

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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- Co-Applicant:

Hands on Technology [HOTE] - HOTE

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 ASP began a partnership with [HOTE] to provide after school programming in the Spring of 2021 and we plan to continue our partnership through 2025-2026. OMI ASP's mission is to provide learning goals, opportunities, and activities that are tailored specifically for the middle-school age students to receive and obtain theoretical and hands-on application of computer and electrical engineering concepts. 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.

To complement the STEAM focused activities, OMI ASP & (HOTE) also partners with us to provide after school intramural sports and academic recovery as part of our OMI ASP. Through our partnership, and with the support of the After School Education and Safety Grant, OMI and (HOTE) 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

- *If the program will be located off campus, describe how students will travel safely to and from the program site.*
- *Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.*
- *Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.*

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, HOTE provides STEAM focused after-school programming alongside academic tutoring and with a “sports infusion” starting spring of 2023.

The after school program at OMI will be located on campus everyday that school is in session. Should field trips be scheduled, OMI ASP & (HOTE) 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 ASP & (HOTE) 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 & (HOTE) 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 OMI ASP 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 ASP & (HOTE), in partnership with OMI military and security staff, has adopted a wide range of program operations requirements that provide a safe and healthy climate and culture for staff and students alike.

OMI ASP & (HOTE) 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 ASP & (HOTE) 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.

Our students often tell us that they sign up for OMI ASP & (HOTE) because of the STEAM activities, but they stay for the caring adult relationships they develop with our staff and mentors. 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 & (HOTE) connects 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

- *Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.*

- *Describe the planned program activities and how they will:*

- a. *Provide positive youth development.*

b. Provide hands-on, project-based learning that will result in culminating products or events.

· If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

Each day, the OMI ASP & (HOTE) program consists of academic support, hands-on STEAM activities, and enrichment activities. Academic support generally begins immediately following the end of the school day. All OMI ASP & (HOTE) students are brought to the classrooms immediately following the final school bell. OMI & (HOTE) STEAM sessions and enrichment classes generally follow the academic support portion of the program.

OMI ASP & (HOTE) works with credentialed teachers who provide hands-on support to participants. OMI ASP & (HOTE) 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 & (HOTE) 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:
 - Coding
 - Robotics
 - Video Game Design
 - Tech 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 OMI ASP & (HOTE) 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. An instructor can dramatically improve an experience by making the whole experience follow a learning cycle. OMI ASP & (HOTE) uses the 5E (Engage, Explore, Explain, Elaborate, Evaluate) teaching and learning model that helps trigger conceptual change. 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:

Positive Environments + Positive Relationships + Positive Experiences

= 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.*
- *Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.*

OMI & (HOTE) 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 STEM coding, 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:** Our students often tell us that they sign up for OMI & (HOTE) because of the activities, but stay for the meaningful relationships they develop with our staff and mentors. Mentoring, at its core, 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 & (HOTE) complements social emotional skill development with program components in our STEM, 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 & (HOTE) 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 & (HOTE) 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 & (HOTE) uses a comprehensive approach to meet these outcomes. We provide daily learning in the following categories: Sports and Intramurals; Academic Readiness; STEM 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 & (HOTE) 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 & (HOTE) 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 & (HOTE) 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 & (HOTE) 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. **STEM Programming:** Through our STEM programming, OMI & (HOTE) strives to eliminate disparities in access and exposure to STEM fields that exist between advantaged students and students from low-income backgrounds. OMI & (Partner Agreement TBD's) role in addressing the STEM gap has three components. First, OMI & (HOTE) programs target low-income students of color in urban areas – the very students who are most in need of a strong educational STEM foundation to catch up with their more affluent peers and bridge the STEM divide. Second, OMI & (HOTE) plays a critical role in educating students about math and science classes needed to graduate high school and be qualified for admission to college STEM programs and gives them the skills and knowledge to excel in those classes. Third, through connecting students with community leaders, mentors, and role models in the STEM sector, OMI & (HOTE) inspires students to consider pursuing STEM career paths. Through this component, students engage in learning experiences that promote the 4 C's of 21st Century Learning (Collaboration, Communication, Creativity, and Critical Thinking) through hands-on classes in coding, robotics, music/video production, game design, makerspace/engineering, and Career Technical Education.

4. **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 OMI & (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. OMI & (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.

Through our holistic approaches to expanded learning, OMI & (HOTE) helps our 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.

4—Youth Voice and Leadership

- *Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.*
- *Describe the opportunities 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.*
- *Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).*

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 & (HOTE) 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.

As we continue to build our ASP current pool of students and alumni, OMI & (HOTE) provides opportunities for previous 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 ASP Activity Stations in which students are given the opportunity to choose amongst diverse indoor and outdoor sports and art activities.

5—Healthy Choices and Behaviors

- *Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.*
- *Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.*
- *Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.*

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, OMI 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 OMI ASP 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 OMI ASP so our programs even boost school-day attendance.

To help our students get on track to live healthy, active lives, OMI ASP 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. OMI ASP 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 will create an environment that promotes diversity and provides activities and opportunities to celebrate students’ cultural and unique backgrounds.*
- *Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.*

Our work and purpose at OMI ASP is to elevate the achievement of and increase opportunities for all students. At the same time, we work exclusively within Title 1 schools. These schools are situated in high-poverty, under-resourced communities and 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 ASP 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.

OMI ASP sees an urgent responsibility to use our platform to stand up for our values. In recent years, OMI ASP has 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 HOTE 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. HOTE's leadership team meets quarterly with the OMI leadership team to ensure student academic and SEL goals are being met.
- OMI ASP hosts several assemblies with inspirational speakers of color discussing exciting careers in STEAM fields using demonstrations and personal stories from inner city Oakland, Los Angeles and San Diego.
- OMI ASP 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 ASP uses a panel of community, industry, parent and religious leaders to provide a receptive audience and constructive feedback to the students' "shark tank" exhibition experience for their art and tech entrepreneurship. Tech entrepreneurship model is designed to give agency to students and empower them to be change agents in their communities by allowing them to see themselves in STEAM fields [often perceived as inaccessible to communities of color] and having fun and experiencing successes.
- In partnership with OMI, (HOTE) 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.

To help our staff with an ever increasingly diverse set of personal needs, OMI & (HOTE) created a flex time policy to ensure that all full-time employees had access to a bank of hours for self-care. We established a paid, parental leave policy because we believe that all parents should be able to bond with their newborns. And by empowering managers to fill open positions with remote employees, we have attracted and retained top talent across our statewide footprint.

While it goes without saying, in accordance with Federal civil rights law, regulations and policies, (HOTE) and 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's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.*
- *Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.*

- *Describe the type and schedule for the continuous professional development that will be provided to staff.*
- *Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.*

OMI ASP seeks to educate staff on health and safety practices that will reduce the number of injuries and illnesses to themselves and to others. HOTE 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 Manager will work closely with the (HOTE) Human Resources, Programs, and Evaluations team to develop strategies to improve hiring at the site level, focused on the Site Coordinators who are on the front-lines of our work. 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. The local chapter will also work closely with the HOTE Program Director to identify the highest performing staff (e.g. those whose classes are most highly attended and those whose students make the greatest gains), and develop retention strategies in partnership with the HOTE Human Resources team to keep these staff. 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 ASP strongly prefers staff to have previous familiarity with quality criteria for after school programs, youth development principles, and middle school aged youth. All HOTE 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 HOTE Employee Handbook.

Next, all program staff employed by (HOTE) participate in a one-day orientation seminar to build shared skills, language, and understanding of HOTE 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, while a multi-day session occurs during Spring Break.

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
- Hands-On STEM Training
- Equity and Inclusion
- Leadership and Management

OMI & (HOTE) offers several opportunities for professional growth. Program positions include Site Program Coordinators, Assistant Program Coordinator, Program Directors, and various administrative support and leadership positions in the HOTE National office. Below are positions specific to direct program support:

(HOTE) Bay Area Chapter Positions:

- Program Director: The Program Director reports to and works closely with the Executive Director (ED). In small or new partners, the Executive Director may temporarily serve as the Program Director. 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 Director also works with Program 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.
- OMI Site Program Coordinator: The Site Program Coordinator oversees individual program sites, 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).

- Assistant Site Program Coordinator: The Assistant Site Program Coordinator is a part time position (3-4 hours per day). Reporting to the Site Coordinator, Program Leaders 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 how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.*
- *Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.*

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

Although computer technology can be complex in its most advanced form, we believe that the building blocks of Mobile Technology are often concepts that are grasped easier by youth than adults! Our mission is to provide learning goals, opportunities, and activities that are tailored specifically for the elementary and middle-school age students to receive and obtain theoretical and hands-on application of computer and electrical engineering concepts.

Our after-school program's core is on Computer-Science fundamentals, such as programming and user interface design. Our Summer Camps add more in-depth Computer Science objectives, along with Electrical Engineering inspired projects (e.g. circuit design), and dedicated time to increase typing proficiency. Our learning is primarily accomplished through short presentations on learning topics, tutorial based projects, and exploration time with mobile devices.

Learning goals are broken up into segments that are optimal for the attention span and needs of our students. Equally, our curriculum is customized based on each student's age and experience/knowledge levels of the subject. Please reference the sections below for an example of the Computer Science and Electrical Engineering topics covered within our curriculum:

Typing

- Home Row Keys
- Top Row Keys
- Bottom Row Keys
- "Problem" Keys
- Words and Paragraphs
- Timed Typing Games and Assessments

Electrical Engineering

- Circuits 101: Voltage, Current, & Resistance
- Series/Parallel Circuits
- Switches
- Conductors & Insulators
- LEDs
- Breadboards & Wiring
- Fuses
- Microcontroller Programming
- Introductory Robotics

Computer Science

- Programming Fundamentals: Algorithms, Input/Output, Debugging, Variables, Computer Logic, App Basics, Loops, and Functions
- Mobile Application Development
- Game Design & Programming
- Computer Security & Ethics
- Multimedia
- Scripting
- Microcontroller Programming

The after-school hours provide a uniquely creative and entrepreneurial time in the field of public education. HOTE 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 stepped in to fill these gaps.

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 ASP 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). OMI ASP 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.*
- *List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).*
- *Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.*

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 or HOTE 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 and HOTE hope to partner with more innovative organizations. We have two primary targets for partnership:

- Oakland Fund for Children and Youth (OFCY): This local government initiative provides matching grants to HOTE grantees in Oakland, CA. With a matching grant the program would

achieve greater sustainability. HOTE would be able to increase wages for full and part time staff as well as invest in program supplies that would support more innovative programs.

- Youth Together Inc: Youth Together (YT) addresses the root causes of educational inequities by developing multiracial youth organizers and engaging school community allies to promote positive school change. The YT program model combines multiracial youth development with community organizing and community building strategies in order to ensure that our constituent youth can effectively lead and organize school and community change initiatives that lead to long-term solutions which help create safe, respectful, equitable, and empowered communities.

10—Continuous Quality Improvement

- *Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the Quality Standards for Expanded Learning in California, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.*

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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, OMI 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, OMI will work with 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, OMI & 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, OMI & 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 OMI & HOTE courses within our comprehensive after school program model. Via the pilot, each OMI & 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 (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 OMI & bPartner Agreement TBD 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 OMI ASP 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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.*
- *Provide the program organizational structure including succinct description of staff roles (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.*
- *Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.*
- *Describe the system in place to address the following program administration requirements:*
 - *Fiscal accounting and reporting requirements.*
 - *Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).*
 - *Attendance tracking, including sign-in and sign-out procedures.*

- *Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.*

The Oakland Military Institute College Preparatory Academy (OMI) and HOTE (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 OMI ASP 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. An OMI site coordinator oversees programming, 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.

OMI ASP 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.

OMI ASP 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:

- OMI ASP's Vendor Leadership Structure:
 - President/National Network of HOTE: 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 OMI ASP 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.

OMI ASP 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.

OMI ASP 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 OMI ASP team offers a wealth of expertise in program implementation, evaluation, fundraising, and office operations. Under this structure, OMI ASP 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, OMI ASP can operate efficiently with low overhead. OMI ASP 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.