,767
- AmeriCorps Academic Mentors=\$20,100
- Director of Extended Learning (coaching, technical assistance, and direct program support)=\$10,000
- Alameda County Food Bank-Nutrition Services=\$700

3. Alternatives in Action

- Community Programs Manager (\$29x40 hrs x 48 wks x 24%benefits)=\$60,000
- Project Coach (25 hrs x \$20 x 48 wks x 17% benefits)=\$21,713
- General Project Coach (15 hrs x \$20.04 x 48 wks x 17%)=\$8,605
- Multimedia Coach (25hrs x \$21 x 48 wks x 17% benefits)=\$22,340
- Administrative Coach (10hrs x \$16 x 48wks x 17% benefits)=\$5,725
- Youth Stipends=\$5,000
- Tutoring and academic/college planning contracts=\$20,000
- Lead Agency benefits (@4%)=\$35,607

ASP Lead Agency administrative costs = \$20,678



Equitable Access Budget

CERTIFICATED PERSONNEL

- None

CLASSIFIED PERSONNEL

- OUSD After School Program Office administrative staff salaries. Provide oversight, professional development, coaching; coordinate with lead agencies and partners; set ASP policies for OUSD; support program sustainability = \$3,708
- Custodial Staffing. Maintain school site, provide additional adult support in emergency situations = \$2,469

BENEFITS

- Employee Benefits for Salaried Employees (benefits at 42%) = \$2,595

BOOKS AND SUPPLIES

- Custodial Supplies. Cleaning supplies, toilet paper, soap, paper towels, etc. used in ASPs (3 sites) = \$171

SERVICES & OTHER OPERATING EXPENDITURES

- None



CONTRACTED SERVICES

1. Youth Together

- One Family Liaison x \$19.41 x 4 hrs /day x 222 days=\$16,946
- Credit Recovery Coach (Academic Coach) x \$16 x 2 hrs /day x 200 days)=\$4,923

2. Safe Passages

- Intervention Specialist .25 FTE=\$10,000
- College Engagement- Family Liaison =\$6,800
- Alameda County Food Bank-Nutrition Services=\$276
- Benefits at \$4,000

3. Alternatives in Action

- Director of Community Programs= \$8,550
- Community Programs Manager (\$29 x 40 hrs x 48 wks x 24% benefits)=\$8,150
- Project Coach (25 hrs x \$20 x 48 wks x 17% benefits)=\$1,028
- General Project Coach (15 hrs x \$20.04 x 48 wks x 17%)=\$4,242

Lead Agency administrative costs =\$694