

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Prepared by:

Oakland Military Institute, College Preparatory Academy

Oakland Military Institute

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After School Program Plan Oakland Military Institute

Overview:

- Grant Identification Number: 01-23939-C349-EZ
- County District School (CDS) Code: 01612590130617
- Authorized Signatory:

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Name(s) of After School Program Site(s)

The following table lists the site name and the projected daily attendance for the expanded learning program.

Site Name	Projected Daily Attendance
1. Oakland Military Institute	100

The following table indicates the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Ø Black or African American	12%
Ø American Indian or Alaska Native	0.1 %
Ø Asian	13%
Ø Filipino	1 %
Ø Hispanic or Latino	62%
Ø Native Hawaiian or Pacific Islander	0.3 %
Ø White	1%
Ø Two or More Races	5.0%
Ø Other	6 %
Ø Socioeconomically Disadvantaged	84%
Ø English Learners	46%
Ø Students with Disabilities	16%
Ø Foster Youth	0.3 %

Introduction

The Oakland Military Institute College Preparatory Academy (OMI) develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics. OMI, in partnership with the California National Guard, provides a comprehensive college-preparatory program for students in grades 6 through 12 in West Oakland. OMI is committed to preparing each of our enthusiastic and capable students to succeed in college and the workplace,

wherever their passions lead them. Our educational programs are built around our “Four Pillars for Success”—academics, leadership, citizenship, and athletics.

OMI began a partnership with Hands on Technology Education [HOTE] to provide after school programming in the Spring of 202. Beginning in the 24-25 school year, OMI plans to host the after school program in house without a co-partnership. We will continued an aligned mission that provides learning goals, opportunities, and activities that are tailored specifically for the middle-school age students to receive and obtain skills in a wide variety of interest areas from arts, crafts and music to sports and homework clubs. Learning goals are broken up into segments that are optimal for the attention span and needs of our students. Equally, their curriculum is customized based on each student's age and experience/knowledge levels of the subject.

While OMI will lean into the arts side of STEAM based on cadet feedback and participation levels, we will also continue to provide after school intramural sports and academic recovery as part of our OMI ASP. With the support of the After School Education and Safety Grant, OMI and our California Cadet Corp personnel will have been able to support 6th-9th grade student achievement in the Four Pillars for Success with a free, comprehensive after school program aligned with the Quality Standards for Expanded Learning Programs in California.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Between 2:40 and 6:00pm, unsupervised teens are three times more likely to experiment with drugs, alcohol and other unsafe activities than their supervised peers. To address the needs of these youth, OMI provides arts focused after-school programming alongside academic tutoring and with a “sports infusion” starting fall of 2024.

The after school program at OMI will be located on campus everyday that school is in session. Should field trips be scheduled, OMI follows a comprehensive field trip procedure that includes written consent for the field trip from the school Principal, the OMI Program Coordinator, and each parent or guardian of participating students; staff to student ratio of 1:10; and safety and transportation plans.

OMI adheres to a 20:1 ratio with at least six staff always onsite during the program. Should there be more than 20 students in a class, the OMI program adds additional staff members and properly screened volunteers to maintain prescribed ratios and coordinates with OMI’s After School Program Coordinator if additional coverage is necessary. OMI also staffs after school

security, check in and tutorial staff to support the OMI ASP. As an organization, we have adopted an official “Never Alone Policy”, ensuring that a single adult staff member is never alone with a single participant at any point in the program day. Other written policies address:

- Adult-Student Interactions
- Risk Management, Safety & Emergency Response
- Employee Safety Initiatives
- Helping Students Be Safe
- Visitor Sign-In
- Incident & Accident Reporting
- What to do if someone is injured
- First Aid and CPR (At least one employee at each program site is to be certified in First aid and CPR)
- Illness and Medication
- Emergency and Disaster Response (each site has written emergency procedures that minimally address: Accident and Injury Response; Fires; Violence and Shootings; Severe weather; and Disaster Preparedness). It is required for school sites to draft an Emergency Drills calendar, listing activity from the beginning of the school year, on a monthly basis, through the month of April.
- Child Abuse Prevention, Training, and Reporting

In addition to referencing and reviewing guidelines, OMI military and security staff have adopted a wide range of program operations requirements that provide a safe and healthy climate and culture for staff and students alike.

OMI works to provide a space for students that is both physically and emotional safe. For example, we try to engender a growth mindset in our students through providing a diverse set of meaningful opportunities along with trusting adult relationships. A growth mindset is the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Research shows that young people who can achieve this mindset view life’s failures not as a reflection of their abilities, but as challenges that can be overcome (Dweck, 2015). A growth mindset creates the motivation and productivity that allow students to build success in school and life. OMI works to instill a growth mindset in our students in two ways: 1) by providing them with a diverse selection of activities allowing them to incrementally build skills and confidence and 2) by connecting kids to caring adults, creating consistent relationships that the kids can rely on.

Mentoring, at its core, gives young people the guarantee that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects in a variety of personal, academic, and professional situations. Yet, one in three young people will grow up without this critical asset (National Mentoring Partnership, 2016). OMI ASP works to connect kids with successful college students and working professionals from similar backgrounds. Social connectivity is critical to academic success; a positive connection

with a youth development worker is associated with a 67% reduction in high school dropout rates (America's Promise Alliance, 2014).

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Each day, the OMI ASP program consists of academic support, hands-on arts/crafts/musical activities, and enrichment activities. Academic support generally begins immediately following the end of the school day. All students are brought to the classrooms immediately following the final school bell. Enrichment classes generally follow the academic support portion of the program.

OMI ASP will incorporate credentialed teachers who provide hands-on support to participants. ASP support staff members also work with the school's credentialed teachers to ensure that program activities support regular school day learning goals and objectives. The academic support portion of the program at OMI is facilitated in collaboration with school day teachers to improve the likelihood of homework completion, provide individualized instruction, and better align after school practices with the school day. Additional academic support/tutoring is offered during the enrichment portion of the program as needed according to the program schedule.

We combine immediate homework help and tutoring with long-term positive habit formation, like time management, to help our students develop learning skills needed to thrive throughout their schooling. This support helps improve students' homework completion, increase their understanding of the homework content, and enhance school-day learning through academic enrichment activities that support standards-aligned English, math, and science learning. As a school-based program, OMI ASP communicates regularly with school-day teachers and administrators in order to target and guide our development of after-school training, curricula, and projects. Through these strategies, we help youth develop skills that improve their readiness for lifelong learning.

Enrichment activities are in the form of our Activity Stations. It is in this section that students are given an opportunity to explore different fields of interest. Daily, students will choose amongst our indoor and outdoor sports activities, and art activities.

Some of the program activities planned for OMI include:

- Academic Readiness:
 - Homework Assistance

- Academic Enrichment / Project-Based Learning
- Credit recovery [for 9th grade students]
- Sports and Intramurals:
 - Ultimate Frisbee
 - Volleyball
 - Dodgeball
 - Indoor Soccer
 - Badminton
 - Flag Football
 - Soccer
 - Basketball
- STEAM Programming:
 - Entrepreneurship (Shark Tank Challenge)
 - Media Arts: Photography, Video, and Social Media
- Visual and Performing Arts:
 - Acrylic Painting
 - Calligraphy
 - Basic Comic Book Illustrating
 - Basic Sculpture
- Career Exploration Experiences:
 - Technology, Entrepreneurship, Sports, and Visual and Performing Arts Career Talks

All ASP enrichment programs are designed to support positive youth development, skill building, youth voice and leadership, healthy choices and behaviors, social emotional learning, and college and career exploration. In this model, students are provided with opportunities to connect new information to what the students already know. The process also allows students to construct their own explanations using their own schemas or patterns of thought.

Our instructors are grounded in Positive Youth Development practices. A simple formula to remember key elements is:

$$\text{Positive Environments} + \text{Positive Relationships} + \text{Positive Experiences} \\ = \text{Positive Youth Development}$$

Engage: In this phase, the teacher generates interest in the topic, draws out students' prior knowledge, and frames the idea/concepts at hand. The teacher does so by raising questions and encourages responses from the students. During this phase, students are then expected to actively listen, ask questions, and respond to discussions demonstrating their understanding.

Explore: In the Explore phase, students experience key concepts; discover new skills; probe, inquire. And question experiences; examine their thinking; and establish relationships and understanding in the context of a hands-on activity. The teacher's role during this phase is to facilitate, observe, listen as the students interact, ask good inquiry-oriented questions, provide students time to think and reflect, and encourage cooperative learning. Students who are immersed in this phase actively participate by predicting, forming hypotheses, listening to their peers, sharing ideas while suspending judgment, recording observations, and openly discussing tentative alternatives.

Explain: In this phase, students connect prior knowledge and background to new discoveries. They are given opportunities to extend and explain concepts being explored and communicate new understanding using formal language. Teachers encourage students to explain their observations and findings using their own words and at the same time provide definitions and explanations from which the students can continue to build their own understanding. This is a crucial period in which both teachers and students explain and listen to each other in a positive and supportive manner in order to present reasonable responses to raised inquiries.

Elaborate: In the Elaborate phase, students apply new learning to a new or similar situation. To further extend their understanding students make connections with previous knowledge to newly formed concepts with the help of their teachers who provide opportunities for students to do so in relevant and practical ways.

Evaluate: In this phase, the students' understanding is assessed through self, peer, and teacher led evaluation activities. It is in these activities that students are able to demonstrate their understanding of new concepts as applied in problem situations and open-ended response activities.

Over 6-12 sessions, students will gather their learning and continue to put it into action with a showcase. This project-based learning experience will give students the opportunities to focus on 21st Century Skills of collaboration, self-directed learning, and effective communication.

Near the completion of each day, participants either return to a central location or remain in their last class/activity. Students must wait for their parents/guardian to sign them out of the program. It is expected that during down times, youth participants are engaged in the completion of homework or other types of enrichment and team building activities as they wait to be picked up from the program.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

OMI ASP is striving to level the playing field through our programs. Habits developed in middle school, like positive decision-making, community involvement, and how they approach challenges, are practices youth carry with them throughout their lives. Our programs go beyond offering quality activities and equip our youth with the core competencies required for success in the 21st Century. Every part of our holistic programs, from soccer to creative outlets, include elements designed to provide students with the keys they need to unlock a brighter future. Our students will build these competencies:

- **Making Positive Choices:** We teach youth how to make the best decisions for their future, whether in academics, health, or their personal life. For most middle school students, college and careers seem like the distant future. We help them understand how the decisions they make today will affect their long-term trajectory.
- **Building Meaningful Relationships:** Mentoring is at the core of the CA Cadet Corp and Youth and Community Services which gives youth the guarantee that there is someone who cares about them, assures them they are not alone, and helps them feel like they matter.
- **Fostering a Growth Mindset:** This mindset increases students' academic tenacity and helps them view failures not as a reflection of their abilities, but as challenges that can be overcome. By helping students understand that persistent effort leads to success, we help them build the confidence and motivation to aim high in school and life, and overcome any obstacles they might come across.
- **Developing Social Emotional Workplace Skills:** We support our students' development of critical workplace "soft skills" such as teamwork, iterative thinking, self-efficacy, and growth mindset, or learning from failure. OMI ASP complements social emotional skill development with program components in our arts, career exploration, and academic programs that help our students also build the "hard skills" necessary to be successful in their college and career endeavors.

- **Becoming Community Leaders:** To enhance student achievement, help students develop as leaders, and inspire them to be active and responsible members of the community, OMI ASP helps students design and lead their own service learning projects throughout the school year. By giving our students the opportunity to give back to their communities, they become empowered as leaders and agents of change.

By strategically designing our programs to create growth within our students, OMI ASP helps students transform the way they see themselves and their ability to impact the world. We give youth access to valuable after-school programming that puts them on equal footing with their peers and sets them up for long-term success.

Our program is also built to achieve two key youth development outcomes:

- Youth attaining critical life skills through a core competency development focus
- Activities intentionally helping youth grow skills and worked toward mastery of those skills

OMI ASP uses a comprehensive approach to meet these outcomes. We provide daily learning in the following categories: Sports and Intramurals; Academic Readiness; project-based Programming; Career Exploration Experiences; and the Visual and Performing Arts. At OMI these offerings will supplement school electives by making similar subjects available to middle school students as their high school counterparts or offering activities students do not have during the school day such as coding and a makerspace. We will also embrace the military theme of the school by providing opportunities for students to stay after school to practice drills, which saves instructional time and allows students to advance ranks more quickly. Lastly, OMI ASP will provide infrastructure for students to have competitive middle school sports teams (football, soccer, and basketball). These sports are key offerings of the high school (9th-12th grade) but might not otherwise be offered at the middle school level (6th-8th grade) due to budget constraints.

OMI ASP weaves Social-Emotional Learning (SEL) into all our programming, helping youth develop skills and behaviors around leadership, resilience, empathy, and more. We also work to engender a growth mindset in all our students: the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Achieving this view helps youth view life's failures not as a reflection of their abilities, but as challenges to be overcome. This multi-faceted method allows youth to acquire the knowledge, skills, work habits, and character traits needed to succeed not just academically, but in their future careers and life outside of school and work.

These five focus areas are described below:

1. **Sports and Intramurals:** In order to equip our students with the motivation and confidence necessary to alter their existing habits and make healthier choices, OMI

ASP provides children with regular access to structured physical activity and nutrition education. We give youth the opportunity to participate in high-quality activities that are often inaccessible to low-income families. After-school programs like ours are often kids' only physical activity in a day. Additionally, the programming is rooted in sports-based youth development philosophies, helping kids develop SEL skills through athletics. Our staff mentors deliberately teach soft skills like leadership, teamwork, resilience, determination, confidence, accountability, respect, and work ethic through all our sports activities. Activities include competitive sports, recreational sports, nutrition, and gardening.

2. **Academic Readiness:** We combine immediate homework help and tutoring with long-term positive habit formation, like time management, to help our students develop learning skills needed to thrive throughout their schooling. This support helps improve students' homework completion, credit recovery [for 9th grade], increase their understanding of the homework content, and enhance school-day learning through academic enrichment activities that support standards-aligned English, math, and science learning. As a school-based program, OMI ASP can communicate regularly with school-day teachers and administrators in order to target and guide our development of after-school training, curricula, and projects. Through these strategies, we help youth develop skills that improve their readiness for lifelong learning.

3. **Career Exploration Experiences:** This component solidifies connections between students' academic work, their passions, and possible career paths through field trips to colleges and work sites, job-shadowing, informational interviews, resume workshops, and mentors that help students define and develop their career goals. Many professionals in the community provide career mentoring for our youth, and typically have similar upbringings to HOTE students, which allows them to serve as excellent role models to help our students see themselves in these future careers. Through workplace visits, role-playing, interviews with guest speakers, and educational workshops, students learn appropriate workplace behavior. Additionally, students practice drafting a resume and interviewing for jobs, conducting meetings, making presentations, basic phone and written communication, and many more skills not taught at school or at home. Our career exploration curriculum also supports our student's development of critical workplace soft skills such as teamwork, problem-solving, communication, and how to keep a growth mindset. We help students understand that these skills are just as important as the more tangible hard skills and academic knowledge that bolsters a resume; soft skills are what will allow them to not just obtain a job, but to retain that job and turn it into a career.

5. **Visual & Performing Arts:** This component plays a vital role in helping our youth self-express, gain confidence, build empathy, and explore social justice, race, and equity. Art serves as an outlet for emotion, helping students process both positive and

negative events in their lives. HOTE also teaches students how to use art to use creative expression to present their thoughts and feelings to others. Students can develop skills in areas they are passionate about in a safe, supportive environment. Students have the opportunity to participate in classes around design, fashion, music, drama/theater, graphic arts, photography, and mural art.

We give youth access to valuable after-school programming that puts them on equal footing with their peers and sets them up for long-term success.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Middle school age kids are big enough to walk home, so they vote with their feet—if a program is not relevant, effective, or engaging, they will not participate. With this in mind, we do two key things to get them involved: 1) Ask our students what programming they want and need, and then design our programs around their input and requests. 2) Actively market our programs to students.

OMI ASP staff administers surveys in the first and last two weeks of the program year and sends the results to the Program Development team. The Program Development team compiles, cleans, and analyzes the data. They then provide actionable, data-informed feedback to chapters and sites, which chapters use to inform and improve programs going forward. Each summer, pre- and post-survey data is analyzed to examine both group and individual-level changes, as well as provide an end-of-year snapshot of student strengths and areas of growth.

OMI's core pillar is leadership. Cadets earn ranks and are provided opportunities to lead peer programs to develop their leadership skills. OMI ASP participants to serve as student leaders and mentors to new students of the program. These student leaders provide new students with insights on how to navigate through the activities and they also share their previous experience of the program to help new students overcome hurdles.

Student choice is a crucial component of our program as this allows students to manage their time and explore different fields of interest. This is reflected in the Activity Station model in which students are given the opportunity to choose amongst diverse indoor and outdoor sports and art activities and our most recent shift away from the dominate STEM programming, which cadets increasingly expressed less interest in.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Oakland Military Institute (OMI) College Preparatory Academy is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. In order to equip our students with the motivation and confidence necessary to alter their existing habits and make healthier choices, OMIO ASP provides children with regular access to structured physical activity and nutrition education. Activities include competitive sports, recreational sports, nutrition, and gardening.

In keeping with the school wellness plan, there shall be no foods or beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, and student stores, or fundraising activities) during the school day, or through programs for students after the school day. In the event that these items may be added in the future, they shall meet the applicable Smart Snacks in School nutrition and the CDE competitive food and beverage standards.

OMI aims to not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

OMI aims to limit celebrations that involve food during the after school program to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Foods and beverages offered or sold at school-sponsored events outside the school day (at least 30-minutes after school dismissal) may not be subject to these restrictions.

Participating students will receive 30-60 minutes of daily activity. Toward that end, opportunities for physical activity will be incorporated into other subject lessons; classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate; and physical activity will not be used as a reward or punishment but will be encouraged by staff and the school environment.

In order to equip our students with the motivation and confidence necessary to alter their existing habits and make healthier choices, OMI ASP provides children with regular access to structured physical activity and relevant nutrition education through our health and wellness programming. This programming gives youth the opportunity to participate in high-quality activities that are often inaccessible to low-income families. Programs are offered throughout the school year, and are supplemented with events such as inter-school sports tournaments, field trips, family engagement activities, and end-of-semester showcases.

Our health and wellness programming also integrates academic and social-emotional development aspects into our athletics, creating an exciting environment for learning and growing. In addition to weaving academic elements into our sports programming, the academic element is supported by the holistic nature of our overall programming. Enrichment and fitness activities often serve as an incentive for kids that are struggling academically: because OMI ASP does not offer drop-in programs, kids who want to play sports and participate in our enrichment activities must also attend the academic component of each day's programming. Furthermore, students must attend the school day in order to attend ASP, so our programs even boost school-day attendance.

To help our students get on track to live healthy, active lives, OMI offers the following components in our Sports and Intramurals Programming:

- Organized, Active Play: Every day, OMI ASP offers a diverse range of physical activity, including basketball, dance, soccer, flag football, volleyball, and more. Our wide variety of physical activities are designed to help all our students become active and engaged, regardless of physical ability or competitive drive. Some of these activities are organized into highly competitive intramural leagues for team sports that culminate in tournaments, whereas others are more focused on merely introducing youth to new forms of active play.
- Nutritional Education: We offer nutrition classes that show students how to give their diets 'makeovers' by helping them understand how to eliminate poor food choices or substitute them with healthier options. HOTE provides opportunities for students to share what they learn with their families through take-home recipes or family engagement nights, extending healthy eating practices to the wider communities we serve.
- Social-Emotional Learning (SEL): Our Sports and Intramurals programming is rooted in sports-based youth development, helping kids develop SEL skills through sport. We deliberately teach soft skills like leadership, teamwork, resilience, determination, confidence, respect, and work ethic through all of our sports activities. Our athletic programming also works to engender a growth mindset in all our students; a growth mindset is the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Achieving this view helps youth view life's failures not as a reflection of their abilities, but as challenges to be overcome.

The daily snack at OMI contains full servings of any three of the following four food components:

- Fluid milk;
- Protein;
- Fruit, vegetable, or 100% juice; and
- Grain or bread product.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Our work and purpose at OMI ASP is to elevate the achievement of and increase opportunities for all students. OMI is a Title 1 school receiving universal services. We are situated in a high-poverty, under-resourced community and are attended almost exclusively by youth of color, many of whom are recent immigrants or children of immigrants.

We can only help our students responsibly and effectively if we are doing our own internal work as an organization. This work entails fully understanding the systemic challenges that our students face; reflecting on how our identities and experiences shape our ideas, perspectives and beliefs; and building an organization in which an OMI student can one day be the CEO.

To that end, we have launched the first phase of an organization-wide Diversity, Equity and Inclusion initiative. We are looking internally at our structures, systems, policies and practices to understand the current state of the organization and define our desired future state. Ultimately, we believe this effort will lead to better outcomes in the communities we serve.

For us, Diversity means we are committed to establishing and maintaining a safe, positive and nurturing environment that reflects the perspectives, values, experiences and identities of the youth we serve at all levels of the organization

For us, Equity means that we understand and talk about the root causes of outcome disparities within our society and commit ourselves to actively eliminating barriers to opportunity and providing fairness, particularly of historically underserved and underrepresented groups.

For us, Inclusion means that we are committed to raising our awareness around unconscious or implicit bias within society and within our organization so that any individual can feel welcome, respected, supported and valued to fully participate.

For us, Access means that we understand and prioritize enrollment for underserved or at-risk populations. First priority for enrollment of students in the after school program shall be given to homeless youth and students identified by the program as being in foster care and second priority shall be given to middle school and junior high students who attend the program daily.

We have taken a number of important steps to create a more diverse, equitable and inclusive educational space in order to directly impact the positive, equitable experience of the youth at OMI:

- Because we believe students should see themselves and their cultures reflected by the mentors inspiring them everyday, our OMI after school program staff represents an approximate match to the demographic makeup of OMI. As an African American founded and led organization, it is fundamental to our mission.

- In partnership with OMI, our academic intervention staff includes multiple bilingual personnel [paid and volunteer], often students from nearby UC Berkeley, to work with our English Learners. The bilingual aides receive language development training from OMI's EL Program Coordinator.
- Our program coordinator works closely with the OMI ASP [After School Program] coordinator, Academic Student Group (ASGs) leads [grade level team leaders who collect data on focus students and oversee academic contracts and after school progress], academic counselors and student case managers to ensure students receive the support and accommodations necessary to fulfill Individual Education Plan goals*. ASG grade level teams meet weekly on Wednesdays and review student progress, including attendance, behavior and progress data as provided by the ASP coordinator to the ASG leads.
- OMI's program coordinator is provided access to AERIES and Google classroom in order to monitor student progress, gather daily assignments and communicate directly with teachers and case managers.
- OMI uses its "project-based" approach to help students access their individual interests and creative genius through activities that ask them to engineer solutions to problems at home and in their community and also express artistically how they see themselves and their cultures in their communities and the world around them.
- OMI offers a variety of intramural activity opportunities in response to student interests and accessibility needs from soccer, basketball and volleyball to badminton, kickball, modified indoor sports, e-sports and board games.

While it goes without saying, in accordance with Federal civil rights law, regulations and policies, Oakland Military Institute offices, and employees do not discriminate based on race, color, national origin, sex, disability, or age.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

OMI seeks to educate staff on health and safety practices that will reduce the number of injuries and illnesses to themselves and to others. OMI endeavors to:

- Train staff in effective safety and health practices.
- Encourage safety and health rules and require employees to comply with these rules as a condition of employment.
- Provide safety and health hazards training.
- Investigate and report every accident promptly and thoroughly, and subsequently correct the problem to prevent future accidents.

The program has established minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.

The OMI ASP Coordinator will work closely with the OMI Human Resources, Programs, and Evaluations team to develop strategies to improve hiring. We will establish university partnerships that can serve as talent pipelines and develop hiring strategies that attract the highest quality staff in these difficult-to-fill part-time jobs. OMI has increasingly been using a “grow your own” strategy of recruitment and hiring more alumni, family members and military partners to develop their pathway in education. Examples of retention strategies include developing more intentional promotional bands and career pathways and increasing access to training.

Staff are required to work cooperatively and collaboratively with school district staff, program staff, parents, and community leaders. OMI strongly prefers staff to have previous familiarity with quality criteria for after school programs, youth development principles, and middle school aged youth. All OMI staff must review and fill out the following documents: Emergency Contact Form, Whistleblower Policy, Social Media Policy, Child Abuse Reporting Policy, Conduct Policy for Adult/Student Interactions, Computer Tech Policy, Employee Privacy and Confidentiality Agreement, Family Educational Rights and Privacy Act, State Background check, and the OMI Employee Handbook.

Next, all program staff employed by OMI participate in a one-day orientation and ongoing professional development to build shared skills, language, and understanding of OMI policies. When a new staff member is assigned to the school site, they initially observe a more senior staff member performing similar duties. Once they take charge of their own class or activity, staff receive regular coaching in real time from their supervisor. This coaching consists of four parts: Modeling, Side-by-Side Coaching, Formal Observation, and Action Planning. This process is cyclical and repeats every month for every employee. Throughout the year, program staff participate in formal training sessions outside of program time. Staff development days, school breaks, or program closures can be leveraged for such training. Usually one all-day session occurs in the fall and winter.

Training topics may vary, but often include:

- Working with Children and Youth
- Behavior Guidance
- Job Readiness
- Serving Older Youth
- Social-Emotional Learning and Character Development
- Delivering Quality Programs
- Supporting Academic Programming

- English Language Development
- Equity and Inclusion

OMI ASP Positions:

- **Program Manager:** The Program Manager reports to and works closely with the Principal, The Student Success Center Coordinator, lead intervention teacher, security, Cadre ASP lead, food services and program aides. General responsibilities include overall program management and leadership, and the strategic development, growth, and monitoring of all school sites for a given city/chapter. The Program Manager also works with the Student Success Center Coordinators to build and implement best-in-class systems, processes, procedures, and tools to support site level operations, hiring of staff, development of overall program quality, and management of program partners and stakeholders.
- **Cadet Success Center Coordinator:** The Site Program Coordinator oversees the Cadet Success Center and all academic supports, tutors and lead teachers. He/she supervises and supports a combination of paraprofessional, college-aged staff and certified school day teachers, works in conjunction with school day administration to offer responsive programming based on student interest and core day needs and initiatives, ensures alignment with core day academic goals, and preserves the organizational mission in programming aspects. The Site Program Coordinator also oversees program staff management (i.e., coaching, professional development, and training).
- **Lead Teacher:** The Lead Teacher and Program Aides are part time positions (5-15 hours per day). Reporting to the Site Coordinator, Lead Teacher and Program Aides are responsible for developing lesson plans, managing classrooms, ensuring the safety of students, and facilitating daily implementation of each program. Programs may include, but are not limited to: Sports, STEM, Coding, Cooking & Nutrition, Outdoor Education, DJ/Music Production, Dance, Photography, and Creative Arts

Lastly, Independent Consultants and employees of partner organizations may be utilized for instruction if doing so is in the best interest of program quality for students. For any such individuals who will have access to or interaction with children, a background check is required.

Background checks may include, but are not limited to:

- Multi-State criminal background checks
- Federal Bureau of Investigation (FBI) history checks
- Sex offender registry checks
- Social security validation
- Prior employment verification
- Personal and Professional References
- Educational Verification
- The following additional searches will be required if applicable to the service provided: Motor Vehicle, Credit History

Any individuals who have criminal convictions that suggest that they could pose a threat to the health and safety of children may not be assigned to a school site if such assignment would involve access to or interaction with children.

All Contractors are required to complete a set of Safe Schools training courses at <http://afterschoolallstars.ca.safeschools.com/login>. Contractors must sign off on the Program Partner Safe and Healthy Acknowledgement form. Contractors are required to complete the training before interacting with students.

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

When you think of your educational journey, your experience in an institutionalized setting will likely immediately come to mind. From early learning to middle school, then high school, and — for many — college or post-graduate training, we are primarily familiar with education through the classroom. However, when that portion of the school day ends, a new one begins — the pursuit of lifelong learning. While we garner much from a classroom, that is only one piece of the learning pie. The remainder of the pie combines what we do outside of the classroom. That, in many ways, is where curiosity and a thirst for knowledge come into play, but unfortunately for the vast majority of urban youth, they are not provided the ready access to explore a variety of topics and interest areas outside of the CA Standards. This is where we are positioning our OMI ASP - the time to develop the well rounded Renaissance Cadets with interests in the arts, sports, technology, community services and social action.

Being a Renaissance person means that your interests and talents are varied. Renaissance people, also known as “polymaths,” spend lots of time making sure they stay well rounded. As the curriculum is increasingly digital and our STEM pathways grow within our academic day [powered by the Golden State Pathways Grant], it’s critical to ensure our cadets tap their creative, curious selves after school. In order to be a true Renaissance person, cadets are exposed to academic, pop culture, and political topics, stay fit and active, and embrace their creative sides.

Program Goals:

Keyboarding and computer applications:

- Home Row Keys
 - Top Row Keys
 - Bottom Row Keys
 - "Problem" Keys
 - Words and Paragraphs

- Timed Typing Games and Assessments
- Google suite

Arts and Crafts

- Sculpture
- Found art and found poetry
- Sketch and drawing
- Multi-media: Pastels, pen & ink, charcoal, watercolors, acrylics
- Digital design
- Cultural expression and artifacts; costumes

Cultural wheel

- Principles of cooking and cultural foods
- Music appreciation
- Music composition
- Intro to world languages
- Ethnography; videography
- Film appreciation

Health, fitness and sports

- Yoga, stretching, mindfulness
- Cardio fitness
- Sports wheel - basketball, volleyball, flag football, soccer, hockey, dodge ball

The after-school hours provide a uniquely creative and entrepreneurial time in the field of public education. OMI gives its students a safe-haven during the “danger zone” hours of 2:30-5:30 when youth violence, drug use and other delinquent behaviors are most likely to occur. It is a time when staff can deeply connect with students, incorporate innovative curricula and equip them with skills, relationships and experiences needed to succeed in school, college, the workforce, and life.

OMI ASP serves low-income schools to serve the students most in need, which matches OMI’s demographics and the Northwest Oakland community it serves. Oakland schools are disproportionately under-resourced, offering limited opportunities for the diverse enrichment and experiential learning opportunities that power creative thinking and build social-emotional skills. Emerging from the pandemic, OMI struggles to offer students consistent access to necessary supports, including academic interventions, counseling, and family educational resources. OMI ASP fills these gaps during after school hours.

Of the students we serve at OMI, 97% are youth of color, and 84% qualify for the Federal Free and Reduced Meal Program, an indicator of household poverty. OMI serves communities like this because we believe that all children deserve equal opportunities to explore their interests and develop their strengths. The programs provided by OMI ASP would otherwise be out of reach for the families we serve, as a single extracurricular activity can cost up to \$600 per year.

Yet these experiences are critical to youth development, as studies have shown that the skills, habits, connections and knowledge kids develop through extracurricular activities help them gain self-esteem and resilience and decrease the likelihood they will engage in risky behavior (Wong, 2015). Extended studies programs ensure that all students are given equal chances to grow and thrive.

OMI ASP goals for our students are the same that we have for our own children; for them to grow up safe and healthy, graduate high school and go on to college, find careers they love, and give back to their communities. We track our progress toward these goals by examining the following objectives and outcomes:

- Objective 1: Students will be academically engaged with high self-efficacy
 - Outcome: 70% of participants will agree that they can do well in school even if it's challenging
- Objective 2: Students engage in daily moderate to vigorous physical activity
 - Outcome: 70% of participants will engage in 1 hour of moderate to vigorous physical activity an average of 3 times per week
- Objective 3: Students will develop career aspirations thru speakers from different career fields
 - Outcome: 70% of participants will demonstrate confidence in their ability to understand and navigate career pathways
- Objective 4: Students will view themselves as leaders and agents of change thru business related challenges
 - Outcome: 70% of participants will agree they can make a positive difference in their community

We measure success against these outcomes using three primary data sources: pre- and post-student surveys.

- Pre- and Post- Student Surveys provide actionable, data-informed feedback to school sites to inform and improve programs going forward. Each summer, pre- and post-survey data is analyzed to examine both group and individual-level changes, as well as provide an end-of-year snapshot of student strengths and areas of growth. We similarly engage other stakeholders through post-surveys of school administrators, staff, families, and partners.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Finding the right instructors for every in-demand area of content can be a challenge. It can also be unrealistic to think that a school or community-based organization can achieve high quality instruction across every discipline. To be comprehensive contrasts with specialization. While we believe we offer high-quality expanded learning programs, we partner with other agencies and independent contractors to achieve our goals. We do not simply contract out our work however. Doing so can result in poor quality programming because even though instructors have subject specific knowledge, they do not have established relationships in the school community. Instead we pair instructors from partner agencies with OMI staff who can provide a consistent relationship with students and a strong understanding of site level policies and procedures. Some of the agencies we currently partner with include:

- Finance Fridays: Finance Friday is an educational platform dedicated to teaching the masses about entrepreneurship, business and finances from a Black perspective. This perspective necessitates a communal approach to growing wealth as opposed to the mainstream understanding that focuses on the individual.
- Tribe Dance Crew: Tribe Crew was founded by Stuck Sanders and co-founded by Alee Martinez in late 2015, with the goal of simply creating a safe space for their community to dig deeper into the movement and different styles behind Hip Hop street dance and choreography. They began to explore the World of Dance competitions, battles, and performances to gain not only experience but a sense of teamwork and togetherness.
- Oakland A's: The Oakland Athletics are an American professional baseball team based in Oakland, California. The Athletics compete in Major League Baseball as a member club of the American League West division. The team plays its home games at the Oakland Coliseum. HOTE has partnered with the Oakland A's to provide opportunities for the ASP students to watch and participate in baseball games at the Oakland Coliseum.
- National Society of Black Engineers (NSBE): NSBE is an International Organization with collegiate and professional chapters across the country, as well as in Africa. We collaborate with local Bay Area NSBE chapters to provide mentors, guest speakers, and corporate support from internal company NSBE Chapters. The organization's goal is to help over 10,000 Black Engineers graduate by 2035.

In the future, OMI hopes to partner more extensively with more innovative organizations. We have two primary targets for partnership:

- Peer Health Exchange: Peer Health Exchange partners with high schools that share our belief that health education is fundamental to a young person's success. As an organization committed to advancing health equity, Peer Health Exchange works with under-resourced high schools where the majority of students are living in poverty. These schools partner with Peer Health Exchange to supplement or provide their health education program. PHE Mission: *Every young person deserves a healthy, happy life—We believe in a world where every young person has full access and every opportunity to a healthy, happy life. To make this a reality, we commit to a pro-liberation approach while working alongside the young people we serve to dismantle unequal power structures that hurt us all, but especially those with marginalized identities.*
- Cal Guard Counter Drug Task Force - CDTF civil operations specialists work with the state High Intensity Drug Trafficking Areas (HIDTA) and community coalitions to support drug prevention efforts that reduce the damaging effects of substance misuse in California neighborhoods. Civil operations efforts include support to the D.A.R.E program, Red Ribbon Week, and the Drug-Free Communities program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

HOTE has undergone a strategic review of our impact and arrived at a plan for the next three years that focuses on deepening our organization's efficacy via increased investments in our ability to design, deliver, and evaluate quality programs for youth. In particular, we are targeting the following issues: High frontline staff turnover; inconsistent curriculum quality; and too heavy of a focus on activities that students are completing, rather than a focus on the impact that those activities are having on our students. This initiative, focuses on three key goals:

- Decrease line staff turnover via staff recruitment and retention strategies
- Improve content delivery via additional high-quality curricula and increased instructional support for line staff
- Deepen focus on youth competency (internal attribute development) and mastery (knowledge/skill gain) through programs and assessment

Corresponding strategies for these three key goals are described below:

- Recruitment and retention: Previously described in section 7: Quality Staff
- Improve Content Delivery: As a part of our strategy, we will work with the core HOTE Curriculum Development Team to enhance and expand our curriculum. The HOTE Curriculum Development Team will draw data and best practices from the HOTE network to help the HOTE Bay Area team assess and improve our existing curriculum. This effort will go hand-in-hand with increased instructional coaching at the implementation staff level. We will also improve content delivery through the continuation of our (Continuous Training Program)CTP efforts.
- Deepening Focus on Youth Competency and Mastery: Alongside the roll-out of the above-mentioned additional program curricula, HOTE will begin piloting the use of enhanced program assessment measures to reflect a shift toward competency (internal attribute development) and mastery (knowledge/skill gain) in our programming. Historically, HOTE has focused on measuring student self-perception of growth and development at two points in time, the beginning and end of the school year, via our pre- and post- program surveys. As part of the initiative, HOTE intends to modify the frequency of our program assessments, as well as what we assess. We will pilot the use of class-level assessments, in addition to our annual pre- and post-surveys, to measure the impact of individual HOTE courses within our comprehensive after school program model. Via the pilot, each HOTE class will be tied to assessments and programmatic objectives. We will assess the knowledge and skills gained by students, as well as measure which content, training, and instructional practices are most effective. By tying competency and mastery skill development to individual teachers and curricula, we can determine what works, and in which contexts, and adjust in close-to-real-time throughout the school year to ensure we are constantly improving our programming and best serving our students.

WHAT IS CTP?

Continuous Training Program [CTP] is a crucial aspect of being part of the Hands On Technology (HOTE) team. This program cultivates the HOTE culture of excellence in teaching. This is HOTE's way of supporting teacher readiness and continuous teaching improvement.

When does CTP happen?

- The technical training of CTP happens bi-monthly.
- Schedule of technical training for CTP will be announced prior to implementation. We will have paid synchronous and asynchronous technical training.
- The pedagogy aspect of CTP will happen continuously as the program rolls out. The program coordinator will regularly conduct observation days in which she will sit in and observe classes. A performance evaluation guide will be used during these observations. At the end of the month, the program coordinator will sit with the teacher observed to process observation notes and set goals.

What is the content of the CTP?

- Technical Content
 - CTP Training Checklist - Each member of the HOTE team will accomplish training modules as the year progresses. Deadlines for this will be personalized to ensure efficiency and ownership of professional development goals.

- Pedagogy
 - Part of CTP is supporting all our teachers in being better teachers in and out of the classroom. This is the part of CTP that covers topics such as classroom management, reflective teaching, behavior management, teaching the adolescent age, and the like.

 - Performance Evaluation Guide - Details of this document comes from the Program Coordinator's observation of teachers' performance during HOTE programs (ASP, Summer Camps, etc)

 - Performance Goals - Based on discussed observation notes, the Program Coordinator and the teacher will set specific performance goals that will be discussed thoroughly as the program rolls out.

What materials will be used for the CTP?

- Reading materials, STEAM supplies, and videos will be given to all participants of CTP.

What is expected of participants of the CTP?

- Deliverables will be expected from all participants of the CTP. This may be in the form of a performance task to be accomplished and documented.

11—Program Management

Describe the plan for program management.

The Oakland Military Institute College Preparatory Academy (OMI) and Hands-On Technology Education (HOTE) share a mission to provide OMI students with a free, comprehensive after-school program that keeps them safe and helps them succeed in school and life; including academics, leadership, citizenship, and athletics. As such, we are committed to ensuring program funds are used to further that mission. OMI and HOTE are committed to meeting all California Education Code Certified Assurances for the After School Education and Safety Program.

The after school program at OMI will run from the moment the school bell rings until 6:00 pm every school day. There is a minimum of one Teaching Staff for every twenty students (1:20 ratio) with at least four (4) staff members always onsite during any HOTE program. Included are credentialed teachers from the regular school day responsible for providing academic support. Additional staff is hired from local colleges, universities, and youth centers. A site coordinator oversees programming at each HOTE site, serving as the daily point of contact for program quality, curriculum, lesson plans, class selections, observations and assessments, and

relationship maintenance with teachers, parents/guardians, school day leadership, and administration.

Hands-On Technology Education utilizes paid staff who are properly screened using FBI and Department of Justice background checks and other required clearances as mandated by local school districts. The program structure includes up to one hour of academic support followed by enrichment activities that are featured under our comprehensive program model including:

- Health, Fitness, and SEL Programming
- Career Exploration Programs and Experiences
- STEM-based Programs and Activities
- The Visual and Performing Arts
- Academic Readiness Programs and Initiatives

Specific offerings, based primarily on local student interests, vary in response to the uniqueness of each student population. Our comprehensive program structure also provides youth with a nutritious snack provided by the U.S. Department of Agriculture's Free and Reduced-Price Meal Programs.

HOTE maintains General Liability Insurance, Excess Liability Insurance including Owned and Non-Owned Auto, Excess Medical Insurance, D&O Insurance, Property and Inland Marine Insurance.

In addition to local program staff (Program Leaders, Site Coordinators, Program Managers, and the Program or Executive Director), HOTE Bay Area benefits from support from a wide range of national positions:

- **President/National Network:** The President of the National network works in conjunction with the VP of Programs to ensure program quality, collaboration, growth and sustainability amongst all HOTE chapters. This position is also responsible for national advocacy work on behalf of HOTE and the overall after-school education movement.
- **Vice President of Programs:** The VP of Programs supports the HOTE staff and chapters in the areas of program development, curriculum, training, and partnership building. Specific responsibilities include providing professional development, technical assistance, and program oversight across the HOTE network, and to create programming. The VP of Programs also replicates and provides high quality curricula materials and related training opportunities to ensure program quality and consistency across the network.
- **National Director of Curriculum and Training:** The National Director of Curriculum and Training (NDCT) is a key member of the National Programs Team with responsibilities in

training, coaching, content creation and adoption, and resource development. Reporting to the VP of Programs, the NDCT also works closely with the Research and Evaluation Division to continue the adoption and implementation of the Youth Program Quality Intervention.

- **Talent and Recruitment Manager:** The Manager of Talent and Recruiting (MTR) is a key member of the National Programs Team with responsibilities in recruiting, human resources, and partnerships. Reporting to the VP of Programs, the MTR works closely with the national HR team and chapter and regional leadership in developing strategy and providing training and resources in recruitment, onboarding, and retention of high quality part-time program staff. The MTR also ensures the proper implementation of HR and risk management policies across the HOTE network.
- **Lead Content Developer:** The Lead Content Developer (LCD) provides expertise, leadership, and training support in writing, testing, and adapting curriculum and lesson planning frameworks for the HOTE network. The LCD leverages the HOTE community of practitioners, site leads, instructional coaches, and other chapter level staff to provide feedback to continuously improve teaching and learning resources developed by the program division.
- **Manager of Training and Talent Development:** The Manager of Training and Talent Development (MTTD) works closely with the Director of Curriculum and Training and the Sr. Director of Talent Development to develop a training program and library that is aligned across all staff levels and integrates both Program and Human Resources objectives. The position also develops and delivers training across the organization on a broad array of topics including but not limited to program pilots and objectives, organizational culture, leadership development, and performance management.
- **National Program Division Assistant:** The National Program Assistant provides administrative, logistical, and communication support for the National Program Division and ensures efficient and smooth day-to-day operation of the National Program Division.

This Program Plan has been developed through a partnership between HOTE Bay Area and OMI through many planning discussions with the school administrators and our own continuous quality improvement efforts. The plan will be reviewed no less than annually. HOTE will invoice OMI for reimbursable expenses monthly and provide attendance data and quarterly. OMI will maintain responsibility for other reporting requirements as appropriate.

Local match funding is a mix of direct investment from the school's general fund, federal reimbursement, and state supplemental funding. The school provides the facility and the reimbursable snack daily. Based on historical data, OMI should be able to match of no less than

\$50,000 annually to support the operational costs of HOTE's after school program. In the 2022 fiscal year OMI contributed the following to match the HOTE grant:

Source	Category	In-Kind Amount
Oakland Military Institute [OMI]	Facilities	\$16,000
Oakland Military Institute [OMI]	Classified Salaries [security/tutors]	\$19,200
Oakland Military Institute [OMI]	Certificated Salaries [teachers]	\$15,000
Federal Reimbursement	Snack Expense	\$6,400
Oakland Military Institute [OMI]	Administrative Costs [accounting, personnel]	\$3,000
		Total \$59,600

Attendance Tracking is another essential element of Program Management HOTE excels at. We use Sawyer Tools as our student information system. It creates an automatic rosters that allow instructors and staff to quickly see their students at-a-glance, charge for add-ons, and track attendance. Plus, take advantage of flexible tools like email messaging, automatic class reminders, contactless check-in, and printable class rosters. Individual student records are maintained in physical files and on Sawyer. Daily attendance, organized by group, is maintained in physical files and on Sawyer. We are confident we can meet any attendance target moving

forward. Our sign in and sign out procedures are effective at tracking attendance, while maintaining a closed campus, and ensuring student safety. In collaboration with OMI, a scan-in and scan-out system is also in place to ensure that all students are accounted for throughout the After-School Program.

HOTE maintains a consistent and compliant Early Release Policy at OMI.

12—Sustainability

Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

HOTE operations are particularly sustainable due to our structure: we are a local chapter of a central network. We operate under the central organization, while retaining local staff, operating budget, leadership, and board. The core HOTE team offers a wealth of expertise in program implementation, evaluation, fundraising, and office operations. Under this structure, HOTE can concentrate on running effective programs and building strong community partnerships. Our operations are also sustained by collaborations with schools. We operate directly from school sites, enabling our programs to leverage resources like supplies, meeting space, and school-day staff. Through these partnerships, HOTE can operate efficiently with low overhead. HOTE ensures the long-term sustainability and financial viability of our operations through: 1) Continually cultivating a pool of strategically aligned donors (corporate, foundation, individual, and event revenue streams); 2) Building a group of core, sustaining partners, with a focus on multi-year commitments and long-term funding relationships; 3) Engaging new corporate and foundation funders to expand our revenue base.

This sustainability plan is revisited every year and measured every quarter. In 2023, OMI and HOTE will pursue funding from OFCY, mentioned in Section 9: Collaborative Partnerships. An OFCY matching grant would ensure that program funding is supported by at least one sustainable local government grant in addition to ASES. We would continue to pursue a portfolio of small restricted and unrestricted grants and contributions as well.