

# 2017-2018

## FULL SERVICE COMMUNITY SCHOOLS PROGRAMS



Updated April 9, 2017  
Community Engagement Department

# **West Contra Costa Unified School District West County Full Service Community Schools**

WCCUSD West County Full Service Community Schools (FSCS) aim to increase student and family well-being by offering access to high quality coordination of comprehensive academic, social, emotional, and health services that support preparing students to be college, career and community ready. This integrated, comprehensive, coordinated collaboration aims at achieving educational success, well-being and self-efficacy for students, families and communities. Our collaborative effort, geared towards school and community transformation, includes West Contra Costa Unified School District, Contra Costa County, local cities, community-based organizations, residents and other stakeholders.

This booklet represents many of the collaborative partners that provide services to our schools in the areas of ***Academic Programs & Support, Expanded Learning, Family Engagement, Health & Wellness, and School Climate.***

This is a living document and we will augment or edit it as services are provided.

For More Information, please visit:

<http://www.wccusd.net/fscs>

## Table of Content

<b><u>Academic Programs &amp; Support- Fee Based Program</u></b>	<b>5 – 39</b>
<b><u>Academic Programs &amp; Support- In-Kind Program- No Charge to WCCUSD</u></b>	<b>40 – 56</b>
<b><u>Expanding Learning - Fee Based Program</u></b>	<b>61 – 71</b>
<b><u>Expanding Learning - In-Kind Program- No Charge to WCCUSD</u></b>	<b>72</b>
<b><u>Family Engagement - Fee Based Program</u></b>	<b>73 – 76</b>
<b><u>Family Engagement - In-Kind Program- No Charge to WCCUSD</u></b>	<b>77 – 83</b>
<b><u>Health &amp; Wellness - Fee Based Program</u></b>	<b>85 – 109</b>
<b><u>Health &amp; Wellness - In-Kind Program- No Charge to WCCUSD</u></b>	<b>110 – 147</b>
<b><u>School Climate - Fee Based Program</u></b>	<b>149 – 189</b>
<b><u>School Climate - In-Kind Program- No Charge to WCCUSD</u></b>	<b>190 – 200</b>

# **Academic**

# **Programs &**

# **Support**

Organization:	Program Name:	Program #:
Achieve Learning and Resource Center	<i>SAT/ACT Test Preparation</i>	<b>100</b>
Program Description:		
<p>Developed by our staff of career educators and taught by fully-trained college graduates, our SAT/ACT test preparation courses combine elements of strategy, review, and practice. Students take a diagnostic exam, from which a base score is recorded. Then, throughout the course, students are tested in the subject of the lesson of each day. The in-class test scores are compiled to create composite scores, from which we can evaluate the impact of our intervention. Our methods have consistently resulted in average score improvements of 150 points on the SAT and 3 points on the ACT.</p>		
Program Goals:		
<p>The goal of the program is to prepare students for success on the ACT or SAT test, depending on the course, through strategy, review, and practice; to ensure a higher score upon completion of the course, in comparison to the score collected before the course. We expect the following outcomes, based upon previously analyzed data:</p> <ol style="list-style-type: none"> <li>1. Majority of students should express improvements in comprehension on the program evaluation.</li> <li>2. Majority of students should see significant score increases, of 100 points or more.</li> <li>3. Improvement in comprehension should be further reflected in improved scores on the essay sections of each exam.</li> <li>4. Our data will inform future interventions by empirically demonstrating where our intervention was most utilized and most helpful.</li> </ol> <p>We will evaluate success by carefully collecting data by session and at the end of the course. Our data points include attendance, pre- and post-test scores during the course, final scores from official exams (when available), and final evaluations. We also invite school administrators to make requests regarding specific data points that they would like to have collected and included in the impact analysis.</p>		
Program Delivery:		
One time per week, four hours at a time, in a classroom.		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	30-75 students

Cost Structure:	Limitations:
\$250.00 per student for 16 hours of instruction and 4 hours of testing. \$400.00 per student for 24 hours of instruction and 4 hours of testing.	No

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Madison Gaynor	madison@achievetesting.org	(510) 903-2224

[www.achievetesting.org](http://www.achievetesting.org)

Organization:	Program Name:	Program #:
Bay Area Urban Debate League	After-school Debate Clubs	<b>101</b>
<b>Program Description:</b>		
<p>BAUDL signature program is the After school Debate Club program, which provides start-up and ongoing debate team support to low-income, racially diverse, public schools. After school debate clubs at urban schools require a variety of resource support: debate supplies (pens, paper, briefs), intensive instructional support (mentors, assistance or assessment of practices), workshops for additional instruction, and even snacks for our hungry, learning students. Debate is a successful academic program, encouraging self-directed learning and improving reading and writing scores. Students will learn both sides of a controversial topic, take advocacy positions, and speak in 4 debate rounds of competition per tournament. High school debaters will focus the year on the same topic determined by a national committee; the topic will be education funding and regulation. Middle school debaters will have a new topic every month as determined by a national committee.</p> <p>Research briefs are a central element to debate and academic success. BAUDL staff members, in collaboration with public school teachers, build briefs to fit the needs of our students which encourages engagement through high-interest evidence-based debate.</p> <p>After school Debate Clubs prepare our students to attend debate tournaments. BAUDL hosts six league tournaments a year and attends an additional two invitational tournaments. A traditional after school debate program participating in a tournament would need to schedule buses, register and pay fees with a tournament, provide meals for their students/staff, bring a paid or volunteer judge for every four debaters in attendance, and coaches would be responsible for the creation of all materials to teach/coach debate: BAUDL provides all of these services, including the tournament space and staff for a member school.</p>		
<b>Program Goals:</b>		
<p>Research finds that young people who join urban debate substantially raise their literacy scores, GPAs (8-10% per year involved), and school attendance rates. A recent peer-reviewed study conducted at the University of Michigan found that urban debaters are 70% more likely to graduate from high school, three times less likely to drop out, and 74% more likely to reach the ACT benchmark for Reading than non-debaters. Nationally, less than half of low-income high school seniors make it to college; in contrast, 95% of BAUDL seniors graduate from high school, and 80% express a desire to go to college. In Oakland where college matriculation rates are low, 84% of BAUDL seniors went to college after completing high school.</p>		
<b>Program Delivery:</b>		
<p>After School - 1 time a week for 90 minutes of debate practice. The team will need a classroom, preferably the classroom of their teacher-coach. Tournaments happen on 2 Fridays and 6 Saturdays a year. A high school tournament is 7am-7pm. A middle school tournament is 10am-5pm.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	A first year debate team averages 6-10 students per school participating in competitive debate, and, at least, one teacher who receives professional development to become a coach. A second year debate program averages 8-12 students participating competitively. A third year program, served by the same

		teacher-coach, can expect 12-20 students participating competitively.
--	--	---

<b>Cost Structure:</b>	<b>Limitations:</b>
Per School - \$8,200 (\$1950 teacher-coach stipend in accordance with the teachers union; \$6000 busing to tournaments - can be shared with another WCCUSD high school or middle school to reduce costs; \$250 materials such as debate evidence packs, pens, paper, etc.)	BAUDL is limited to high school and middle school. A school must be a minimum of 60% Title I. Each school must provide a full-time faculty member to serve at the on-site teacher-coach and to travel with the team to six tournament on Saturday a school year.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Mya Whitaker, Program Director	mwhitaker@baudl.org	510.451.4020

[www.baudl.org](http://www.baudl.org)

Organization:	Program Name:	Program #:
BookNook	BookNook	<b>102</b>
Program Description:		
BookNook is a hybrid approach to blended learning for K-5 reading. Our technology platform synchs devices (tablets, Chromebooks, etc.) so that groups of up to four students can work together through an adaptive, standards-based reading program that is led by a Reading Guide who can be a teacher, paraprofessional, tutor, volunteer, family member, or even an older student. BookNook can be used both at school and at home. Our software platform can support an unlimited number of students, staff, and families at each of our partner schools and BookNook can also provide stipended high school and college students to serve as Reading Guides working with up to 100 students per school.		
Program Goals:		
BookNook's primary objective is to improve student reading achievement. We measure progress (and provide real-time reporting to schools) through fluency and comprehension metrics gathered by our software. We also use school-administered assessments to both set instructional plans and monitor progress. In our pilot at Riverside, STAR showed that students advanced an average of 91 scale points and .6 grade level equivalencies for every 2 months of participation in BookNook.		
Program Delivery:		
BookNook can take place before, during or after school, as well as at home or in community-based settings (i.e. YMCA, Boys & Girls Club, etc.). Our recommended frequency of use is 2X per week, though partners can choose to do more or less or vary it from week to week. No dedicated space is needed.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents	Individual Setting (1:1), Group Setting, At home	BookNook is a whole school program that provides support for every student, staff, and family.

Cost Structure:	Limitations:
Our fees start at \$5,000 per school for unlimited student/staff/family use and range up to \$25,000 depending on the combination of services provided.	No limitations

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Kendra O'Donoghue	kendra@booknooklearning.com	(408) 674-8093

[www.booknooklearning.com](http://www.booknooklearning.com)



Organization:	Program Name:	Program #:
City of Richmond Community Services Department	EBCC STEM Games FIELD DAY	<b>103</b>
<b>Program Description:</b>		
<p>East Bay Contra Costa STEM Games- competitive team event that requires knowledge of Science and Math topics and Technological and Engineering skills. The competition, similar to a typical athletic event, captures the commitment, enthusiasm, and interest for STEM. EBCC STEM Games- FIELD DAY is a smaller version of the previously described program, hosted in March by the Community Services Department. Our Field Day events offer supplemental engagement and educational opportunities to increase West Contra Costa elementary and middle school student interest and educational aptitude in STEM education. Both events contribute to advancement and increase of problem solving and teamwork skills amongst students often overlooked in many STEM professions and careers. By offering schools an opportunity to host Field Days on their school site they receive the support, supplies, and professional assistance from the volunteers and partners working on the Community Services Department's STEM program. Elementary and Middle schools may sign up to host a Field Day on their school site, open to all students in the school. Each school is required to have one "STEM" representative to serve as lead for the day, coordinator of teams, and liaison between the school and COR-Community Services STEM leadership. Field Day occurs on each campus and engages students 3-8 in 3 of 20 events, chosen by their on-site-representative. Students will practice in grade-level teams of 5 in preparation for their chosen Field Day events. COR-Community Services will work with each school and provide: Training and Materials for a maximum of 3 events, STEM professional development for coaches, Field Day Set-up, awards for students, and event supervisors for judging.</p>		
<b>Program Goals:</b>		
<p>The goal of our program is provide quality STEM educational enrichment focused on Math and Science literacy. We are also seeking to expand the support and services being offered through our department for WCCUSD youth, by providing STEM focused enrichment and engagement during the summer, out-of-school, and afterschool time. Our program extends from our March East Bay- Contra Cost wide, STEM Games events, our STEM summer program in collaboration with Ed Fund, and afterschool/out-school time programs we are developing with local community partners, such as U.C. Berkeley. The impact of focusing on Science, Technology, Engineering, and Math (STEM) through our programming and overall goal of transforming our centers into STEM hubs, is an important message sent to our young people, their families and the business community at large. We will evaluate our success through-pre/post assessments-parents/students, enrollment of schools Field Day, EBCC STEM Games (March), and our additional STEM out-of school programs.</p>		
<b>Program Delivery:</b>		
<p>The Program would occur once during school day. Each school would have training for the Field Day at their discretion. We recommend that each "team" practices at least 2 times a week with their coaches. The space needed for Field Day would include classrooms, the gymnasium, and playground.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	Approximately 400+ students, community organizations, school faculty, family members, and friends, will participate in the East Bay Contra Costa STEM Games Field Day(s).

Cost Structure:	Limitations:
\$3500- Total. 2750 for Staff/STEM professionals. 750 for Equipment/Materials	Grades 3-8

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Kymberlyn Carson-Thrower	Kymberlyn_Carson- Thrower@ci.richmond.ca.ua <a href="http://www.ci.richmond.ca.us">www.ci.richmond.ca.us</a>	510-620-6789

Organization:	Program Name:	Program #:
Community Alliance for Learning/WriterCoach Connection	WriterCoach Connection	<b>104</b>
Program Description:		
<p>* Focusing on critical thinking and clear writing skills, we implement a coaching curriculum in line with Common Core standards that complements and extends the work of teachers in their classrooms.</p> <p>* Our core program is an all-in program in 7th, 8th, 9th, and 10th grades, supporting teacher assignments with rigorously trained coaches who provide individualized coaching to every student in the class, eliminating the stigma associated with remedial tutoring and reaching each students at his or her individual level of academic proficiency.</p> <p>* Our college readiness program is implemented in 11th and 12th grades and ranges from assistance with personal statements to a full curriculum that strives to enhance habits of mind that will serve as valuable assets as students prepare for ACT/SAT/EAP tests.</p> <p>* Our coaching schedule consists of 8 to 13 sessions throughout the school year, each session lasting between 25 and 40 minutes, dependent on the lesson block and number of students in the classroom.</p> <p>* Crucial to the success of WriterCoach Connection are our experienced on-site coordinators who serve as a vital bridge between school educators and the coaching teams, working closely with the teachers and relaying teachers' assignments and expectations to the coaches to ensure optimum results.</p> <p>* Our program conducts an age and grade appropriate pre and post Common Core-based impact assessment. At Kennedy High School, where we're embedded in the junior year, we've just completed a mid-course evaluation and of those students who completed the first assignment last October and the fifth assignment in late February, many of whom are English Language Learners, 67% showed significant improvement. At Richmond High School, 58 of the 60 incoming seniors we coached Last Fall on personal statements completed their UC applications.</p>		
Program Goals:		
<p>Program Goals: Increased critical thinking and clear writing achievement; increased academic achievement; increase in completed and submitted assignments.</p> <p>Expected Outcomes: Utilizing a Common Core-based Impact Assessment Rubric, at least 50% of students coaches will improve by at least one level.</p> <p>Deliverables: Eight to thirteen individualized coaching sessions of 25 to 40 minutes each during the school year.</p>		
Program Delivery:		
Our program is delivered during the school day, a minimum of twice a month depending on school schedule and requirements. If available, a coaching room is optimum and the school library would be a viable alternative.		

Population Served:	Delivery Method:	Number of clients:
Students, Community Residents	Group Setting, classroom/lesson block	We currently impact 1000+ students

Cost Structure:	Limitations:
\$125 per student per year; our program is an all-in program and is provided for every student in the classes where we coach.	We serve all students in grades 7 through 12.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
---------------	---------	---------------

Anita Templer	anita@writercoachconnection.org	510-858-7108
---------------	---------------------------------	--------------

[www.writercoachconnection.org](http://www.writercoachconnection.org)

Organization:	Program Name:	Program #:
East Bay Center for the Performing Arts	Creative Schools Initiative	105
<b>Program Description:</b>		
<p>The Creative Schools Initiative (CSI) is a comprehensive school model designed to engage students at a deeper level of inquiry and understanding than can be achieved with standard educational approaches. This model includes providing educators with a unique arts integration framework to present academic content that links the artistic process to the daily classroom learning experience. Although this program must be renewed each year, participating schools should prepare to commit three-years for a meaningful roll-out of the model. For students, studying through the arts generates deeper comprehension and high levels of engagement. Participating teachers report that the arts integrated lessons deepen students learning, increase ownership, facilitate 21st Century skills including creativity, innovation and critical thinking, as well as increase awareness of multiple perspectives and cultural sensitivity to others. In addition, this program provides students with diverse strategies for accessing content and expressing understanding, especially important for English Language Learners. Since 2015, E. M. Downer has been working in partnership with East Bay Center for the Performing Arts to develop, implement and evaluate the CSI model, including a whole-school professional development program in arts integration, and the implementation of TK-6 arts integration lessons in music, dance, theater and digital arts. Example of the Creative Schools Initiative Programming Activities: Professional Development workshops for all classroom teachers in arts integration strategies (three times per year) Arts Integrated Project-Based Lessons delivered in partnership with classroom teachers at Teaching Artists (one project-based unit per class, three hours each). After-School Performing Art classes (i.e. Mariachi Band) Community Performances (a minimum of two per year, per student) aligned with school or cultural events (Graduations, Promotion Ceremonies, Cultural Festivals, etc.) Monthly Professional Learning Circles in Arts Integration (for teachers to receive additional support, lesson planning time, and coordination of school-wide events) Field trips to arts and cultural institutions *Please note, the Creative Schools Initiative model is adapted to each participating school to ensure relevant and accessible programming based upon school needs. Programming activities may vary in dosage and degree.</p>		
<b>Program Goals:</b>		
<p>Goal 1: Teachers increase their capacity, skill, confidence and leadership in integrating arts with core subject areas (grades 1-6) through the creation and implementation of integrated units of study aligned with the Common Core State Standards and the Next Generation Arts Standards.</p> <p>Outcome 1: All teachers will deliver one arts integrated unit with partnership with a Teaching Artists and 50% of teachers will develop a subsequent arts integrated unit on their own.</p> <p>Goal 2: Creative Experience &amp; Skill Acquisition: Students increase their skills and passion in the arts; develop expressive skills; use problem-solving and critical thinking to be reflective, analytic and creative in finding solutions to challenges; take risks to investigate, create within and express themselves in diverse artistic traditions.</p> <p>Outcome 2: All students take part in one arts integrated lesson and create an original piece of artwork (music, dance or theater) that is shared with their peers and/or families.</p> <p>Goal 3: Community Connection: Students gain recognition, appreciation and acknowledgment for their achievements; students work together to exchange ideas and create something in their community.</p> <p>Outcome 3: Students develop a sense of belonging and positive bonds, empathy, respect for others, and increased ability to communicate with a diverse set of people.</p> <p>Evaluation Methods</p> <p>We are implementing a number of assessment tools to chart our progress throughout the program.</p> <p>Annual Student surveys (Skill Acquisition, Self-Discovery, Self-Determination)</p> <p>Annual Parent surveys</p> <p>Annual Teacher and Administrator surveys (Skill Acquisition, Self-Discovery, Self-Determination)</p> <p>Student Performances (Skill Acquisition)</p> <p>Program Delivery (Creative Experiences)</p> <p>Program Quality Assessment Observations (measuring key youth development indicators)</p>		

**Attendance at Student Performances**

# of Events/Displays showcasing student achievement in the arts (Self-Determination)

# of WCCUSD teachers incorporating arts into their classroom outside of the collaborative classes with Teaching Artists (Teachers Capacity)

**Program Delivery:**

The Creative Schools Initiative takes place both during the school day and after school. Arts integrated units are delivered during the school day in 60min lessons (three per classroom) and all professional development workshops take place immediately after-school. Occasional performances and events take place in the evenings.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff	Group Setting	600 in 2016-17

<b>Cost Structure:</b>	<b>Limitations:</b>
This program is offered at a highly discounted rate to WCCUSD schools. For an school with 500 or less students the cost is \$10,000. Schools with over 500 students cost \$18,000. Discounts are available for Title 1 schools and schools that participate in joint fundraising efforts.	An entire school (must involve all classroom teachers)

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Ruthie Dineen	ruthie.dineen@eastbaycenter.org	(510) 323-2499

[www.eastbaycenter.org](http://www.eastbaycenter.org)

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
East Bay Consortium/ Cal-SOAP	I'm Going to College	<b>106</b>
<b>Program Description:</b>		
<p>The program is designed to create an awareness of the opportunities of a college education to 5th grade students. EBC will work with all 5th grades and their teachers to guide them through a six part curriculum, covering topics such as: the benefits of a college education, majors and careers, college admission, financial aid, how to choose a college, and good study habits to prepare for college. The IGTC curriculum can be integrated into subjects such as geography, math, and literacy. The highlight of the program is a field trip to UC Berkeley upon completion of the curriculum. The I am Going to College field trip is designed to make college a reality for participating elementary school students. The 5th graders experience the host challenge as honorary students for a day. Students arrive at the university, attend an orientation and welcome assembly, and receive registration and financial aid packages, including I am Going to College backpacks. Throughout the day students tour the campus, take classes taught by college students, eat lunch and have the opportunity to hear from college students about the importance of education.</p> <p>As most IGTC students have been to a college campus before, the experience is one they will never forget. This program gives students an experience that will motivate them throughout middle school and high school.</p>		
<b>Program Goals:</b>		
Expose 5th graders to college, the benefits of a college education, majors and careers, college admission, financial aid, how to choose a college, and good study habits to prepare for college. At the end of the program we conduct student and teacher evaluations to measure learning outcomes.		
<b>Program Delivery:</b>		
Over the course of 6 weeks in the classrooms lessons are conducted followed up with the main event, field trip to Cal and a final visit to conduct program evaluation.		

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students	Group Setting	Average number of participants in the past 100 5th graders from 2 elementary schools. Average 25-30 students per class.

<b>Cost Structure:</b>	<b>Limitations:</b>
\$50 per participating 5th grader to cover cost of backpacks and t-shirts. Each site is also responsible for transportation on the day of the field trip.	Low-income, first-generation and underrepresented youth.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Jasmin Cartagena	jasmin@eastbayconsortium.org	510-879-1581

<http://eastbayconsortium.org>

Organization:	Program Name:	Program #:
Faith Network of the East Bay, Inc.	Succeeding by Reading	<b>107</b>
Program Description:		
Faith Networks Succeeding by Reading (SbR) initiative fosters partnerships between urban public schools and the wider community to provide support for elementary-aged students in reading, the area most critical for academic success.		
Program Goals:		
Through weekly Excel Reading Clinics, SbR provides individualized tutoring and reading support for school-designated second- and third-grade students who have fallen or are falling behind on their reading skills. Trained volunteers serve as weekly tutors for these students, who are pre-tested at the beginning of the school year and post-tested at the end to measure their progress. As a result of the contractors services, seventy percent of students seen consistently over the school year will improve their reading skills by two grade levels.		
Program Delivery:		
Our Excel Reading Clinic will take place once a week on a weekday agreed upon by both Downer and Faith Network. We need a classroom or closed off area where tutors and students can work without being distracted by noise or constant interruptions.		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	Around 20 students per semester

Cost Structure:	Limitations:
We are asking WCCUSD to provide \$3,250, which is 25% of the costs for services provided by Faith Network for the academic year. (The estimated annual cost for an Excel Reading Clinic for ½ day per week is \$13,000.)	First- thru third-grade students identified by teachers as reading below grade-level

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Rebecca Buckley	rebecca@faith-network.com	(510) 735-5137 (cell)

[www.faith-network.com](http://www.faith-network.com)



Organization:	Program Name:	Program #:
Read-Aloud Volunteer Program	Read-Aloud in the Schools	<b>108</b>
<b>Program Description:</b>		
<p>The Read-Aloud Volunteer Program is a relationship-based program that fosters in children the joy and love of learning through reading and story-telling. Read-Aloud's theory of literature is based on sound research from the International Reading Association, the National Association for the Education of the Young Child, the National Association of Elementary School Principals, and various researchers, such as Snow CE, Burns S, Griffin P., Preventing Reading Difficulties in Young Children. The program builds on a whole language approach, supporting the developing awareness of print and its functions, the transition to productive reading, and sustains children's confidence and risk-taking as they strive to understand how to read.</p> <p>Regular and alternate students are nominated by the teacher and the regular students are matched with an adult Reader. Readers meet with their students once a week for half an hour, from October to April, or approximately 24 weeks due to holidays. There are generally 2 hour long sessions a day, twice a week per school. Students select a book to take home approximately twice a month (Gift Book Day); if a student is in the program from October, they should receive 14-16 books and alternate students receive books on the Gift Book Days that they are read to. If a regular student or Reader is absent on a regularly scheduled reading day, every effort is made to substitute an alternate student to read to, or bring in a Substitute Reader to read, or double up children. At the end of the program year, an appreciation party for the volunteers is held in the room where reading occurs. The reading is held in one room, usually 1:1, but there are generally 3+ pairs of Reader/Student in a room at a time, and Readers escort the students between the reading room and classroom, either in teams, or alone.</p>		
<b>Program Goals:</b>		
<p>Fostering in children the joy and love of learning through reading and story-telling.</p> <p>Supporting the whole child: Children are competent and capable, full of potential; developmentally, emotionally and cognitively.</p> <p>Providing opportunities for life long learning experiences.</p> <p>Selecting adult volunteers for one-on-one read-aloud experiences for K-2 children attending Richmond and San Pablo Title 1 or under-served schools.</p> <p>Beginning or increasing reading rituals in the home.</p> <p>Children learn in the context of relationships.</p> <p>Evaluation Material: Pre and Post: Family Surveys, Teacher, Reader, and Coordinator evaluations, and Principal's comments and summary at the end of the program year.</p> <p>Children increase their interest and experiences in learning to read.</p> <p>Children's participation and academic risk-taking in class increase.</p> <p>Children see themselves as competent and capable and becoming readers.</p> <p>Social skills (student participation, interest in reading, "Eye-on-the-page" skill level, being touched by a character, and appreciation of books and stories) increase.</p> <p>More empathy and understanding of others, beginning to understand another point of view.</p> <p><a href="http://read-aloud.org/about/what-we-know/">http://read-aloud.org/about/what-we-know/</a></p> <p>Books in the home change family dynamics: Having as few as 20 books in the home has a significant impact on propelling a child to a higher level of education, and the more books you add, the greater the benefit. (See Family Survey)</p> <p><a href="http://www.unr.edu/nevada-today/news/2010/books-in-the-home-as-important-as-parents-education-level">http://www.unr.edu/nevada-today/news/2010/books-in-the-home-as-important-as-parents-education-level</a></p> <p>Reading rituals begin or increase in the home with the addition of books fortnightly.</p>		
<b>Program Delivery:</b>		

School Day; 2 days a week or agreed upon time; Library or quiet room; storage space for book collection and gift books.

Population Served:	Delivery Method:	Number of clients:
Students, Volunteers and families	Group Setting	Per school: 40-60 children/families (including alternates), all K-2 staff who elect to participate

Cost Structure:	Limitations:
Charge to each School: \$3,000 (Each site costs the program approximately \$18,000 each year.)	Preferred Title 1 and under-resourced/underserved schools

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ruth Major or Crystal Merrill	rsmajor@comcast.net	510.237.0735

<http://read-aloud.org/>

Organization:	Program Name:	Program #:
Richmond Art Center	RAC School Day Artist Residency	109
<b>Program Description:</b>		
<p>RAC program administrators will work with school administrators and teachers to decide on an art medium for the residency. Possible media include printmaking, book and paper arts, ceramics, mixed-media, animation and more. If there is a desire to integrate core subject material into the partnership, teachers and the teaching artist will meet for 2-4 hrs to plan the integration of a class topic into an artistic project or process. Students will work with an experienced professional teaching artist to learn the fundamentals of their chosen art medium. Over the course of 8 sessions, students will learn a variety of techniques within their chosen medium and create 3-5 finished pieces. Students will learn some history of the art medium and some artists who have worked within it. Lessons align with VAPA standards and can support STEAM principles if desired. Student's final work will be displayed in a final show in May at the Richmond Art Center's Community Gallery</p>		
<b>Program Goals:</b>		
<p>The Primary Learning outcomes of this program are:</p> <ul style="list-style-type: none"> <li>- Students will feel comfortable sketching/ envisioning/ planning an art project via sketchbook work and/or 3-d maquettes.</li> <li>- Students will take ownership of the core skills, processes and vocabulary in printmaking, ceramics, book and paper arts, animation, sculpture, mixed-media or chosen media focus for 8 week class.</li> <li>- Students will feel comfortable talking and/or writing about their artistic process and art works of others.</li> <li>- Students will understand the concept of visual art exhibition, creating a piece of art for display at their school site or at the Richmond Art Center</li> <li>- Students will understand collaborative art making.</li> <li>- Students will experience making art inspired by play and exploration, personal narrative/ beliefs, existing artwork, and formal principles.</li> <li>- Students will learn about professional artists' work, cultural and social contexts, and the fields associated with art and artists.</li> <li>- Students will engage in core subject concepts via visual art processes if this is a desired goal of the school and committed planning time with core subject teachers can be guaranteed.</li> </ul> <p>Teaching Artists/ RAC staff measure student learning based on evidence found in:</p> <p>Sketchbooks - Show evidence of planning, thinking, relationship to experimentation, reflection and redesign.</p> <p>In-process observation - Teachers observes students in process to glean evidence of engagement, demonstration of techniques in action, collaboration and problem solving thinking.</p> <p>Completed Artwork - Show evidence of mastery of art skills and techniques.</p> <p>Verbal/Written Reflections and questions - Show evidence of student understanding of and relationship to artistic process.</p> <p>End of Class Evaluation - A time for students to give feedback on their experience in the class</p>		
<b>Program Delivery:</b>		
<p>In School Program will take place during the school day one day per week for eight weeks. A classroom, preferably with a sink, is needed. A separate classroom where the artist can teach all classes is ideal, but they can push in to teachers' classrooms. Storage space somewhere at the school site for art materials for the whole eight weeks is needed. A commitment to 2-4 hrs of planning/meeting time with teachers and principal or school administrator is necessary.</p>		

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents are encouraged to volunteer and attend culminating event. Staff are required to be in the class and attend 2-4 hrs of planning mtgs	Group Setting	100-500 students/ school

<b>Cost Structure:</b>	<b>Limitations:</b>
Programs cost is \$60/ student for one grade level (i.e. All fourth graders will have art for 8 weeks); \$55/ student for two - three grade levels; \$50/ student for four or more grade levels. We provide artist residencies in schools in modules of one full grade level.	This program can adapt to serve students of all ages and abilities. If we have demand beyond organizational capacity, priority will be given to Title I schools and schools who do not currently have any visual art education.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Rachel Schaffran	<a href="mailto:Rschaffran@richmondartcenter.org">Rschaffran@richmondartcenter.org</a>	(510)620-5543

[www.richmondartcenter.org](http://www.richmondartcenter.org)

Organization:	Program Name:	Program #:
San Francisco Opera	San Francisco Opera ARIA (Arts in Resources) Residency Program	<b>110</b>
<b>Program Description:</b>		
<p>The Opera ARIA (Arts Resources in Action) Residency program allows teachers to explore the realm of opera with their students by connecting one (or two, with a longer residency) artistic and creative element(s) of opera with classroom curricula. It is designed to be an arts-integrated, collaborative effort between the classroom teacher and San Francisco Opera Teaching Artist, customized to each particular school and their participating classes. The Residency is an active and engaging project-based learning program that meets numerous Common Core State Standards as well as other academic and artistic Learning Standards.</p> <p>Working together with a SF Opera TA, participating educators develop an individualized curriculum around one artistic or creative element of opera of their choice. These include: writing (poetry/script/ lyrics/libretti), composing, vocal performance, acting, dancing/movement, set design, stage direction and opera history.</p> <p>Depending on the number of visits, between 4 and 12, the program may include a performance and/or creation component:</p> <ul style="list-style-type: none"> <li>-A minimum of 6 visits could culminate in a performance of an existing song or scene.</li> <li>-A minimum of 8 visits could culminate in a performance of an original song or scene.</li> </ul> <p>Planning and Professional Development</p> <p>Residency teachers participate in a 2-3 hour (depending on the length and content of the program) planning and professional development (PD) session which will focus on the artistic or creative element and opera resource choice and connecting to your classroom curricula. The TA will co-lead opera instruction with the teacher in the classroom and act as a guide for fulfilling the selected opera focus. The PD meeting and Residency visits will be scheduled based on the school's preferences, TA availability and selected resource availability. (For example, if a Residency teacher chooses an opera dress rehearsal as the resource, PDs are scheduled within 3 weeks of the dress rehearsal date).</p>		
<b>Program Goals:</b>		
<p>To provide high quality arts education programs which make the most of opera's multi-disciplinary nature;</p> <p>To acquaint students, many of whom come from economically-disadvantaged families, with the art form and increase their knowledge and excitement about learning opera and the arts;</p> <p>To acquaint educators with the art form of opera and empower them to take ownership of their students' opera learning by collaborating with seasoned opera professionals.</p>		
<b>Program Delivery:</b>		
The Residency Program takes place during the school day. On average, Teaching Artists visit once per week. Length of the residency is anywhere from 4 to 12 visits.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	25-100 students/2-5 staff/ 100-200 parents

<b>Cost Structure:</b>	<b>Limitations:</b>
<p>\$60 per visit per class* and \$100-\$250 per class per opera resource (i.e. \$100 for an Adler Fellow visit; \$250 for Dress Rehearsal attendance) for Bay Area Public Schools with 30%+ Socio-Economic Disadvantage status</p> <p>*In addition, educators must be paid to attend Professional Development.</p> <p>Scholarships are available to schools with a higher socio-economic disadvantage.</p> <p>Actual SF Opera program value is \$115 per visit per class.</p>	No limitations

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Ruth Nott/ Timmy Yuen	rnott@sfopera.com/ tyuen@sfopera.com	415-551-6290/ 415-551-6296

[www.sfopera.com](http://www.sfopera.com)

Organization:	Program Name:	Program #:
San Francisco Opera	SF Opera ARIA (Arts Resources in Action) Network Program	<b>111</b>
<b>Program Description:</b>		
<p>The Network program is a sequenced, experiential arts integration program that uses opera to connect to arts and academic curricula. Classroom teachers will develop individual strategies for arts integration through a multi-phase in-school partnership with San Francisco Opera Teaching Artists.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Be introduced to the art of opera</li> <li>Engage in an experiential learning process about opera</li> <li>Study an existing opera and see it (live or movie)</li> <li>Collaboratively create and share a mini-opera</li> </ul> <p>The partnership between educators and an Opera TA includes:</p> <ul style="list-style-type: none"> <li>Co-leading opera instruction in the classroom for up to 14 weekly TA visits per classroom per semester (up to 28 visits per year); see LYOP description on page 5 for information about participation in Year 4 and beyond.</li> <li>20 minute planning meetings (per class) each week on visit day.</li> <li>TA serves as a production manager in fulfilling the selected opera resources, providing ongoing support for the classroom and overseeing the arc of program activity.</li> <li>Classroom teachers completing agreed upon activities during and between TA visits.</li> </ul> <p>A professional development series for all participating educators, with requirements of ARIA content based on prior knowledge and experience (see below).</p> <p>The utilization of at least four opera resources to ensure an experiential, multi-dimensional learning experience for the students (see page 3 for a list of resources).</p> <p>Access to guest artists for an additional up to 5 visits per classroom for a semester-long program (up to 7 visits per year). Teaching and Guest Artists have expertise in opera and one or more of these arts: poetry and scriptwriting, composing, directing, singing, movement and stage presentation.</p>		
<b>Program Goals:</b>		
<p>The Program Goals and Expected Outcomes are to provide high quality arts education programs which make the most of opera's multi-disciplinary nature; to acquaint students, many of whom come from economically-disadvantaged families with the art form and to increase their knowledge and excitement about learning the arts; and to acquaint educators with the art form of opera and empower them to take ownership of their students' opera learning by collaborating with seasoned opera professionals.</p> <p>There are several methods of evaluation: surveys; evaluation forms; anecdotal responses from students; teachers and teaching artists; and observations of classroom work by San Francisco Opera's education staff. The education department reviews and assesses the final evaluation forms from the teaching artists, guest artists, teachers and students. This feedback helps inform the education department of any changes going forward.</p>		
<b>Program Delivery:</b>		
<p>During the School day, on average 14 visits per semester from the Lead Teaching Artist plus additional visits from guest artists, Adler Fellows and partner choruses. The partner teacher's classroom will be utilized for the majority of the visits. The multipurpose room or auditorium will be utilized for culminating events.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	150-200 students/8 + teachers/300-400 Parents

<b>Cost Structure:</b>	<b>Limitations:</b>
<p>\$500 per class for the year-long program* for Bay Area Public Schools with 30%+ Socio-Economic Disadvantage status (including the cost of paying teachers to attend PD, the average cost is \$1.40 per child for approximately 34 TA visits, multiple Opera Resources, and teacher PD).</p> <p>*In addition, educators must be paid to attend Professional Development.</p> <p>Scholarships are available to schools with a higher socio-economic disadvantage.</p> <p>Actual SF Opera program value is \$5,000 per class (average of \$200 per student).</p>	No limitations

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Ruth Nott/ Timmy Yuen	rnott@sfopera.com/ tyuen@sfopera.com	415-551-6290/ 415-551-6296

[www.sfopera.com](http://www.sfopera.com)



Organization:	Program Name:	Program #:
The Quinan Street Project	After School Drama Club	<b>112</b>
Program Description:		
<p>Our After School Drama Club gives students the opportunity to make their voices heard. Appropriate for K-8, Drama Club meets twice a week for 12 weeks and helps guide students to create and perform their own short plays reflecting a theme generated by the group.</p> <p>Emphasis is on using the body, voice, and imagination to create and tell stories that could have a positive effect on our community.</p>		
Program Goals:		
By the end of the 12 weeks we expect our students to have written a short script with proper dramatic formatting and be able to perform in their own or another student's play with a clear character voice and physicality.		
Program Delivery:		
Two 1-hour long lessons per week for 12 weeks.		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	15-18 per session

Cost Structure:	Limitations:
\$2,000 per 12 week session.	K-8 schools.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Anna Smith	anna@quinanstreet.org	(510) 691-8089

<http://www.quinanstreet.org>

Organization:	Program Name:	Program #:
The Quinan Street Project	Drama in the Classroom	<b>113</b>
Program Description:		
<p>Our Drama in the Classroom program has been running in several schools over the last 6 years. This program has four different incarnations: Creative Play for Kindergarten, Text to Performance, Playwriting, and Theatre for Special Day Classes.</p> <p>In our Kindergarten program, students are immersed in a creative environment and taught the beginning elements of what makes a good theatre artist including your body, voice, and imagination. Each lesson dives into a different theatrical concept such as tableau, pantomime, imagination, emotion, and storytelling. Over the course of the 12 lessons students will be able to use their body, voice, and imagination to bring stories to life.</p> <p>The Text to Performance program takes 6 different aspects of becoming a theatre artist and teaches students how to directly apply those skills to a piece of text. Texts chosen for our Performance programs are predominantly chosen to reflect the culture or background of the students typically a woman or person of color or both. If not, then the story must demonstrate a clear message relevant to building community, empathy, and tolerance such as "The Sneetches" by Dr. Seuss. Students participating in this program will be able to demonstrate more advanced concepts such as creating a character vocally and physically.</p> <p>Playwriting gives students the unique opportunity to learn a new format and technique for creative writing, as well as the chance to make their voice heard regarding whatever topics are most important to them. Lessons in this program include introducing concepts of power and status to tell stories, as well as more traditional English Language Arts concepts such as creating a defined beginning, middle, and end to a story with a conflict and resolution.</p> <p>In our Special Day Class program, students living with special needs and disabilities are encouraged to dive into the world of stories and expression. This program was specifically built for students living with autism, Down syndrome, cerebral palsy, and other special needs. Lessons can be adapted to accommodate the needs of each individual classroom. The emphasis of these lessons is on imagination, creativity, and how to apply those to a story.</p>		
Program Goals:		
<p>By the end of our programs we expect students to be able to demonstrate key abilities and techniques associated with the visual and performing arts, as well as have hands on experience with the vocabulary associated with these techniques. Students engage in above grade level texts through experiential learning to help foster literacy.</p> <p>In the past we have utilized a pre- and post-residency survey for older students, and oral evaluations for younger students. These evaluations have shown upwards of 50% increases in student vocabulary and understanding/mastery of concepts. That said, we are beginning to redevelop our evaluation procedures to reflect increases in literacy and how our program's utilization of above grade-level texts and multisyllabic language may be affecting our students' overall literacy.</p>		
Program Delivery:		
<p>During the school day.</p> <p>Creative Play for Kindergarten: 30-minute lessons once a week for 12 weeks</p> <p>Text to Performance: 60-minute lessons once a week for 12 weeks</p> <p>Playwriting: 60-minute lessons once a week for 12 weeks</p> <p>Theatre for Special Day Classes: 20-minute lessons twice a week for 6 weeks</p> <p>The students' classroom is typically fine, but access to a multi-purpose room or other open space is always helpful!</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	500

<b>Cost Structure:</b>	<b>Limitations:</b>
\$400 = 1 classroom receiving 12 lessons \$1,000 = 1 entire grade level receiving 12 lessons Or \$1,500 for 5-8 classrooms receiving 12 lessons each \$2,000 for 9-12 classrooms receiving 12 lessons each \$150 for each additional classroom	K-6 schools only.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Anna Smith	anna@quinanstreet.org	510-691-8089

<http://www.quinanstreet.org>

Organization:	Program Name:	Program #:
UC Berkeley Center for Educational Partnership - Destination College Advising Corps (DCAC)	UC Berkeley Center for Educational Partnership - Destination College Advising Corps	<b>114</b>
<b>Program Description:</b>		
<p>In 2007, UC Berkeley's Center for Educational Partnerships (CEP) launched the Destination College Advising Corps as one of the ten founding chapters of the newly established National Advising Corps. With seed funding from the Jack Kent Cooke Foundation, DCAC placed two Advisers in two Solano County high schools. The following year, DCAC added a third high school in Solano County and expanded the program to San Bernardino County to three new high schools.</p> <p>In 2009, the DCAC model changed with the addition of two CEP program partners and a third partner program was added a year later. These partners included School/University Partnerships (SUP), the Early Academic Outreach Program (EAOP) and the Solano County Educational Consortium (SCEC) respectively. Each of these programs began to provide experienced college access career staff to oversee placement of DCAC College Adviser Fellows at school sites. The careers staff from partner programs provided training and guidance, while also serving as liaisons with our schools and district partners. The careers staff from each of these programs are now called, Regional Managers comprising of the DCAC manager team.</p> <p>Today, DCAC has 41 full-time College Adviser Fellows in five counties throughout California (Alameda, Contra Costa, San Bernardino, Santa Clara and Solano).</p> <p><b>PROGRAM ACTIVITIES:</b></p> <p>Individual Student Advising</p> <p>DCAC College Adviser Fellows enroll and work with a cohort of 150 high school students at each of our partner school sites. DCAC College Adviser Fellows provide intensive and on-going college advising and college preparation support, and may include:</p> <ul style="list-style-type: none"> <li>Intensive academic advising and college planning</li> <li>ACT/SAT registration and preparation</li> <li>Financial aid and scholarship application assistance</li> <li>Transcript evaluations</li> <li>College application assistance</li> <li>College campus visits</li> </ul> <p>Whole School Support</p> <p>DCAC College Adviser Fellows support our partner schools and district efforts to increase their college enrollment rates, develop their college-going culture, and to serve as a resource for all students attending our partner sites. Support activities may include:</p> <ul style="list-style-type: none"> <li>Individual drop-in college advising/preparation</li> <li>Parent/family events (including Decision Day)</li> <li>College information workshops</li> <li>Financial aid/scholarship workshops</li> <li>School wide events (Fairs, College Awareness Activities, etc.)</li> </ul> <p>Community/Parent &amp; Family Support: DCAC College Adviser Fellows provide college preparation support to their local communities by partnering with local youth and family service agencies.</p>		
<b>Program Goals:</b>		
<p>UC Berkeley's Destination College Advising Corps (DCAC) aims to be a resource for students and schools to reach their post-secondary goals. DCAC support our partner schools and district efforts to increase their college application and enrollment rates, increase FAFSA and CA Dream Act application completion, support the development of the high school college-going culture, and to serve as a resource for all students attending our partner sites.</p> <p>Support activities may include:</p> <ul style="list-style-type: none"> <li>Individual drop-in college advising/preparation</li> </ul>		

Individualized College Success Plan (focusing on A-G completion)  
 Parent/family events (including Decision Day)  
 College information workshops  
 Financial aid/scholarship workshops  
 School wide events (College Fairs, College Awareness Activities, etc.)

In collaboration with the district and the DCAC program, we aim to see an increase in college admission and college matriculation rates of students in partner schools, along with an increase college going culture on each site.

Evaluation Success: Senior exit survey, National Clearinghouse Data, Classroom adoption pre- and post-surveys (evaluation of student's college knowledge), and College enrollment rate data.

#### **Program Delivery:**

Advisers are placed at their school site five days week during school hours. One on ones, workshops, and activities take place during school hours or afterschool. School wide events and Fairs can take place during the school day, evening or off site during weekends.

Principals are required to provide advisers with a space to work with students. An office or in the College Career Center are preferred. Advisers often conduct workshops for groups of students, a small classroom space is optimal to support the ability to maximize time, space and student engagement.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents	Individual Setting (1:1), Group Setting	300-400 students through one on one advising services 1000 students through large/school wide College initiatives (College Campaigns, Financial Aid Campaigns, Community College Campaigns, Higher Education Week, College Fairs, College Nights, and Cash for College Nights) 50-100 parents through parent and student workshops and events.

<b>Cost Structure:</b>	<b>Limitations:</b>
Cost for District is \$25,000 per adviser. Overall Program Structural cost: \$72,000.00 per adviser Cost Structure includes: Adviser's salary & year end stipend Health Insurance Supervision/Training/Program Administrations Supplies and Expenses Expenses for events/activities	DCAC provides a school-wide service model, supporting any student who would like College Advising support. In addition, DCAC aims to help improve the college going culture at the school sites through a variety of workshops, campaigns, events, and activities. Since DCAC partners directly with UC Berkeley Early Academic Outreach Program, EAOP/DCAC Fellow Advisers provide intensive support to a cohort of 150-200 students. Along with advising support, selected cohort students will be provided with additional academic support through EAOP's academic enrichment programs.

#### **Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Emerald Young	Emeraldy@berkeley.edu	510-541-9515

<http://dcac.berkeley.edu/>

Organization:	Program Name:	Program #:
UC Berkeley: Center for Educational Partnerships - Early Academic Outreach Program	Early Academic Outreach Program - Enrichment Programs	<b>115</b>
<b>Program Description:</b>		
<p>EAOP is a statewide program hosted at each of the 10 University of California campuses, serving under-resourced communities for 40 years. Legislated in Assembly Bill 1977, "Student Academic Preparation and Educational Partnerships" (SAPEP), the goal of SAPEP programs is to work in partnership with K-12 organizations, the business sector, community organizations and other institutions of higher education to raise student achievement levels generally and to close the opportunity gaps between groups of students throughout the K-20 pipeline. So that a higher proportion of California's young people, including those who are first generation, underrepresented minority student in college, socioeconomically disadvantaged and English language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities, and/or achieve success in the workplace. SAPEP legislated four program strategies to guide the work of EAOP over the past 40 years. The four strategies ("Program Standards") that frame EAOP, are specifically focused on achieving postsecondary access and success, increase post-secondary college eligibility and matriculation, for more students.</p> <p>The EAOP Program Standards Are:</p> <p>Academic Enrichment: EAOP students improve basic academic skills, master advanced high school curriculum, and have the opportunity to participate in university hosted projects and engage with UC Berkeley campus.</p> <p>Entrance Exams: EAOP students are prepared for taking the college entrance exams necessary for eligibility to selective colleges and universities like UC (ACT/SAT Reasoning and two SAT Subject Exams).</p> <p>Academic Advising: EAOP students receive an Individual Academic Plan and ongoing advising to ensure that they successfully complete the required 'a-g' course pattern.</p> <p>College Knowledge: EAOP students, their families, and educators in EAOP schools receive timely, appropriate and necessary information to prepare (or assist more students to prepare) for a postsecondary education.</p> <p>EAOP at UC Berkeley meets these program standards by providing opportunities for identified EAOP cohort students to participate in enrichment programs and the placement of a EAOP/DCAC Adviser Fellow.</p> <p>EAOP offers students three academic enrichment programs, SAT Academy, Pre-College Academy and EAOP Summer Sessions. All three of these programs offer students a chance to become stronger college applicants and to prepare for the academic rigors of the following school year and beyond.</p> <p><b>PRE-COLLEGE ACADEMY</b></p> <p>The Pre-College Academy (PCA) is a six-week summer academic enrichment program for students going into the 10th and 11th grades. PCA students are enrolled in two courses, one in a theme based college writing course and another in math. PCA also includes co-curricular activities that provide students with a chance to build community with other college bound students in the Bay Area.</p> <p><b>SUMMER SESSIONS</b></p> <p>EAOP partners with UC Berkeley Summer Sessions to offer students the opportunity to enroll in a six-week UC Berkeley course during the summer. EAOP students going into their senior year and who have a 3.5 GPA (weighted) or higher are eligible to apply. Past courses have included Environmental Earth Sciences, Ethnic Studies, and Greek &amp; Roman Mythology.</p> <p><b>SAT ACADEMY</b></p> <p>The SAT Academy prepares students to take the SAT Reasoning Test, an important component of the college admissions process. This ten-week program begins in January and culminates with students taking the March SAT.</p> <p><b>EAOP/DCAC Adviser Fellow</b></p> <p>Beginning In 2009 UC Berkeley EAOP partnered with the UC Berkeley Destination College Advising Corps (DCAC) adding more resources and services to the EAOP program model. Partnering with DCAC provides the placement of recent college graduates in full-time College Adviser Fellow at a partner high school who are supervised by an experience college access professional (EAOP Career Staff) and go through an extensive training prior to their placement.</p>		

EAOP/DCAC Adviser Fellows serve five days a week at a single high school campus, and receive regular coaching/training. The collaboration between EAOP and DCAC service model leverages the EAOP career staff to serve as Regional Managers who are responsible to train, support, guide and direct DCAC Adviser Fellows as well as serve as liaisons with the partner high school site and district administrators. The EAOP/DCAC program model provides for intensive one-to-one cohort services, while providing whole school services.

#### Program Goals:

UC Berkeley's Early Academic Outreach Program (EAOP) aims to be a resources for students and schools to reach their postsecondary goals. In partnership EAOP/Destination College Advising Corps (DCAC) aims to support our partner schools and district to increase their college application rates, college enrollment rates, increase FASFA and CA Dream Act application completion, support the development of the high school college-going culture, and to serve as a resource for all students attending our partner sites.

Support activities may include:

Individual drop-in college advising/preparation

Individualized College Success Plan (focusing on A-G completion)

Parent/family events (including Decision Day)

College information workshops

Financial aid/scholarship workshops

School wide events (Fairs, College Awareness Activities, etc.)

In collaboration with the district, the EAOP/DCAC program aim to see an increase in college applications, college admissions, and college matriculation and persistence rates of the students at partner high schools.

Evaluation of Success: Student Academic Preparation and Educational Partnerships (SAPEP) Annual Report, Senior exit survey, National Clearinghouse Data, Classroom adoption pre and post surveys (evaluation of student's college knowledge), and College enrollment rate data.

#### Program Delivery:

EAOP enrichment programs take place during the weekend and day over the summer.

SAT Academy meets every Saturday for six weeks in the spring. Five hours per session.

Summer Session is a 6 week long summer session course offered through UC Berkeley Summer Sessions. The course meetings and time is dependent on the lecture and content of the course taught by UC Berkeley faculty.

Pre College Academy is a six week long summer enrichment program that meets four days a week. Approx six hours per day.

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Individual Setting (1:1), Group Setting	Pre College Academy: Approx. 120 students; SAT Academy: Approx. 96 students; Summer Sessions: Approx. 24 students.

Cost Structure:	Limitations:
<p>SAT Academy - No Cost to WCCUSD, EAOP supplements \$26,400.00 for 96 students to participate (@ \$275.00 per student).</p> <p>Summer Sessions - No Cost, EAOP supplements \$16,550.00 for 24 students to participate (@ \$789.00 per student).</p> <p>Pre College Academy - \$120,000.00 total cost. Each EAOP/DCAC high school receives 20 program spaces to fill for PCA at a cost of \$1,000.00 per student.</p>	<p>EAOP aims to serve communities of youth and their families who may be low-income, first-generation college-going, english-language learner or form an under represented minority group in higher education.</p>

#### Contact Information:

Point Person:	E-Mail:	Phone Number:
Martin De Mucha Flores	<a href="mailto:martin.demuchaflores@berkeley.edu">martin.demuchaflores@berkeley.edu</a>	510 529 5256

<http://eaop.berkeley.edu>

Organization:	Program Name:	Program #:
West Contra Costa Public Education Fund	Cash for College Site Coordinator	<b>116</b>
Program Description:		
The Ed Fund will coordinate the Cash for College Night at the high school including promotion of the event, coordination of volunteers to help with application assistance, presentation for parents and students at the event, ordering of materials and communication with the East Bay Consortium and California Student Aid Commission to ensure a smooth running Cash for College Night with high student and parent attendance.		
Program Goals:		
The goal is to hold a smooth running Cash for College Night with high student and parent attendance. We expect to see a 25% increase in attendance at the event resulting in more seniors completing their financial aid applications on the night of the event and subsequent to the event.		
Program Delivery:		
Promotion of the event will happen during school class time through in-class announcements. The presentations will take place in the evening in a large meeting space at the school (library, cafeteria) and application completion will be in computer labs or on notebooks provided by the school.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Group Setting	75-100 Families

Cost Structure:	Limitations:
The cost for Cash for College Site Coordinator is \$1,500	High school seniors and their parent/guardians

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Veli Waller	<a href="mailto:veli@edfundwest.org">veli@edfundwest.org</a>	510-233-1464 X105
	<a href="http://www.edfundwest.org">www.edfundwest.org</a>	



Organization:	Program Name:	Program #:
West Contra Costa Public Education Fund	College Advising Program (CAP)	<b>117</b>
Program Description:		
<p>Many students face significant financial challenges and gaps in their understanding of the college application process that act as barriers to post-secondary access and success. The counselor to student ratio in California continues to lag behind national averages and not all students receive guidance on the college application process. Our College Advising Program is a series of 4-5 in-class workshops including: Finding the Best Fit College &amp; College Applications, Financial Aid 101, Scholarship Applications and Beyond Admissions. By providing CAP curriculum in the classroom, all students become knowledgeable about the college application process and understand how financial aid and scholarships can help them achieve their college goals. Ed Fund staff partners with a senior-year teacher to deliver these in-class workshops.</p>		
Program Goals:		
<p>Through this program students will have increased support in selecting appropriate colleges to which they will apply, completing their financial aid applications and in identifying and applying for scholarships. In addition, they will gain a better understanding of what steps they need to take after they receive their college acceptances. Through CAP we've seen an increase in the number of students applying to college and the amount of financial assistance they've received to help support their post-secondary education. We will evaluate our success by tracking the number of students that apply for a post-secondary education program. Financial Aid Completion will be measured with an expected completion percentage of 80%. We will also ensure that 80% of eligible students complete a Richmond Promise scholarship application and students will seek out other scholarship opportunities.</p>		
Program Delivery:		
<p>Four workshops held during class-time throughout the school year. During workshops students must have access to computers.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	35 students per section

Cost Structure:	Limitations:
<p>Funding has been secured to offer this program at no charge to WCCUSD for the Kennedy, DeAnza and El Cerrito IT Academies.</p> <p>Additional sessions can be offered at the cost of \$3,000 per session (class of up to 35 students)</p>	<p>This program is available only to high school seniors and a senior-year teacher must partner with the Ed Fund to provide in-class time for workshops.</p>

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Veli Waller	<a href="mailto:veli@edfundwest.org">veli@edfundwest.org</a>	510-233-1464 X105

[www.edfundwest.org](http://www.edfundwest.org)

Organization:	Program Name:	Program #:
West Contra Costa Public Education Fund	Financial Aid Completion	<b>118</b>
Program Description:		
For the cost of one student receiving a Cal Grant for their first year in college, the Ed Fund will provide a comprehensive financial aid completion program for your entire senior class. This will include: promotion and coordination of a Financial Aid Information Night, Cash for College Night, in-school financial aid completion and individual follow-up to ensure all students have been given the opportunity to receive help with their financial aid applications.		
Program Goals:		
The overall goal is to increase the percentage of students that are applying for and receiving financial aid to support their post-secondary education. Studies show that 90% of seniors that complete a financial aid application proceed directly to college compared to 55% of those that do not complete a financial aid application. This program will ensure that all seniors have the opportunity to receive assistance with their financial aid applications. The goal of this program is for 75% of seniors to complete their applications by the March 2nd priority deadline making these students eligible to be considered for millions of dollars in public aid. The program's success will be measured by the percentage of seniors completing their applications by March 2nd.		
Program Delivery:		
Evenings, afterschool and during school-time, October through March.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Individual Setting (1:1), Group Setting	Entire Senior Class

Cost Structure:	Limitations:
The cost for the financial aid completion program is \$6,000	no limitations

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Veli Waller	veli@edfundwest.org	510-233-1464 X105

[www.edfundwest.org](http://www.edfundwest.org)

Organization:	Program Name:	Program #:
West Contra Costa Public Education Fund	Instructional Assistant Program	<b>119</b>
<b>Program Description:</b>		
With our Instructional Assistant Program we will provide a BAYAC AmeriCorps Instructional Assistant within the classroom to support classroom teachers. Depending on the needs of the school, the Instructional Assistant may also provide tutoring outside of class time. Support can be provided for English Language Learners (ELL), Algebra support or any academic support identified by the principal or school staff as an area of additional support needed. The Instructional Assistant will spend 32 hours per week throughout the school year on campus to support the academic needs of the school. Examples of duties include: Provide assistance to small groups or individual students in a variety of subject and skill areas, assist teacher with development and presentation of classroom materials, assist students in learning activities, assist in maintaining a positive classroom environment, support students in their completion of homework or daily assignments.		
<b>Program Goals:</b>		
The goal of this program is to support the academic achievement of students to help increase high school graduation rate, the number of students that are completing their A-G coursework and helping students to prepare for post-secondary education opportunities. Depending on the needs of each school, the Instructional Assistant will help increase student success in the target area (English Language Learners, Algebra, Biology etc.). Success will be evaluated by the number of students the Instructional Assistant is helping and the academic outcomes of those students in the subject area identified.		
<b>Program Delivery:</b>		
Depending on the needs of the school, program delivery will take place during school and after school within in the classroom and after school in the library (or another location conducive to individual or small group tutoring).		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Individual Setting (1:1), Group Setting	Approx. 180 students per Assistant

Cost Structure:	Limitations:
The cost of one Instructional Assistant is \$20,000 and includes approximately 1150 hours of on-site support.	no limitations

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Veli Waller	veli@edfundwest.org	510-233-1464 X105

[www.edfundwest.org](http://www.edfundwest.org)

Organization:	Program Name:	Program #:
West County Lego Robotics (WCLR)	STEM Voyages of Discovery	<b>120</b>
Program Description:		
WCLR is a traveling turn-key Lego Robotics STEM laboratory. The laboratory, sufficient to handle a full classroom, includes 20 laptops, 15 Lego Robotics Mindstorm 2.0 kits, and code testing tables. Students in teams of two, build, code, and test their programming skills. The workshop program provides Lab aides to assist the teams. Based upon the individual school's bell schedule, teachers bring their class for an hour to and hour and half workshop. Usually, each class will receive 3 workshops over the 12 day session.		
Program Goals:		
The workshops are fun. Through observation and surveys. Students develop their hands-on building and coding skills. and come away with the ability to program complex coding assignments. In addition, Natural World concepts become part of their background science knowledge. Lastly, the students start to experience socialization growth.		
Program Delivery:		
Each school: 12 full in-School in- class days in a classroom. 6 Mondays and 6 Fridays or 6 Tuesdays and 6 Thursdays Or any combination		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	1200-1500 K-6 students in 4 diferent schools.

Cost Structure:	Limitations:
Cost to each WCCUSD School: \$ 7500.00 for 12 full day workshops per school	Title 1 K-6 Schools only

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Peter Margolis	shasta8808@aol.com	408 309 0499

[www.westcountylegorobotics.com](http://www.westcountylegorobotics.com)

Organization:	Program Name:	Program #:
West County READS	Book Giveaway Event	<b>171</b>
Program Description:		
We provide 1-2 books for each student enrolled. Books are purchased with multi-ethnic needs in mind, bilingual if requested and appealing subjects.		
Program Goals:		
We wish to instill the joy of reading and allow students the opportunity to choose their own reading.		
Program Delivery:		
During school, single event. Usually in the library or other large room.		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting, Special event	Entire enrollment of school.

Cost Structure:	Limitations:
\$5 per student	No limitations

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Robin Y. Wilson	westcountyreads@gmail.com	510-757-5030

[westcountyreads@gmail.com](mailto:westcountyreads@gmail.com)

Organization:	Program Name:	Program #:
West County READS	Take It, Leave It Bookshelf	<b>172</b>
Program Description:		
This project was created to make free reading available to children and families in public locations. Bookshelves are filled with new and gently-used books. Readers are encouraged to borrow a book, read it, return it to the bookshelf, and borrow another book to read. WCR replenishes the supply of books as requested. Currently there are 15 bookshelves set up. 3 new bookshelves are being installed in 2017.		
Program Goals:		
The goal is to provide additional free reading to students and their families. It is a low stress lending library which WCR will maintain for a fee.		
Program Delivery:		
Room for a 3' bookshelf, 3 shelves high is standard. Variable sizes if needed by site.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents	Group Setting	All students enrolled and their families.

Cost Structure:	Limitations:
Bookshelf \$3,000, Books only \$2,000, Supply to replenish twice/year \$500	No limitations.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Robin Y. Wilson	westcountyreads@gmail.com	510-757-5030

westcountyreads.org

Organization:	Program Name:	Program #:
zSharp	Comprehensive In-School Music Education (Grades TK-6)	<b>121</b>
<b>Program Description:</b>		
<p>zSharp provides a comprehensive, weekly, in-school music program for TK-6 grade. In addition to providing music education for its own sake, zSharp's music teachers work closely with classroom teachers to create relevant, interdisciplinary lessons that enrich the overall academic experience of their students. There are three components to this program: planning an integrated curriculum at each individual partner school, implementing that curriculum with experienced teachers, and using positive results to effect long-term, systemic change.</p> <p>Drawing upon the Common Core and music standards from the National Association for Music Education (NAfME) and California Visual and Performing Arts (VAPA) Standards, zSharp designed an innovative in-school curriculum in which music classes are active and engaging for students and supplement and reinforce concurrent academic lessons. zSharp teaching artists are highly qualified-- averaging seven years of teaching experience before joining the team. As they work with their students, zSharp teachers continually evaluate the techniques and activities that prove most effective and provide continuous feedback that shapes the zSharp curriculum from year to year.</p> <p>Our music teachers deliver interdisciplinary music classes that are completely integrated into the school's curriculum. These active and engaging classes form the backbone of zSharp's program activities. Each week, students sing and play, while mastering musical concepts like rhythm, melody, notation, form, expression, and proper vocal technique. Students play xylophones, drums, recorders, keyboards, and a variety of percussion instruments every school year. Each semester culminates in a school-wide concert, which provides a natural goal for students to demonstrate their skills, as well as an opportunity for families and peers to celebrate the hard work of the students. In any given performance, students play a wide range of instruments and demonstrate proper ensemble performance skills.</p> <p>Note: zSharp also helps support schools that hire their own music teachers through our Music Mentor and Professional Development program. Please reach out to Executive Director, Kim Kays, for more information.</p>		
<b>Program Goals:</b>		
<p>zSharp's program activities focus on the development of key musical skills, measurable academic progress, increased school attendance, and improved social and emotional health of students. Music classes are active, engaging, and provide a safe space for students to create, take risks, and build connections with their community, culture, teachers and each other. The integrated zSharp music curriculum is designed to help students meet and exceed national and state music education standards. For instance, by the end of the school year sixth graders are able to perform melodies and rhythms in duple and triple meter, compose short pieces in a variety of styles, and transcribe rhythmic and melodic examples into standard notation. Objectives like these are set forth as part of the comprehensive benchmark system used by zSharp teachers and staff to provide a consistent and goal-oriented learning experience for the students. zSharp teachers work in conjunction with the Program Director to assess this data and improve instruction to ensure that students reach a mastery level of each benchmark by the end of the school year.</p> <p>The interdisciplinary nature of zSharp's curriculum and collaborative relationship between the partner school teachers and zSharp staff effects positive, systemic change by seeking to make music an integral aspect of the school's culture. Our integrated curriculum enables students to develop musical skills while reinforcing Common Core Standards and regular classroom coursework, leading to higher performance on standardized tests and development of critical thinking skills. zSharp uses standardized test results and attendance data to evaluate the impact of zSharp programming on academic achievement and attendance at our partner schools. Historically, test scores at our partner schools reflect a positive impact from zSharp, with a 16.4% increase on Academic Performance Index scores over the course of several years of partnership with zSharp. In addition, truancy rates typically decrease, especially on days when zSharp classes are in session.</p>		

**Program Delivery:**

We provide in-school music class for grades TK-6. Ideally, we serve the entire student population, once a week for a 30-45 minute music class. However, we work with each of our partner schools to customize a schedule that works for them. A designated classroom for music class is preferred, however our music teachers are flexible and able to visit classrooms for music class, if necessary. zSharp provides classroom instruments (xylophones, drums, other various percussion instruments, an electric keyboard, etc.) and supplies, but also asks that each partner school provides our teachers with basic classroom supplies and consumables (paper, pens, dry erase markers, staplers, tape, etc.), if possible.

zSharp's collaborative model asks that each classroom teacher is present in the classroom and participates in each music class. The level of participation and comfort varies from teacher to teacher, however, we ask that classroom teachers are minimally engaged during music classes and refrain from cell phone use. Ideally, classroom teachers join in the music lesson along with the students, modeling collaboration and risk-taking. This, along with integrated lesson planning, allows the zSharp staff & curriculum to fully embed into the school culture and provides more meaningful cross-curricular learning opportunities for students.

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	Entire student body

Cost Structure:	Limitations:
<p>Tier 3 - Unduplicated Count 90-100% - \$950/class  Tier 2 - Unduplicated Count 50-89% - \$1,200/class  Tire 1 - Unduplicated Count 0-49% - \$1350/class  A typical music program for a TK-6 grade school with two classes per grade level (16 classes) would range from \$15,200 to \$21,600.  *zSharp teachers are also available to attend professional development sessions or collaboration meetings outside of their regular teaching schedule, additional fees may apply. This will be discussed and outlined in each individual partner school's letter of engagement.</p>	<p>zSharp is committed to improving access to high quality arts education to all students. Therefore, through fundraising and grant-writing, we supplement the cost of our programming to all schools. However, schools with a higher unduplicated count will pay the least for our programming, as these are the schools that are supported by our foundations. We will make every Please see the cost of programming below for our fee structure. We do have a limited staffing capacity, so are only able to expand by 3-4 schools this school year.</p>

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Kim Kays	kkays@zsharp.org	510-761-9141

[www.zsharp.org](http://www.zsharp.org)



Organization:	Program Name:	Program #:
College Is Real, Inc.	College Readiness	1
Program Description:		
<p><b>ACADEMIC COUNSELING</b> CIR's director helps students design their high school academic program in order to meet four-year university admissions requirements (A-G requirements in most cases).</p> <p><b>COLLEGE APPLICATION ASSISTANCE</b> CIR's director, mentors and other volunteers assist and oversee CIR's juniors and seniors with the college application process. CIR often pays application fees for students who apply to more colleges than government fee waivers cover.</p> <p><b>COLLEGE TOURS</b> CIR organizes multiple California college campus visits each year in order to expose its students to the college environment and to motivate them to think about opportunities beyond their communities.</p> <p><b>COMMUNITY SERVICE</b> CIR organizes and sponsors various community service activities for its members in order to spread its college aspiration message to the community and to give its members an opportunity to give back to the community while helping to strengthen their college applications.</p> <p><b>SCHOLARSHIPS</b> CIR awards college scholarships to its graduating seniors at its annual recognition dinner which is attended by CIR members, their families and mentors; CIR also awards scholarships to sophomores and juniors attending summer college prep programs. CIR provides merit scholarships to alumni attending college.</p> <p><b>MENTORING</b> CIR provides each student with a volunteer mentor to act as a counselor and friend in order to help the students believe in themselves and be accountable to a knowledgeable college graduate. The mentors in most cases act as "surrogate parents" for the academic process since most of the students' parents are not familiar with the college process.</p> <p><b>TUTORING</b> CIR provides after-school tutoring and study hall with college students acting as tutors.</p> <p><b>COLLEGE TEST PREPARATION</b> CIR provides a multi-week SAT and ACT screening and preparation course.</p> <p><b>MIDDLE SCHOOL OUTREACH</b> CIR runs a weekly after-school, and summer school multi-week math and literacy program for a "feeder" middle school.</p>		
Program Goals:		
We seek to ensure that all students in our program graduate high school, apply to four-year colleges, and that at least 90% will be accepted into and matriculate at four-year college.		
Program Delivery:		
Typically during the school day, but there are also after-school programs as well as occasional week-end and summer activity.		

Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	250 students in the current school year, growing to approximately 350 by next year.

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	Students at Richmond and De Anza High Schools, with hoped-for expansion to Kennedy High School in the next school year.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Angelica Arriaga	<a href="mailto:collegeisreal@gmail.com">collegeisreal@gmail.com</a>	951-312-2789

[www.collegeisreal.org](http://www.collegeisreal.org)

Organization:	Program Name:	Program #:
East Bay Consortium/ Cal-SOAP	College Information Day	<b>2</b>
Program Description:		
College Day aims to provide middle and high school students and parents the opportunity to explore the infinite higher education options that lay ahead of them. Over 60 representatives from colleges and universities throughout the United States attend and offer prospective students a glimpse into their college. In addition, students and parents have the opportunity to attend several workshops in both English and Spanish. Workshop topics include: Admissions Information, Financial Aid, Transfer: Making It Happen (TMIH), Keeping College as a Goal, College: Making It Happen, Who Do You Want To Be?, Completing the UC and CSU Application, Writing the UC Personal Insight Questions, Independent College Information and Required College Admissions Tests. These events are free of charge and open to all middle and high school students. The East Bay Consortium's College Day is always held in the beginning of October.		
Program Goals:		
Expose middle and high school families and students to the infinite possibilities within higher education. In addition, to educate families and students on the application and admission process, transferring, careers and financial aid. At each workshop we conduct evaluations to measure the effectiveness of the presentation context and delivery of presenter. In addition, the registration forms allow us to measure what schools and districts participate in the program.		
Program Delivery:		
One day event, 8:30am-1pm at the UC Berkeley campus.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents	Group Setting	Average number of participants in the past over 1,200. WCCUSD had an average of 400 students and families attend each year.

Cost Structure:	Limitations:
FREE to all students and families, online registration highly encourage or onsite.	Low-income, first-generation and underrepresented youth.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Jasmin Cartagena	<a href="mailto:jasmin@eastbayconsortium.org">jasmin@eastbayconsortium.org</a> <a href="http://eastbayconsortium.org">http://eastbayconsortium.org</a>	510-879-1581

Organization:	Program Name:	Program #:
East Bay Consortium of Educational Institutions, Inc.	College Advising	3
Program Description:		
College advising services will enhance access to higher education for seniors attending Richmond High School and/or Kennedy High School not currently being served by other college access programs. Advising services will relate to college admission, financial aid and other topics associated with pursuing and accessing higher education.		
Program Goals:		
College advising services will increase students' confidence about accessing educational opportunities and provide students with the opportunity to connect to current college students. College advising services will address these goals through the implementation of a customized comprehensive program designed to expose students to post high school options, assess students' academic and personal needs and to guide in the planning, preparation and execution of a post high school plan that allows them to make informed and confident decisions about their futures. Services will be provided by trained college students, some of whom are former WCCUSD alumni, who pride themselves in not only being college advisors but mentors that are open minded, respectful and make themselves available to students. College advisors will keep accurate records on students participating in program activities and services. College advisors will conduct a survey in which seniors self report college applications sent, post secondary plans, types of financial aid received and evaluate EBC college advising services.		
Program Delivery:		
College advising will be on a drop in basis and by appointment and will take place between the hours of 10:00am to 5:00pm at the College/Career Center. In order to effectively assist in the college-going process as well as in the financial aid process, students will be served intensively through small group and classroom presentations.		

Population Served:	Delivery Method:	Number of clients:
Students	small group	25-100 seniors at each school depending on number of East Bay Consortium college advisors working at the school.

Cost Structure:	Limitations:
One college advisor free of cost per school site. Each additional college student advisor will be \$6,000 per year. College advisor will work 12-15 hrs per week and will have a caseload of 25 seniors selected by the school counselor overseeing EBC's college advisor at the school.	Low-income, first-generation and underrepresented high school seniors at Richmond and Kennedy High Schools

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
MONica Montenegro	<a href="mailto:monica@eastbayconsortium.org">monica@eastbayconsortium.org</a>	(510) 879-1577

[www.eastbayconsortium.org](http://www.eastbayconsortium.org)

Organization:	Program Name:	Program #:
East Bay Consortium/ Cal-SOAP	Cash for College	4
Program Description:		
California Cash for College (CCFC) program is a statewide program, which offers free professional financial aid assistance through evening workshops for students and their families to complete the Free Application for Federal Student Aid (FAFSA) and the CA Dream Act Application. The workshops include financial aid literacy presentations and local financial aid officers on site to answer questions.		
Program Goals:		
Help low-income, first-generation and underrepresented students and families complete their financial aid applications before the March 2nd deadline. Each site measures the effectiveness of the program through onsite evaluation forms. If the site captures or surpasses at least 30 participants the site is eligible for a \$300 stipend.		
Program Delivery:		
One-time evening workshop, typically 2 hours long at the local high school(s).		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Community Residents	Group Setting	Average number of participants in the past over 1,200. WCCUSD has had an average of 500 students and parents.

Cost Structure:	Limitations:
N/A	Low-income, first-generation and underrepresented youth.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Jasmin Cartagena	jasmin@eastbayconsortium.org	510-879-1581

<http://eastbayconsortium.org>

Organization:	Program Name:	Program #:
Jewish Coalition for Literacy (JCL) ( an independent project of the Jewish Community Relations Council)	Jewish Coalition for Literacy	5
Program Description:		
<p>The Jewish Coalition for Literacy:</p> <p>Provides adult volunteer tutors who are trained by JCL to focus on reading aloud, reading comprehension and vocabulary development for struggling K-3 students on a 1-1 or small group basis in the classroom.</p> <p>Type of student:</p> <p>JCL works with students who are reading 1-2 years below grade level and are not in need of professional intervention.</p> <p>Approach: Rather than using a test-driven, curriculum-based approach focused on the technical aspects of reading, JCL believes that children improve in literacy and comprehension skills by reading aloud together with a nurturing adult, who has been trained by JCL to help them develop language and critical thinking skills in addition to confidence and self-esteem. JCL tutors share valuable life experiences with their tutees and impart them with a sense of curiosity and a lifelong love of learning and books. Often, JCL volunteers have skills in languages in addition to English and make great tutors for our English Learner students.</p> <p>Parent Education Programming: JCL offers workshops for parents to develop skills to practice reading at home Let's Read at Home SEL: Exploring Feelings through Reading Stride Ahead/Avoid Summer Reading Slide.</p> <p>Donates high quality children's books to schools, JCL students and their parents so they can have access to books and can read together at home.</p>		
Program Goals:		
Expected outcomes include: students will improve in reading level, critical thinking, comprehension, vocabulary, and other literacy skills, in addition to becoming more confident learners with greater self-esteem and a more positive attitude toward reading and school. Most JCL students make a year's reading growth while working with JCL tutors.		
Program Delivery:		
During the school day. Most tutors offer 1x a week, but many can be encouraged to attend 2x's a week. A quiet space where tutors can work with students.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Community Residents	Individual Setting (1:1), Group Setting, Parent Workshops can be scheduled at a mutually convenient time by contacting JCL staff. School-Wide Book Giveaway Events can be scheduled at a mutually convenient time by contacting JCL staff	Students: 25 Parents: 10-30 depending on workshop attendance. Staff: 2-3

Cost Structure:	Limitations:
N/A	Title 1 schools only

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Judy Pam-Bycel	jpbycel@jcrc.org	510-809-4904

<http://www.jclread.org>

Organization:	Program Name:	Program #:
Richmond Promise	Richmond Promise Near-Peer Ambassador Program	6
<b>Program Description:</b>		
<p>The Richmond Promise Near-Peer Ambassador Program will develop a pipeline of Near-Peer Ambassadors, who are current college students, to come back and have college and career conversations with 9th grade students at Kennedy High School during their College and Career Ready class. Near-Peer Ambassadors will be trained to have a series of classroom based “college conversations” in a small-group setting, providing students at Kennedy with positive peer-role models, and examples of post-secondary success. In addition to college conversations, Near-Peer Ambassadors will co-facilitate 3 core-milestones with students and families: a) Near-Peer College Fair for middle school students and families; b) College Tour facilitated from a student of color/first-generation perspective to ensure that families know that college is a feasible option for their children; c) 10-Year Plan development and panel review: students will complete a 10-year plan. Near-Peer mentors will assist students throughout the process, and serve on the final review panel.</p>		
<b>Program Goals:</b>		
<p>The core goals of the Near-Peer Ambassador Program are to: 1) Develop a college-graduating and community giving pipeline of Richmond Promise Scholars, 2) Build college knowledge and college cultural capital among 9th graders at Kennedy High School, 3) Build leadership capacity and create a cohort of community leaders among college student Near-Peer Ambassadors, 3) Build and strengthen institutional partnerships between implementing partners (WCCUSD, CCC, UC/CSU).</p> <p>Expected outcomes/metrics to measure effectiveness:</p> <ul style="list-style-type: none"> <li>- Over 90% of participants indicated that they are interested in attending a higher education institution</li> <li>- Over 80% of students indicated that they know someone who reminds them of themselves in college</li> <li>- 90% of students have an individual education plan with a mentor, teacher, and/or counselor</li> <li>- Over 80% of participants have visited at least two institutions of higher education</li> <li>- 100% of student participants have checked-in at least four times with a Near-Peer Ambassador throughout the year</li> </ul> <p>Method of evaluation/measuring effectiveness: Pre/post surveys to 9th grade students &amp; Near-Peer Ambassadors, student reflections and final projects, WCCUSD data</p>		
<b>Program Delivery:</b>		
<p>When: During School in the College &amp; Career Ready class</p> <p>Frequency: 2x a month (Any day except Wednesdays, exact days dependent on Ambassadors' schedules)</p> <p>Space: Library</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	250

Cost Structure:	Limitations:
N/A	9th graders at Kennedy High School via College & Career Ready class

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Jessica Rodriguez	jrodriguez@richmondpromise.org	510-761-7231

[www.richmondpromise.org](http://www.richmondpromise.org)



Organization:	Program Name:	Program #:
The Watershed Project	Kids in Marshes	<b>7</b>
<b>Program Description:</b>		
<p>Kids in Marshes/Creeks is an elementary school program where students learn about salt marshes or creeks.</p> <p>Kids in Marshes:</p> <p>Students learn about the plants and animals that live within different zones of the salt marsh through interactive games and building a model salt marsh. Students visit a local salt marsh for their field trip, and have the opportunity to explore the shoreline observe birds and go on plant scavenger hunts.</p> <p>Lesson 1: Introduction to Salt Marshes</p> <p>Field Trip: Salt Marsh Exploration</p> <p>Optional Lesson 2: Action project to protect salt marshes and deeper dive into salt marsh ecosystems</p> <p>Kids in Creeks</p> <p>Similar to Kids in Marshes, students spend the first lesson learning about riparian habitats and how animals, plants and humans need creeks. Students visit a local creek and engage in study of macroinvertebrates, water quality testing, scavenger hunts and creek clean-ups.</p> <p>Lesson 1: Introduction to Creeks</p> <p>Field Trip: Creek Exploration</p> <p>Optional Lesson 2: Action project to protect creeks and a deeper dive into creek ecosystems</p>		
<b>Program Goals:</b>		
<p>Program goals:</p> <ol style="list-style-type: none"> <li>1. Increase student's connection to, and time in, nature</li> <li>2. Engage students in learning about marsh and riparian ecosystems</li> <li>3. Engage students in nature explorations in local marshes and creeks in order to deepen their understanding of, and connection to, their watershed</li> </ol> <p>Deliverables:</p> <p>To meet Goal 1, we offer at least one field trip for each student in the program, which amounts to at least 4 hours visiting a local creek or marsh.</p> <p>To meet Goal 2, we provide at least one classroom lesson, and a field trip, focused on riparian or marsh ecosystems.</p> <p>To meet Goal 3, we take students to local regional parks or neighborhood parks to demonstrate that they don't have to travel far to be in nature or learn about creeks, marshes and their watershed.</p> <p>Outcomes:</p> <p>We expect to see students learn about creek and marsh ecosystems. We expect to see students' curiosity about the natural world through the questions they ask about the creek/marsh and the plants and animals that they discover. We expect to see greater awareness of how people's actions impact the health of our local creeks, marshes and watersheds.</p> <p>Evaluating Success: We use student work and classroom discussions to assess what students gained from the program. At the beginning and end of each program, we ask students what they know about creeks/marshes, in order to evaluate what they have learned. At the conclusion of the program, we ask students what they're going to take away from program, or what they found most memorable, interesting, or surprising. We also collect informal feedback from teachers about the program.</p>		
<b>Program Delivery:</b>		
<p>During the school day</p> <p>Classroom space</p> <p>Field trips to local parks</p>		

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students	Group Setting	100

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	Elementary Schools Only

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Phaela Peck	phaela@thewatershedproject.org	510-665-3430

[www.thewatershedproject.org](http://www.thewatershedproject.org)

Organization:	Program Name:	Program #:
The Watershed Project	Rains to Roots	8
Program Description:		
<p>In our Rains to Roots high-school program, students explore the complicated question: How can you restore natural function to urban watersheds? By the end of the Rains to Roots program, students realize the issues that affect their communities from urban runoff and stormwater and have a practical understanding of how these issues can be mitigated through low impact design and green infrastructure. The program consists of three 90-100 minute lessons and a service learning trip to the Richmond Greenway. This program is aligned with several NGSS in Engineering and Earth Science.</p> <p>Lesson 1: Why is urban runoff a problem and what is being done to solve it? (Students review watershed maps, learn about what causes runoff and problems associated with runoff and explore how natural watersheds function)</p> <p>Lessons 2-3: How can you restore natural function to an urban watershed? (Students design a rain garden, rain harvesting model or bioswale model and explain how their design minimizes runoff and restores natural function to watersheds in a short presentation to their peers)</p> <p>Field Trip: Service-learning field trip to the Richmond Greenway (Students see rain gardens and bioswales in action at one of The Watershed Project's sites)</p>		
Program Goals:		
<p>Program goals:</p> <ol style="list-style-type: none"> <li>1. Engage students in learning about natural watershed function and runoff in urban environments</li> <li>2. Engage students in an engineering design challenge focused on rain gardens, rain harvesting systems, and/or bioswales and the benefits they offer to urban environments</li> <li>3. Students demonstrate how their designs help restore natural function to urban watersheds</li> <li>4. Expose students to service learning opportunities and how they can help their community</li> </ol> <p>Deliverables:</p> <p>To meet Goal 1, lesson 1 offers activities about natural watershed function and the issues associated with urban runoff.</p> <p>To meet Goal 2, we provide two full class sessions devoted to engineering design challenges, allowing students time to iterate on their designs.</p> <p>To meet Goal 3, students present their designs and their understanding of watershed function to their peers.</p> <p>To meet Goal 4, we take students on a service learning trip to the Richmond Greenway, which is located in their community.</p> <p>Outcomes:</p> <p>We expect to see students actively participating in the design challenge and coherently explaining how their design restores natural function to urban watersheds. We expect to observe students connecting concepts they learned in the program with what they see in the rain gardens and/or bioswales when they are at the Richmond Greenway project location. Our program offers students a greater understanding of the stormwater issues facing their community.</p> <p>Evaluating Success: We ask students to complete a pre-survey at the start of Lesson 1, where they respond to statements on a 5-point scale (strongly disagree to strongly agree) about green infrastructure, urban runoff, how well they can explain those concepts, and their own interest in service-learning opportunities. We also ask two open-ended questions on the pre-survey about natural watershed functions, and what can be done to return natural watershed function to urban watersheds. At the conclusion of the final lesson, students will take a post-survey with the same questions as the pre-survey. We will be able to compare pre-survey results to post-survey results to evaluate how well we are meeting our goals 2 and 3. We also utilize student work in the form of designs and presentations, to assess how well the students comprehended and applied the materials and new knowledge. Finally, we seek dynamic feedback from teachers to improve the program.</p>		

<b>Program Delivery:</b>
During the school day Classroom space Field trip to the Richmond Greenway ~4 times/year

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students	Group Setting	100

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	High Schools Only

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Phaela Peck	phaela@thewatershedproject.org	510-665-3430

[www.thewatershedproject.org](http://www.thewatershedproject.org)

Organization:	Program Name:	Program #:
The Watershed Project	Watershed Education Programs	9
Program Description:		
<p>Watershed Education Programs are elementary school programs with themes of watersheds, marine debris, and waste management. Currently, there are several options available to either focus on watersheds and marine debris, or waste management at school.</p> <p>Bye Bye Basura focuses on watersheds and litter's impact on marine environments. Students interact with a large-scale watershed model to better understand how water and trash move through our watersheds. They also use evidence cards to create their own story of how plastic could have traveled to and in the ocean. Students also participate in a field trip exploring a local park, doing scavenger hunts and playing games out in nature. After the field trip, students are able to write about (or engage in an action project about) what they learned about watersheds and marine debris, and what they saw and experienced on the field trip.</p> <p>Lesson 1: Introduction to Watersheds and Marine Debris Field Trip 1: Local Park Exploration Optional Lesson 2: Follow-up action project or letter-writing project</p> <p>Waste Matters focuses on waste management strategies at school, where certain students/classes participate in a Green Team. They receive in-class lessons on composting and recycling, and take a field trip. A optional follow-up lesson allows students to connect their experiences on the field trip with the waste management work they are doing at school. Students are trained to teach other students about the importance of composting and recycling while helping to manage the school site's program.</p> <p>Lesson 1: Introduction to Composting and Recycling Field Trip: Local Park Exploration Optional Lesson 2: Connecting field trip to practices (action project) Ongoing: school waste management support</p> <p>Explore Your Watershed is geared for 5th grade classes as an intensive, year-long watershed exploration program. Students would explore a creek, lake, and the Bay shoreline as they learn about watersheds and how they can protect them. Learning about marine debris is also included.</p> <p>Lesson 1: Introduction to Watersheds Field Trip 1: Top of the Watershed Exploration Field Trip 2: Middle of the Watershed Exploration Field Trip 3: Bottom of the Watershed (where it meets the bay) Exploration Lesson 2: Follow-up action project or letter-writing project</p> <p>Note: Engaging in all the field trips is not required.</p>		
Program Goals:		
<p>Program goals:</p> <ol style="list-style-type: none"> <li>1. Increase student's connection to, and time in, nature</li> <li>2. Engage students in learning about watersheds and how litter ends up in the ocean as marine debris</li> <li>3. Engage students in nature explorations in neighborhood parks or natural areas to deepen their understanding of watersheds and their connection to them</li> <li>4. Encourage action towards protecting watersheds and reducing marine debris</li> </ol> <p>Deliverables:</p> <p>To meet Goal 1, we offer at least one field trip for each student in the program, which amounts to at least 4 hours visiting a regional or local park.</p> <p>To meet Goal 2, we provide at least one classroom lesson, and a field trip, focused on watersheds and involve the students in discussions about how they are each connected to the watershed they're in.</p> <p>To meet Goal 3, we take students to local regional parks or local neighborhood parks to demonstrate that they don't have to travel far to be in nature.</p>		

To meet Goal 4, we engage students in different strategies to have them be advocates for keeping our watersheds clean through letter writing or artwork campaigns, for example.

**Outcomes:**

We expect to see students understand what a watershed is, what makes up a watershed, and how they are connected to and use watersheds. We expect to see students' curiosity about the natural world through the questions they ask about the park and its plants and animals that they discover. We expect to see greater awareness of how people's actions impact the health of the watershed.

**Evaluating Success:** We use student work (letters and artwork) and classroom discussions to assess what students gained from the program. At the beginning and end of each program, we ask students what they know about watersheds, in order to evaluate what they have learned. At the conclusion of the program, we ask students what they're going to take away from program, or what they found most memorable, interesting, or surprising. We also collect informal feedback from teachers about the program.

**Program Delivery:**

During the school day  
Classroom space  
Field trips to local regional parks

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	250

Cost Structure:	Limitations:
N/A	Elementary Schools Only

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Phaela Peck	phaela@thewatershedproject.org	510-665-3430

[www.thewatershedproject.org](http://www.thewatershedproject.org)

Organization:	Program Name:	Program #:
The Watershed Project	Wild Oysters	10
Program Description:		
<p>Wild Oysters is a high-school program that uses native Olympia Oysters as a teaching tool. Targeting environmental science, marine science and biology students from underserved communities, we provide four classroom visits and two field trips to participating classes, all of which are free to schools. Students will get the chance to experience a day in the life of a marine biologist as they put on rubber boots and collect data on an oyster reef in the San Francisco Bay. They will also get to taste oysters in Tomales Bay as they learn about aquaculture. This program is aligned with NGSS Disciplinary Core Ideas in Life Sciences.</p> <p>Lesson 1: Introduction to Oysters  Lesson 2: History of Oysters and the San Francisco Bay  Field Trip 1: Point Pinole: Citizen Science  Lesson 3: Data Analysis, Examining Evidence and Aquaculture  Field Trip 2: Tomales Bay: Aquaculture  Lesson 4: Argumentation discussion about oyster restoration  Optional: Camping trip at Point Pinole Regional Park  Optional: Oyster lab</p>		
Program Goals:		
<p>Program goals:</p> <ol style="list-style-type: none"> <li>1. Engage underserved youth in the San Francisco Bay Area in environmental education</li> <li>2. Increase student's connection to, and time in, nature (in particular, the shoreline and subtidal habitats)</li> <li>3. Increase student understanding of human impacts on the ecology of the San Francisco Bay and the Pacific Ocean</li> <li>4. Increase STEM opportunities for underserved youth</li> <li>5. Engage students in a variety of science practices, including investigation, data collection and analysis and argumentation</li> </ol> <p>Deliverables:</p> <p>To meet Goal 1, we plan to present our environmental education curriculum to 300 underserved students.  To meet Goal 2, we offer two field trips for each student in the program, which amounts to at least 8 hours visiting natural shoreline habitats.  To meet Goal 3, we will include student-centered discovery-based activities around human impacts on the Bay.  To meet Goal 4, we provide an opportunity for actually engaging in real science as students monitor oysters and collect real data that we analyze as a class.  To meet Goal 5, we include deep dives into a variety of science practices.</p> <p>Outcomes:</p> <p>By participating in this program, we expect students to have a greater understanding of the San Francisco Bay ecosystem and human impact on that system. We expect to see greater interest in, and awareness of, science practices, citizen science and local STEM opportunities. We hope to encourage long term stewardship of local parks and interest in exploring parks in the future.</p> <p>Evaluating Success:</p> <p>We ask students to complete a pre-survey at the start of Lesson 1, where they respond to statements on a 5-point scale (strongly disagree to strongly agree) about oysters and their roles/benefits, as well as questions about their own interest in spending time in nature, experience using evidence to support a claim and participation in STEM activities, among others. There are also two open-ended questions that prompt students to discuss ecosystem benefits and human-oyster relationships. At the conclusion of the final lesson, students will take a post-survey with the same questions as in the pre-survey. We will be able to compare pre-survey results to post-survey results to evaluate how well we are meeting our goals 2 and 3. We also utilize student work in the form of workbooks, posters and associated presentations, as well as an oyster jeopardy game, to assess how well the students comprehended and applied the materials and new knowledge. Finally, we seek dynamic feedback from teachers to improve the program.</p>		

<b>Program Delivery:</b>
During the School Day Classroom space Field Trips to regional parks Field Trip to Tomales Bay ~6 times/year

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students	Group Setting	300

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	High Schools Only

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Phaela Peck	phaela@thewatershedproject.org <a href="http://www.thewatershedproject.org">www.thewatershedproject.org</a>	510-665-3430



Organization:	Program Name:	Program #:
UC Berkeley, Pre-College TRIO Programs	Talent Search	<b>11</b>
<b>Program Description:</b>		
Talent Search identifies and assists students from disadvantaged backgrounds (6th-12th grade) who have the potential to succeed in higher education. The program provides free services (academic and career advice, SAT/ACT test preparation, visits to college campuses, support with the financial aid and the college application process) and encourages students to graduate from high school and continue on to and complete their postsecondary education.		
<b>Program Goals:</b>		
<p>The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.</p> <p>Objective 1: Secondary School Persistence Expected Outcome: 88% of non-senior participants served each program year will complete the current academic year and continue in high school for the next academic year, at the next grade level.</p> <p>Objective 2: Secondary School Graduation: regular secondary school diploma Expected Outcome: 72% of seniors served during the program year, will graduate during the program year with a regular secondary school diploma, in the standard number of years.</p> <p>Objective 3: Secondary School Graduation: rigorous curriculum Expected Outcome: 56% of seniors served during the program year, who have completed a rigorous secondary school program of study, will graduate during the program year with a regular secondary school diploma within the standard number of years.</p> <p>Objective 4: Postsecondary Enrollment Expected Outcome: 60% of participants, who have graduated with a regular secondary diploma, during the program year will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance or deferred enrollment until the next academic term (e.g. spring term).</p> <p>Objective 5: Postsecondary Degree Attainment Expected Outcome: 45% of participants served during the program year who enrolled in an institution of higher education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring) as a result of acceptance or deferred enrollment will complete a program of postsecondary education within six years. Program evaluation determines through the use of formative and summative evaluation methods, the extent to which program objectives are achieved or exceeded, the effect of the program on students being served, and the quality of services rendered to students. Evaluations will be performed on an on-going basis throughout the program year and will be accomplished by obtaining quantitative and qualitative data from all areas of service to assess the effectiveness of program activities. Due to federal funding that Talent Search receives, we report on program objectives in an annual performance report that is submitted to the U.S. Department of Education each November.</p>		
<b>Program Delivery:</b>		
Visits take place 1-2 times a week. Program takes place during school, after school, and through activities such as college visits, summer programming at UC Berkeley and SAT/ACT preparation courses. A classroom or space in an existing College/Career Center is needed.		
Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	750 students

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	2/3rds of the students we work with must be low-income and first-generation-to-college according to federal TRIO guidelines. As stated in our grant, we are only able to work with students at the following schools in WCCUSD: Helms, Korematsu, Crespi, and Pinole Middle School. De Anza, El Cerrito, and Pinole Valley High School.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Kolondra Harvey	kalo@berkeley.edu	510-642-2312

<http://pctr.io.berkeley.edu>

Organization:	Program Name:	Program #:
UC Berkeley, Pre-College TRIO Programs	Upward Bound and Upward Bound Math & Science	12
<b>Program Description:</b>		
Upward Bound (UB) and Upward Bound Math & Science (UBMS) identifies and assists students from disadvantaged backgrounds (9th-12th grade) who have the potential to succeed in higher education. The program provides free services (Saturday Academy, 6-week summer residential program, tutoring, parent workshops, academic and career advice, SAT/ACT test preparation, visits to college campuses, support with the financial aid and the college application process) and encourages students to graduate from high school and continue on to and complete their postsecondary education.		
<b>Program Goals:</b>		
<p>The goal of Upward Bound and Upward Bound Math &amp; Science is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.</p> <p>Objective 1: Academic Performance (GPA) 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.</p> <p>Objective 2: Academic Performance (Standardized Test Scores) 80% of UB/UBMS seniors served during the project year will have achieved at the proficient level on state assessments in reading /language arts and math.</p> <p>Objective 3: Secondary School Retention and Graduation 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level or will have graduated from secondary school with a regular secondary diploma.</p> <p>Objective 4: Secondary School Graduation: Completion of Rigorous Secondary School Program of Study 80% of all current and prior year UB/UBMS participants, who at the time of entrance into the project had and expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.</p> <p>Objective 5: Postsecondary Enrollment 80% of all current and prior year UB/UBMS participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester)</p> <p>Objective 6: Postsecondary Degree Completion 50% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.</p> <p>Program evaluation determines through the use of formative and summative evaluation methods, the extent to which program objectives are achieved or exceeded, the effect of the program on students being served, and the quality of services rendered to students. Evaluations will be performed on an on-going basis throughout the program year and will be accomplished by obtaining quantitative and qualitative data from all areas of service to assess the effectiveness of program activities. Due to federal funding that UB and UBMS receives, we report on program objectives in an annual performance report that is submitted to the U.S. Department of Education each November.</p>		
<b>Program Delivery:</b>		
Visits take place once a week. Program takes place during school, after school, and through activities such as college visits, summer programming at UC Berkeley and SAT/ACT preparation courses. A classroom or space in an existing College/Career Center is needed.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Individual Setting (1:1), Group Setting	125 students and 50 parents

Cost Structure:	Limitations:
N/A	Students we work with must be low-income and first-generation-to-college or "at risk" according to federal TRIO guidelines. As stated in our grant, we are only able to work with students at the following schools in WCCUSD: Richmond, Kennedy, and Pinole Valley High School.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Kolondra Harvey	<a href="mailto:kalo@berkeley.edu">kalo@berkeley.edu</a>	510-642-2312

# **Expanded**

# **Learning**

Organization:	Program Name:	Program #:
Achieve Learning and Resource Center	After-School Tutoring	<b>122</b>
Program Description:		
<p>Our after-school program is flexible and comprehensive. We discuss with the administrator what areas of academic need the school has identified, and how our instructors can serve to supplement or support school curriculum. We match our tutors, who are college graduates specializing in their field of instruction, with the needs expressed by the school. We align our tutoring with the school's curriculum by studying the targeted-subject syllabi and lesson plans. Once we have the schedule and tutors in place, we begin collecting data - attendance, before-after student/tutor feedback, subjects studied, grade point changes, final evaluations - from which we are able to produce an impact analysis. The impact analysis then serves to inform future interventions.</p>		
Program Goals:		
<p>The goals of the program are to improve student comprehension and performance in academic subjects that have been identified as challenging for the students targeted for intervention. We expect the following outcomes, based upon previously analyzed data:</p> <ol style="list-style-type: none"> <li>1. Over 86% of students should express improvements in comprehension.</li> <li>2. Over 86% of feedback should be positive in regards to tutor interventions.</li> <li>3. Improvement in comprehension should be further reflected in improved grades and test scores for students who have experienced the intervention.</li> <li>4. Our data will inform future interventions by empirically demonstrating where our intervention was most utilized and most helpful.</li> </ol> <p>We will evaluate success by carefully collecting data by session, month, and semester. Our data points include attendance, before-after student/tutor feedback, subjects studied, grade point and test score differences, and final evaluations. We also invite school administrators to make requests regarding specific data points that they would like to have collected and included in the impact analysis.</p>		
Program Delivery:		
The program takes place after school, 1-5 times per week, as requested, and in a classroom(s) or library.		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	100-200

Cost Structure:	Limitations:
Our program is \$55.00 per hour, per tutor, and includes the services of administration and management.	No.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Madison Gaynor	madison@achievethelearning.org	510-903-2224

[www.achievethelearning.org](http://www.achievethelearning.org)

Organization:	Program Name:	Program #:
Center for Youth Development through Law	Mock Trial Program	<b>123</b>
Program Description:		
<p>Overview: CYDL will operate after-school Mock Trial Programs at DeAnza, El Cerrito, Kennedy, Pinole Valley, and Richmond High Schools between late August 2017 and mid-February 2018, with the goal of developing a team at each school to participate in the annual Contra Costa County Office of Education Mock Trial Competition in February of 2018.</p> <p>Eligibility: Students at all grade levels and all skill levels are encouraged to participate and can benefit.</p> <p>Program Activities: Diverse legal professionals will serve as coaches, coming to the school on a scheduled basis, generally twice per week after school. The coaches will help recruit students to participate and teach students about the process and rules of the criminal justice system. CYDL will provide all necessary materials and training.</p> <p>The participating students will learn how to prepare their version of a criminal case. (A new case is developed each year). Each student will assume a role, such as pre-trial motion attorney, trial attorney, witness, law enforcement officer, clerk, or bailiff. Students interested in journalism and art also may participate as courtroom journalists and artists. Coaches will work interactively with students one-on-one and in small groups, using techniques such as role-playing, enabling students to learn the content and processes of law in an exciting and authentic way. CYDL coaches often develop strong relationships with students that last beyond the mock trial season.</p> <p>Preparation and Participation in Contra Costa County Competition: As the season progresses, CYDL will sponsor scrimmages among the five teams, with real judges, to help students prepare for the competition. We will also prepare students to dress professionally and we will purchase appropriate courtroom attire for students if needed. CYDL will register the teams and provide logistical support, materials and charter bus transportation for all sessions of the competition, which takes place at the Superior Courthouse in Martinez. All participating teams will compete at four different competition sessions against other Contra Costa County schools, and will be given individual feedback by judges and attorneys. If a team scores highly enough, they will participate in additional competition rounds. CYDL will also sponsor a concluding celebration for all coaches and students.</p>		
Program Goals:		
<p>Goals:</p> <p>Each student will:</p> <ul style="list-style-type: none"> <li>-engage in healthy competition while receiving encouragement for diligence, persistence and teamwork</li> <li>-understand the process of a criminal trial and the roles of various legal personnel</li> <li>-develop analytical and critical thinking skills</li> <li>-develop persuasive argumentation skills</li> <li>-improve their ability to work with others on a team</li> <li>-learn how to maintain a professional demeanor</li> <li>-become more comfortable and more effective speaking in public</li> <li>-become more comfortable performing under pressure</li> <li>-understand real-world applications of academic skills</li> <li>-develop meaningful relationships with peers and caring adult professionals</li> <li>-gain pride by representing their school in a rigorous academic environment</li> <li>-Students who have participated over several years will also have the opportunity to develop leadership and teaching skills by helping to train the newer students in their roles.</li> </ul> <p>Outcomes:</p> <p>For students:</p> <ul style="list-style-type: none"> <li>-enhanced engagement with school</li> <li>-enhanced confidence in academic abilities</li> <li>-higher academic aspirations and accomplishment</li> <li>-higher career aspirations</li> <li>-preparation for succeeding in a professional environment</li> </ul>		

For each school:

-Pride in fellow student's representation of the school in a competitive academic environment

For the District:

-Visibility of District students at County competition and among local legal professionals

Evaluation:

The performance aspect of the mock trial programs will allow program staff and others to directly observe whether the program's activities have achieved the goals set out for the students. In addition, all mock trial participants will be asked to complete anonymous questionnaires with both close-ended and open-ended questions about how the program has impacted them.

**Program Delivery:**

Sessions will take place after-school on one, two, or three days per week. We would need one classroom for the sessions.

Population Served:	Delivery Method:	Number of clients:
Students	Both group and individual settings	85 or more students

Cost Structure:	Limitations:
The program will cost \$16,350 per high school, assuming five high schools participate.	All students at participating high schools are welcome to participate.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Nancy Schiff	nschiff@youthlawworks.org	510-642-4520

[www.youthlawworks.org](http://www.youthlawworks.org)



Organization:	Program Name:	Program #:
Center for Youth Development through Law	Summer Legal Fellowship Program	<b>124</b>
<b>Program Description:</b>		
<p>Overview: The Summer Legal Fellowship Program is a two-month, full-time summer education and internship program for high school students from disadvantaged backgrounds in Richmond, Berkeley and Oakland. Center for Youth Development through Law (CYDL) operates this program in cooperation with the UC Berkeley School of Law. The Program includes traditional components of effective educational pipeline programs: academic enrichment, encouragement and guidance for higher education, and substantive involvement in the professional career world. The effectiveness of these components is enhanced through our curriculum and practices that foster the student's interpersonal skills and their emotional growth. We create a supportive community which provides our students with a sense of belonging and strength to move into unfamiliar environments. Attending classes on the UC Berkeley campus helps them see higher education as more accessible. Additionally, we empower students with knowledge about law and social justice, and encourage engagement with the wider community. After students complete this intensive program, we offer them ongoing educational and career mentoring.</p> <p>Recruitment and Eligibility: In the spring of 2018, CYDL will recruit students for the program, with a goal of at least 20 participating students from the District (out of a total of 38 students in the program). Sophomores and juniors (at that time) at any high school in the District will be eligible. We have no minimum GPA or other academic criteria. Our criteria for participation are: socioeconomic disadvantage, interest in learning about law and social justice, reliability, and sufficient maturity to benefit from the program. We will especially attempt to reach students who would not otherwise have enriching summer opportunities and who have a strong need for support for college and career readiness.</p> <p>The Program will entail:</p> <ol style="list-style-type: none"> <li>1. Two weeks of daily educational, life skills and leadership activities on the UC Berkeley School of Law campus: Students will take part in a variety of classes and activities on the campus, primarily in groups of less than 20 students at a time. Our diverse staff will employ varied instructional techniques and provide individualized attention.</li> </ol> <p>Classes on Law and Social Justice: Through analyzing Supreme Court cases, conducting mock court hearings, and discussing current legal and political issues, students will learn about the legal system, learn how to make change in law and society, and enhance their academic and communication skills.</p> <p>Educational and Career Development: Students will learn about different careers, the connection between school success and the work world, accessing and paying for higher education, and techniques for finding employment (including resumes, effective interviewing, and networking).</p> <p>Emotional and Social Development: Small-group, interactive sessions will enable students to better understand their own emotions, strengths, passions and challenges; develop constructive ways of coping with difficult circumstances; and improve their interpersonal skills. Students will learn how issues of race, gender, sexual orientation and other identity issues shape our own and other's perspectives. They will gain pride in their unique characteristics, and develop a greater capacity to communicate and build constructive relationships.</p> <p>Conflict Management and Restorative Justice: Students will learn techniques for managing interpersonal issues in their own lives and mediating conflicts among other people, as well as the role of alternative dispute resolution and restorative justice within the legal system.</p> <p>Pre-Internship Preparation and Matching: Students will learn about appropriate workplace attire and behavior, professional demeanor and communications, laws relevant to the workplace, networking, and common issues that arise in the workplace. During this period, the staff will also be learning about student's individual interests, goals and abilities, in order to match each student with an appropriate internship placement, taking into account geographical location and transportation options.</p>		

2. Professional internships from the beginning of July through mid-August: Each participant will work in his or her assigned internship in a firm, community organization or government agency for seven weeks, four days per week. (Placements include District Attorneys and Public Defenders, legal aid offices, and city government offices.) Interns will engage in activities such as observing legal and government proceedings, research, clerical tasks, community outreach, translation of materials, and assisting with events and client intake. They will have the opportunity to develop transferable employment skills, meet role models and mentors, and become comfortable in a professional environment.

Internship coaching: Staff will communicate regularly with internship supervisors and visit interns at their worksites to help them recognize their strengths, provide positive reinforcement, and help them improve where needed. In addition, during sessions on campus, staff will conduct discussions in which students can reflect on issues that arise during the internships, get support for any problems, and learn from each other's experiences.

Stipends: CYDL will pay each student at least minimum wage for their hours of work and cover student workers compensation insurance and other payroll costs. Students who attend all scheduled internship days will be paid at least \$1,800.

3. Continuation of educational activities once per week during the internship period:

After beginning their internships, students will return to the UC Berkeley campus once per week and continue their law and life skills activities described under #1, above. They will also engage in discussions about their internships, as described in #2, above. Additional activities will include:

Field trip to the courthouse: Students will observe legal proceedings and meet judges and other legal personnel.

Mock Trials: Students will develop their analytical skills and public speaking abilities through participation in two mock trials with real judges presiding. Student's families and program will be invited to observe.

4. Graduation Ceremony: The program will culminate in graduation ceremony and reception on the U.C. Berkeley campus featuring presentations by students and a keynote speech. Student's families, internship supervisors, and program supporters will be invited.

5. Follow-up mentoring: We will offer all graduates of the Summer Legal Fellowship Program ongoing educational and career guidance, college application assistance, and financial aid guidance. The assistance will include periodic educational events, informational newsletters and postings, and one-on-one consultation. In addition to practical support, follow-up activities will foster an ongoing sense of community among program alumni. We will also encourage program alumni to give back to the program while furthering their own development by participating as guest speakers and program assistants in future summer programs.

#### **Program Goals:**

Goals:

The Summer Legal Fellowship Program will enable students to:

- understand the legal system's workings and role in society
- understand legal issues faced by their own communities
- express their opinions on current issues
- advocate for themselves and others
- understand how legal and political change can be made
- understand law and public service careers and career paths
- enhance their critical thinking and academic abilities
- enhance their communication skills
- discover their own interests and abilities
- enhance their social and emotional well-being and competence
- develop long-lasting bonds with like-minded peers and caring adult professionals
- realize the connection between academic success and the work world
- feel they belong on a university community, and see higher education as accessible and valuable
- learn how to access college and financial aid
- function appropriately in a professional environment

- acquire transferable employment skills
- prepare a resume and engage in other job search techniques
- acquire the beginnings of a career support network
- feel confident in their abilities and in their future

**Desired Outcomes for the Youth Participants:**

- higher academic aspirations and accomplishment, and especially pursuit of higher education
- pursuit of, and success in, a career pathway that will lead to self-sufficiency and personal satisfaction
- emotional well-being and healthy relationships, both personal and professional
- constructive participation in community life

For those with the desire, achievement of leadership roles in professional and/or political life

**Desired Outcomes for the School District:**

- greater awareness of the capabilities of District students among professional workplaces and the UC Berkeley community
- support for a college-going culture
- more students engaging in beneficial activities during the summer

**Evaluation**

CYDL will conduct both quantitative and qualitative evaluations, including anonymous self-evaluation post-program questionnaires with both close-ended and open-ended questions, comparison of anonymous pre-program and post-program questionnaires, and exit interviews. Internship supervisors will be asked to complete evaluation forms on their interns, and we will monitor the educational progress of our program graduates on an ongoing basis.

**Program Delivery:**

Activities take place primarily during the summer on the UC Berkeley campus and in professional workplaces. Follow-up mentoring activities take place after school and on weekends during the school year. No space at school sites is needed.

Population Served:	Delivery Method:	Number of clients:
Students	Both individual and group settings	20 or more students

Cost Structure:	Limitations:
For twenty District students or more to participate in this program, the cost will be \$108,250. Breaking that down by school based on the fact that we typically work with five high schools, the cost would be \$21,650 per school. If more than 20 students participate, we would not increase the cost; we will obtain funding to cover those students from other sources.	This program serves only students from socioeconomically disadvantaged backgrounds. This is determined broadly, by looking at the student's eligibility for free or reduced school lunch, family situation, parental education level, neighborhood, status as an immigrant or child of immigrants, and other relevant factors.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Nancy Schiff	nschiff@youthlawworks.org	510-642-4520

[www.youthlawworks.org](http://www.youthlawworks.org)

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
City of Richmond	Richmond Camp Elevate	<b>125</b>
<b>Program Description:</b>		
<p>Richmond Camp Achieve offers indoor and outdoor activities, plus opportunities for fun, friendships, and exploration for children ages 6 to 12.</p> <p>Participants enjoy a fun curriculum that takes advantage summer months. Children participate in arts, science, community service and sports. They also participate in enriching excursions that support their on site curriculum.</p>		
<b>Program Goals:</b>		
<p>By the end of summer, children would have:</p> <ol style="list-style-type: none"> <li>1) created new friendships and strengthened existing friendships;</li> <li>2) increased their personal growth and self-esteem;</li> <li>3) acquired new skills or improved on existing ones; and</li> <li>4) strengthened his community through community service.</li> </ol>		
<b>Program Delivery:</b>		
<p>The Richmond Camp Elevate program will take place during June 12 - August 7, 2017. Camp is offered five days per week, with the exception of holidays. We are requesting use of Valley View Elementary School's multipurpose room and outdoor space for physical activities.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	70 - 80 students

Cost Structure:	Limitations:
Camp Hours: 10 am - 4 pm \$68 per week for Richmond residents \$85 per week for non-residents Extended Care Hours (before and after standard camp hours) \$30 per week for Richmond residents \$38 per week for non-residents	No

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Rochelle Monk/Danielle Laguna	rochelle_monk@ci.richmond.ca.us	(510) 620-6511

<http://www.ci.richmond.ca.us/106/Community-Services>

Organization:	Program Name:	Program #:
Oakland Youth Chorus	Multicultural Music Education and Performance Programs	126
<b>Program Description:</b>		
<p>Founded in 1974 to nurture the talent of Oakland's youth and support friendships among Oakland's many cultural groups, OYC helps students build meaningful relationships and musical skills through a challenging music curriculum instructed by highly qualified teachers. We support the social, emotional, and academic growth of our singers through musical skills development, engaging in civic and community performances, and developing multicultural understanding. We accomplish this by creating programs of high educational and artistic merit that are intentionally supportive of low income students. Teaching to curriculum aligned with California standards, OYC in-school music programs focus on providing access to quality music education for TK-6 students. Core outcomes include musical learning and skills development, building confidence and positive self-expression, respect for cultural diversity, and collaboration.</p> <p>Our comprehensive K-6 in-school music programs to provide expanded access to music education for students and support schools in expanding their capacity to build arts programming into their school day and create supportive arts-rich environments for student learning. These programs build upon a 42 year history of providing successful after school programming, deepening access to OYC K-12 pathway for musical, academic, and personal growth through graduation, working in schools and community sites throughout the East Bay to provide accessible programming for families.</p> <p>After school and community K-12 choral programs extend the classroom learning into performance based choral training that connects students to others in their communities and supports community service through the arts. Singers have between 6-15 opportunities to perform throughout the Bay Area each year, and our advanced ensembles regularly perform with major arts organizations, receive master classes from professional musicians (including OYC alumni!), and tour locally and nationally representing the East Bay as musical youth ambassadors.</p>		
<b>Program Goals:</b>		
<p>OYC programs:</p> <ul style="list-style-type: none"> <li>reach students without access to music education</li> <li>improve self-confidence through performance;</li> <li>increase musical skills and knowledge;</li> <li>strengthen multi-cultural respect;</li> <li>support academic aspirations;</li> <li>develop a positive support network of caring adults and peers; and</li> <li>provide unique community-building opportunities.</li> </ul> <p>Programs build multicultural understanding, intentionally bringing our diverse student population of 75% Economically disadvantaged, 30% English Language Learners, and 77% students of color together to build friendships while they learn.</p> <p>Research associates music education with academic success, showing higher test scores, improved school performance, and lower drop-out rates. Choral singing is linked to greater civic and community engagement. (Citations available upon request.)</p> <p>Our investment in empowering and supporting youth has paid significant dividends in a community where young people face barriers to success. All of our Chamber Singers who have stayed through senior year have graduated high school; over 90% go on to college.</p> <p>OYC students develop rhythmic, melodic and harmonic skills, and understanding of the historical and cultural context of music from different countries, periods, and genres. They sing in many languages, learn to play instruments, improvise, and create accompaniments, and read music at age appropriate levels. Older students sing in harmony, including rounds, partner songs and 2-3 part harmony. Singers make aesthetic decisions about the music they perform, interpret conducting cues, and demonstrate healthy vocal production. They can match pitches, sight sing,</p>		

and read rhythms. They learn to interpret the meaning of texts and to assess the quality of performances. Program activities support this development through teaching skills development via repertoire, connecting songs to cultures around the world, and exploration of how music connects with student learning in their classrooms.

Specific objectives, measured by formal assessments and surveys, include:

- 80% report enjoying music more because of their OYC class;
- 90% report learning to sing and play songs from different countries and can reflect upon the culture of origin;
- 90% report being able to sing and/or play a song from memory;
- 85% report participating in at least one performance, which builds confidence, public presentation skills, and pride in accomplishment;
- 80% report being more confident performing music in front of people;
- 80% of middle/high school perform advanced harmonies;
- 80% of middle/high school demonstrate music theory skills;
- 90% demonstrate skills matching pitches, rhythmic patterning, and 75% will independently complete grade level rhythmic and melodic sight reading.

OYC has worked with outside evaluators and researched models to develop assessments measuring progress toward OYC-specific goals. Pre to post performance and/or written assessments are used for all students K-12. Surveys are also used for elementary participants in grades 3-5. OYC evaluations ask students questions about what they have learned and whether OYC has had an impact on their school performance or feelings about school. Parents are surveyed about their satisfaction with their child's learning. Assessment teams conduct individual performance based assessments for elementary students in early October and late May. Tabulated data tracks student growth and assists OYC in determining future program development. Assessment data is shared with teachers to help guide their instructional strategies.

Teaching artists continually assess progress of individual students and adjust teaching plans to meet class needs, and can request professional development topics based on issues they face in classes. We evaluate professional development activities, use quarterly coaching observations, and teachers participate in peer observations using program quality assessment tools developed by the Weikart Center.

OYC reviews numbers of students served, evaluation results, demographics and location of programming, ability of each site to sustain programming in terms of stable enrollment, and excellence in educational and performance benchmarks/targets.

#### **Program Delivery:**

In-school programs during the school day, choral programs can be in or after school. Programs start at 30min - 1 hour/week, Middle School Choruses typically meet 2-5 hours a week. Classroom space, preferably a designated music room, is needed, and access to a piano or keyboard is preferred.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Staff	Group Setting	projected 900 students in 23 sites in 2017-18

<b>Cost Structure:</b>	<b>Limitations:</b>
We work with schools to determine a cost sharing that fits their budgets and keeps our programming sustainable. Typically, contracts run schools 40-50% of the program budget. We work to keep school costs at or under \$60/hr. (typically, shorter term contracts have higher hourly fees).	No

#### **Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Keri Butkevich	keri@oaklandyouthchorus.org	510-287-9700

[www.oaklandyouthchorus.org](http://www.oaklandyouthchorus.org)

Organization:	Program Name:	Program #:
Richmond Art Center	RAC After School Artist Residency	<b>127</b>
Program Description:		
<p>RAC program administrators will work with school administrators to decide on an art medium for the residency. Possible media include printmaking, book and paper arts, ceramics, mixed-media, animation and more. Students will work with an experienced professional teaching artist to learn the fundamentals of their chosen art medium. Over the course of 8 sessions, students will learn a variety of techniques within their chosen medium and create 3-5 finished pieces. Students will learn some history of the art medium and some artists who have worked within it. Lessons align with VAPA standards and can support STEAM principles if desired. Student's final work will be displayed in a final show in May at the Richmond Art Center's Community Gallery. Students will take an artist-docent led field trip to the RAC and tour our 6 art making studios, explore visual work in our 4 galleries and do a short art making activity.</p>		
Program Goals:		
<p>The Primary Learning outcomes of this program are:</p> <ul style="list-style-type: none"> <li>- Students will feel comfortable sketching/ envisioning/ planning an art project via sketchbook work and/or 3-d maquettes.</li> <li>- Students will take ownership of the core skills, processes and vocabulary in printmaking, ceramics, book and paper arts, animation, sculpture, mixed-media or chosen media focus for 8 week class.</li> <li>- Students will feel comfortable talking and/or writing about their artistic process and art works of others.</li> <li>- Students will understand the concept of visual art exhibition, creating a piece of art for display at their school site or at the Richmond Art Center</li> <li>- Students will understand collaborative art making.</li> <li>- Students will experience making art inspired by play and exploration, personal narrative/ beliefs, existing artwork, and formal principles.</li> <li>- Students will learn about professional artists' work, cultural and social contexts, and the fields associated with art and artists.</li> </ul> <p>Teaching Artists/ RAC staff measure student learning based on evidence found in:</p> <p>Sketchbooks - Show evidence of planning, thinking, relationship to experimentation, reflection and redesign.</p> <p>In-process observation - Teachers observes students in process to glean evidence of engagement, demonstration of techniques in action, collaboration and problem solving thinking.</p> <p>Completed Artwork - Show evidence of mastery of art skills and techniques.</p> <p>Verbal/Written Reflections and questions - Show evidence of student understanding of and relationship to artistic process.</p> <p>End of Class Evaluation - A time for students to give feedback on their experience in the class</p>		
Program Delivery:		
<p>The program will take place once a week after school for 8 weeks (sessions). The day will be decided between RAC and school staff. The class will require a dedicated classroom, preferably with a sink. Onsite storage of art materials for the entire 8 weeks must be guaranteed. On one additional day scheduled with site staff, class will take a field trip to the Richmond Art Center.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	15-22 students per class

Cost Structure:	Limitations:
Program cost is \$3500 per group of 15-22 students. This includes one field trip to the RAC including bus rental.	This program can adapt to serve students of all ages and abilities. If the demand is beyond our organizational

	capacity, priority will be given to Title I schools and schools who do not have any art during the school day.
--	--

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Cristina Haley	Cristina@richmondartcenter	(510) 620 - 5539

[www.richmondartcenter.org](http://www.richmondartcenter.org)



<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
City of Richmond - Community Services Department	Richmond Camp Achieve	<b>14</b>
<b>Program Description:</b>		
<p>To combat summer learning loss, the City of Richmond Recreation staff, with support from WCCUSD, offers a comprehensive summer camp that brings together morning academics, afternoon enrichment, and the best of city recreation activities to create an amazing camp experience for our kids.</p> <p>For parents, Camp Achieve provides a free, 10 week, comprehensive program, that is safe, educational, and engaging for their kids. This program originated with a pilot program at Nevin &amp; Shields Reid Community Centers as a way to increase opportunities for our most underserved youth in West Contra Costa Unified School District. After a successful pilot, the program expanded to Parchester &amp; Booker T. Anderson Community Centers. The goal for the district is to expand summer learning opportunities for students not covered by district summer programming. Through our partnership with the district, each camp is supported by a certificated teacher from the camp's neighborhood school. Teachers begin working in March to develop curriculum for camp. These five outstanding teachers are incredible resources to build student's literacy skills at camp, but they forge year round relationships with students that help transform their school sites as well.</p>		
<b>Program Goals:</b>		
<p>Our goal is to provide a rich camp experience for our kids. To do this the Ed Fund also contracts high quality enrichment programs who provided an incredible array of skill building experiences which help to develop the whole child. We utilize both qualitative and quantitative data to track the progress of the program.</p> <p>For literacy testing and tracking, we will use the San Diego Quick Assessment Our expected outcomes will show four months of literacy gained by time the child returns to school in 2017/2018.</p> <p>We survey the parents regarding their child's camp and learning experiences.</p> <p>We survey the children requesting their feedback on academic and program activities.</p>		
<b>Program Delivery:</b>		
<p>The Richmond Camp Achieve program will take place during June 12 - August 7, 2017. Camp is offered five days per week, with the exception of holidays. We are requesting use of Verde Elementary School's multipurpose room and outdoor space for physical activities.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	70 - 80 students

Cost Structure:	Limitations:
Program is free of charge to families.	There is no fee for the summer camp program in that the program serves students of a Title I school.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Rochelle Monk/Troy Porter	rochelle_monk@ci.richmond.ca.us	(510) 620-6511

<http://www.ci.richmond.ca.us/106/Community-Services>

# **Family**

# **Engagement**

Organization:	Program Name:	Program #:
Familias Unidas	Youth Matters/ Crianza con Cariño	128
Program Description:		
<p>Familias Unidas has been a provider of comprehensive mental health services and parenting education to families in schools for several years, with an emphasis on serving Latino youth and families. Our staff is entirely bilingual in Spanish and many are also bicultural, as cultural sensitivity and humility is a crucial component of our work. Crianza con Cariño (Nurturing Parenting) is a Spanish language, culturally sensitive curriculum- based parenting education program for parents of children 4-12 years of age aimed at equipping parents/caregivers with knowledge and skills to be effective parents, to recognize and know how to deal with issues of concern regarding their children, enhance family functioning and success, and link parents/caregivers to community services they need to address problems and move forward in their lives. Crianza con Cariño is provided in 12-15 sessions for up to 10 parents each semester. It is a strengths-based program, which identifies and builds upon existing knowledge and skills. Nurturing Parenting Programs are recognized internationally as valid and reliable programs offered in different Home Based, Group Based and a combination Home Based and Group Based models, and meet and exceed the Six Protective Factors identified by the government for the prevention and treatment of Child Abuse and Neglect according to SAMHS National Registry of Evidence-based Programs and Practices.</p>		
Program Goals:		
<p>Youth Matters/ Crianza con Cariño's goals include improving communication, parent-child relationships, and self-esteem in families, reducing the incidence of child abuse, and promoting nurturing families that are able to support and manage family stressors.</p> <p>Expected outcomes include (1) 85% of participants in the Crianza Con Cariño/Nurturing Parenting Program will have improved communication and self-esteem in families. (Indicator: Participant diaries)</p> <p>(2) 75% will have improved parent-child relationships. (Indicator: Participant diaries)</p> <p>(3) There will be a 70% reduction in child abuse in participating families. (Indicator: Child and parent self-reports; reduction in CFS reports)</p>		
Program Delivery:		
<p>Crianza con Carino is provided during the school day. Each group is 1 1/2 hours and a group space is required for 15 weeks. One session is provided per semester.</p>		

Population Served:	Delivery Method:	Number of clients:
Parents	Group Setting	10 parents/ session (one semester)

Cost Structure:	Limitations:
\$4000 per semester (one group session)	Unrestricted

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Cris Stahl	cstahl@familias-unidas.org	510-412-5930

[www.familias-unidas.org](http://www.familias-unidas.org)

Organization:	Program Name:	Program #:
Kidpower	Kidpower Parent Workshops	<b>129</b>
Program Description:		
Adults learn skills to keep kids safe with people including strangers, peers, and others at school, online, at home, and out in the world. Can highlight a topic (such as online safety or bullying prevention) or a specific group (such as early childhood, middle school, or kids with special needs).		
Program Goals:		
To empower adults as leaders protecting and empowering young people through simple, tangible actions they can use to teach and reinforce age-appropriate social safety skills that can reduce the risk of bullying, abuse, and other violence - while staying in charge of protecting children as they grow and learn. Outcomes and deliverables vary based on the needs of the the group, with the understanding that the intent of the service is to empower adult leaders with skills, terms, and concepts they can use as they see fit on an ongoing basis to support the safety, confidence, and well-being of the children in their care.		
Program Delivery:		
The time is determined by the school: single 2-hour session after school, evening, or weekend. One 2-hr session in a private open space (such as an empty classroom, library, small gym) with no furniture, just chairs for the participants.		

Population Served:	Delivery Method:	Number of clients:
Parents	Group Setting	10-50 parents/caregivers per 2-hr session

Cost Structure:	Limitations:
950 for a 2hr workshop. We often have grant funding that can be applied toward some or all of the cost. We often pursue grant funding for specific projects. Please call so we can talk about your needs, identify a plan, and determine its cost.	all parents/caregivers of preK through post-senior youth

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ellen Frankel, Program Coordinator	ellen@kidpower.org	510-682-6928
<a href="https://www.kidpower.org/schools/">https://www.kidpower.org/schools/</a>		

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
Kidpower	Kidpower Parent/Child Workshops	<b>130</b>
<b>Program Description:</b>		
Together with their adults, kids 5-12 practice age-appropriate social safety skills to have more fun and fewer problems with peers, family, strangers, and others at school, at home, online, out in the world everywhere!		
<b>Program Goals:</b>		
To support families' safety, positive communication, and solution-oriented, skill-centered language for safety by building ability-appropriate skills for safe, healthy, positive, non-violent, solution-oriented social interaction, adaptation, and resilience through fun, upbeat safety activities shared together as a family. Outcomes and deliverables vary based on the needs of the the group, with the understanding that the intent of the service is to empower adult leaders with skills, terms, and concepts they can use as they see fit on an ongoing basis to support the safety, confidence, and well-being of the children in their care.		
<b>Program Delivery:</b>		
The time is determined by the school: single 2-hour session after school; evenings; weekends. One 2-hr session in a private open space (such as an empty classroom, library, small gym) with no furniture, just chairs for the participants.		

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents	Group Setting	Up to 25 youth, accompanied by their adults (count is determined by youth numbers - unlimited adults directly connected to youth are welcomed)

<b>Cost Structure:</b>	<b>Limitations:</b>
950 for a 2hr workshop. We often have grant funding that can be applied toward some or all of the cost. We often pursue grant funding for specific projects. Please call so we can talk about your needs, identify a plan, and determine its cost.	K-6 students with their adults

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Ellen Frankel, Program Coordinator	ellen@kidpower.org	510-682-6928

<https://www.kidpower.org/schools/>

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
San Pablo Police Dept	San Pablo LISTOS	<b>16</b>
<b>Program Description:</b>		
<p>Listos is a basic emergency and disaster readiness program for Spanish-speaking populations with a grass-roots conversational approach.</p> <p>The Listos program is comprised of a series of discussions which:</p> <ul style="list-style-type: none"> <li>*Are organized by community members for the benefit of their own community</li> <li>*Present the basic ideas of preparedness in 12-15 hours</li> <li>*Several hands on skills practice opportunities</li> <li>*Empower participants to educate their family and personal networks</li> <li>*Consider cultural sensitivities and time constraints</li> <li>*Utilizes an interactive discussion learning environment</li> </ul> <p>Listos training topics include:</p> <ul style="list-style-type: none"> <li>*Identifying Community &amp; Home Vulnerabilities</li> <li>*Creating a Family Reunification and Communication plan</li> <li>*Important Document Back-Up</li> <li>*Utilities Shut-Off</li> <li>*Fire Extinguisher Use</li> <li>*Triage</li> <li>*Disaster Medicine</li> <li>*Emergency Response from the City and School Site</li> <li>*Disaster Psychology</li> </ul>		
<b>Program Goals:</b>		
<p>The goal of this program is to provide an empowering emergency preparedness program for Spanish speaking populations that creates awareness of potential hazards and resources in the community, provides basic training and outlines actionable steps to increase prepared in their home, workplace or school.</p>		
<b>Program Delivery:</b>		
1, 3hr class per week/4 sessions, need onsite child care, classroom and small area for outside use		

Population Served:	Delivery Method:	Number of clients:
Parents	Group Setting	50 adult parents per school/school year;require on-site daycare

Cost Structure:	Limitations:
N/A	Incorporated San Pablo schools

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Alma Pelayo	<a href="mailto:almap@sanpabloca.gov">almap@sanpabloca.gov</a>	510-215-3157

Organization:	Program Name:	Program #:
Bay Area Community Resources	Family Support Services and Therapy	18
Program Description:		
<p>Families in our communities are struggling with many needs -- from crises, to long-standing emotional challenges to parenting skills to needing resources of all kinds. Our trauma-informed family-focused mental health services support parents/guardians in their ability to resolve their own and family problems and to support their youth to be successful.</p> <p>Our family-focused services at Lake and Downer Schools support parents/guardians in their ability to resolve their own and family problems and to support their youth to be successful. This program is part of a collaboration with the YMCA (YTeam) to address the impacts of trauma for young people and their families. In this collaboration, the YTeam focuses on programming to the youth, while BACR focuses on the programming to the caregivers. We work together to create holistic support wrapping around a family. The BACR family support services include assessment and referral to community resources, case management, therapy, educational workshops and support groups to support families' ability to create healthy families, supports positive outcomes for their children and to strengthen family systems. Services are provided at school and through home visits.</p>		
Program Goals:		
<p>EXPECTED OUTCOMES</p> <p>80% of caregivers will report gaining or improving the knowledge, skills and strategies necessary to be effective parents.</p> <p>80% will report gaining or improving their own and families' communication skills</p> <p>70% of families will report a reduction in at least 50% of their internal and/or external stressors.</p> <p>EVALUATION METHODS</p> <p>Post-only surveys to document both skills and knowledge increased, as well as satisfaction.</p> <p>Attendance rosters for workshops and support groups</p>		
Program Delivery:		
<p>During school day at school sites and home visits. Will be at each school from 1 - 2 days per week, depending on funding. Confidential space large enough for family sessions, as well as space for multi-family groups needed.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Individual Setting (1:1), Group Setting	At least 30 parents families served

Cost Structure:	Limitations:
N/A - current program is funded through grants.	This program is currently serving families at Lake and Downer Elementary Schools.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Stephanie Hochman	<a href="mailto:shochman@bacr.org">shochman@bacr.org</a>	510-847-0498

[www.bacr.org](http://www.bacr.org)

Organization:	Program Name:	Program #:
Richmond Community Foundation/SparkPoint Contra Costa	SparkPoint Contra Costa-SparkPoint Parent University	19
Program Description:		
A full-time SparkPoint Coordinator will coordinate all SparkPoint services at Dover. All clients will be able to use all SparkPoint services at our center, only 2 miles away. Many SparkPoint services will also be available at the school. Two cohorts of SparkPoint Parent University with the Finance Major will be provided -- one in the fall and one in the spring semester. The Finance Major classes are led by our financial coach. The SparkPoint Coordinator will hold individual appointments to help parents set up savings account for their child(ren)'s college education and to develop plans to achieve financial goals. Other workshops will be held at Dover based on the interests of the parents.		
Program Goals:		
<p>Goal: Help 50 families increase income, savings, and credit score and decrease debt through SparkPoint Parent University's Finance Major and supporting services. We believe family economic success will accelerate students' academic achievement and, thus, help close the income education gap.</p> <p>Parent outcomes &amp; deliverables: 1. At least 85% will increase their monthly income, total savings or credit score by 5% or more or reduce household debt by at least 5%. 2. At least 50% will graduate from SparkPoint Parent University and earn \$50 to open a college savings account for their child(ren).</p> <p>Student outcomes &amp; deliverables: 1. Students from the identified families will be tracked and student data will be entered into our database. Student data includes student attendance, behavior, DIBELS, and test scores. 2. 70% of these students will increase school attendance by 10-20%, decrease disciplinary actions by at least 50%, and improve academic performance as measured by test scores. 3. 10% of the students will improve their health, as indicated by a decrease in number of days missed because of a health problem, improvement in health care access, or increase in routine physical checkups.</p> <p>Evaluation: Clients' progress will be measured using baseline and follow up assessment forms. Student progress will be measured comparing data from WCCUSD.</p>		
Program Delivery:		
Primarily during the school day but one workshop series may be after school. There will be a SparkPoint Coordinator at school full time where she has a shared office plus access to a private space to meet with parents individually.		

Population Served:	Delivery Method:	Number of clients:
Parents	Individual Setting (1:1), Group Setting	50

Cost Structure:	Limitations:
N/A	All parents

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Betty Geishirt Cantrell	bgeishirtcantrell@richmondcf.org	510-779-3202

<http://sparkpointcenters.org>



<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
San Pablo Police Dept	Loving Solutions/Parent Project	<b>20</b>
<b>Program Description:</b>		
Provide the parents tools for managing their Aged 5-adult(living in home) age children. We teach parents communication skills, discipline techniques, how to address school and home behavior, gang recognition and prevention, drugs/alcohol use and prevention, suicide awareness, runaways and other relevant material.		
<b>Program Goals:</b>		
Our program's goal is to provide parents with the tools to help prevent out-of-control child and adolescent behavior. We hope to see less runaways, less school truancy and suspension, improved school behavior and grades, and stronger family ties. Evaluated by conversational updates given to us by the parents.		
<b>Program Delivery:</b>		
Once per week, 10 weeks, 3 hours per class (day of week to be determined by Principal and/or School Community liaison) Classes provided mornings, Monday-Friday and occasional evenings as needed by the school		

Population Served:	Delivery Method:	Number of clients:
Parents	Group Setting	50 per school/school year

Cost Structure:	Limitations:
N/A	Schools within Incorporated City of San Pablo

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Alma Pelayo	<a href="mailto:almap@sanpabloca.gov">almap@sanpabloca.gov</a>	510-215-3157

[www.sanpabloca.gov](http://www.sanpabloca.gov)

Organization:	Program Name:	Program #:
The Latina Center	Nuestros Niños Primero/ Our Children First	<b>21</b>
Program Description:		
The Latina Center provided culturally relevant parenting classes (Primero Nuestros Niños, Our Children First) in Spanish for 12 weeks, once a week for two hours.		
Program Goals:		
The program goal is to 1) provide educational parenting sessions to at least 300 Latino parents, 2) Improve Latino parents engagement in West Contra Costa County, 3) Improve knowledge of mental health disorders and mental health illness among Latino parents. The expected outcomes are: -Increase awareness of age appropriate disciplinary techniques (including distraction, redirection, negotiation, agreements, and consequences) among Latino parents participants; -Increase enrollment of fathers in parenting education classes; ---Reduce parental stress.		
Program Delivery:		
The Our Children First program will be provide for a max of 12 weeks, once a week for two hours. We need one classroom for the class and one room for child care if need it.		

Population Served:	Delivery Method:	Number of clients:
Parents, Community Residents	Group Setting	25 per school

Cost Structure:	Limitations:
N/A	Our focus is on the Latino community, low income families and our classes are offered in Spanish with translation to English if need it.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Gloria Alvarez	<a href="mailto:galvarez@thelatinacenter.org">galvarez@thelatinacenter.org</a> <a href="http://www.thelatinacenter.org">www.thelatinacenter.org</a>	510-689-6935

Organization:	Program Name:	Program #:
University of California Cooperative Extension-Division of Ag & Natural Resources	Expanded Food & Nutrition Education Program-Eating Smart & Being Active	<b>44</b>
Program Description:		
The UC Cooperative Extension (UCCE) Expanded Food & Nutrition Education Program (EFNEP) is a federally funded program to provide an evidence-based nutrition education series to limited income adults raising children. UCCE nutrition educators deliver a series of lessons to empower participants to establish and maintain healthy eating habits and a physically active lifestyle. The series is offered at no cost to eligible adults. Classes are taught in English or Spanish. Expected outcomes include: Improvements in Diet Quality and Physical Activity; Food Resource Management; Food Safety & Food Security.		
Program Goals:		
Goals: By the end of the EFNEP series, participants will gain skills to choose, prepare, and serve low-cost healthy foods and beverages to their family and be a role model for a physically active lifestyle. Expected outcomes include: Improvements in Diet Quality and Physical Activity; Food Resource Management; Food Safety & Food Security. Outcomes are evaluated using a validated pre-post food behavior checklist and a pre-post 24 hr dietary recall. Data is analyzed through the national EFNEP data reporting system and the results are available to the district.		
Program Delivery:		
Classes may take place before school, during school, or after school. Typically the classes take place once a week for 1.5 hours for 6-8 weeks. We can tailor the program to meet the needs of the group. Six lessons are required for participants to graduate from the series. A classroom or other meeting room is ideal. A room to set up a projector, with tables & chairs, and a sink for hand washing is ideal.		

Population Served:	Delivery Method:	Number of clients:
Parents, adults raising children	Group Setting	Each series can accommodate 10-20 parents or adults raising children. Total impacted depends on scheduling with the nutrition educator.

Cost Structure:	Limitations:
N/A	low-income parents or adults raising children

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Marisa Neelon	mqneelon@ucanr.edu	925-646-6128

<http://cecontracosta.ucanr.edu/>

Organization:	Program Name:	Program #:
University of California Cooperative Extension-Division of Ag & Natural Resources	Expanded Food & Nutrition Education Program-Eating Smart & Being Active	<b>44</b>
Program Description:		
The UC Cooperative Extension (UCCE) Expanded Food & Nutrition Education Program (EFNEP) is a federally funded program to provide an evidence-based nutrition education series to limited income adults raising children. UCCE nutrition educators deliver a series of lessons to empower participants to establish and maintain healthy eating habits and a physically active lifestyle. The series is offered at no cost to eligible adults. Classes are taught in English or Spanish. Expected outcomes include: Improvements in Diet Quality and Physical Activity; Food Resource Management; Food Safety & Food Security.		
Program Goals:		
Goals: By the end of the EFNEP series, participants will gain skills to choose, prepare, and serve low-cost healthy foods and beverages to their family and be a role model for a physically active lifestyle. Expected outcomes include: Improvements in Diet Quality and Physical Activity; Food Resource Management; Food Safety & Food Security. Outcomes are evaluated using a validated pre-post food behavior checklist and a pre-post 24 hr dietary recall. Data is analyzed through the national EFNEP data reporting system and the results are available to the district.		
Program Delivery:		
Classes may take place before school, during school, or after school. Typically the classes take place once a week for 1.5 hours for 6-8 weeks. We can tailor the program to meet the needs of the group. Six lessons are required for participants to graduate from the series. A classroom or other meeting room is ideal. A room to set up a projector, with tables & chairs, and a sink for hand washing is ideal.		

Population Served:	Delivery Method:	Number of clients:
Parents, adults raising children	Group Setting	Each series can accommodate 10-20 parents or adults raising children. Total impacted depends on scheduling with the nutrition educator.

Cost Structure:	Limitations:
N/A	low-income parents or adults raising children

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Marisa Neelon	mqneelon@ucanr.edu	925-646-6128

<http://cecontracosta.ucanr.edu/>

# **Health &**

# **Wellness**

Organization:	Program Name:	Program #:
Bay Area Community Resources	Mental Health Counseling	<b>131</b>
Program Description:		
<p>BACR works in partnership with the schools and district to enhance the social-emotional and behavioral health of youth, families and schools. Our restorative and trauma-informed behavioral health services help youth and families cope with emotional and life circumstances and to develop positive strategies to be successful in and out of school. We also work with the parents/guardians to strengthen their ability to resolve problems and to support their youth's behavioral and academic growth.</p> <p>Our mental health program includes a range of services to meet the mental health needs of youth, their families and the schools. This includes: individual and group counseling/therapy, family support and counseling, case management, consultation with school personnel about individuals and the overall school social-emotional environment, crisis intervention and trauma response, assessment and referral when appropriate, classroom education and faculty in-services on relevant behavioral and mental health topics. BACR mental health therapists assess the youth and families referred for services.</p> <p>Services are intended to support positive social-emotional development in youth so that they can be successful in the school, family, and community. Service to families supports positive outcomes for their children and family system. this can also include family education or other strategies in addition to individual family intervention. School-focused services enhance capability of the school community to meet needs of all its members.</p> <p>This services are performed by Master's or Psy. D. level staff as well as graduate interns /trainees.</p>		
Program Goals:		
<p><b>GOALS</b></p> <p>Our goals are to support positive social-emotional development in youth so that they can be successful in the school, family, and community. Service to families supports positive outcomes for their children and family system. School-focused services enhance capability of the school community to meet needs of all its members, including providing in-service training and coaching to school staff on behavioral health issues.</p> <p>At each school site, a full-time staff person serves at least 50 youth and their families as needed, for individual, crisis and/or group services. We will serve at least 120 youth in classroom or other school-wide strategies. In addition, we serve teachers and other school staff through in-services and consultation.</p> <p><b>OUTCOMES</b></p> <p>70% of clients show reductions in high risk behaviors and/or improved coping skills and school success measures (attendance, behavior, academic progress.)</p> <p>75% of clients will demonstrate positive movement along Stages of Change continuum</p> <p>80% of parents/guardians surveyed will report that the services provided helped their child progress in their treatment and school goals.</p> <p>90% of school partners will report that BACR creates a beneficial and trusting relationship.</p> <p><b>Our Evaluation Methods:</b></p> <ol style="list-style-type: none"> <li>1. Pre-post Children's Global Scale of Functioning (CGAF) or CANS periodic assessments and evaluation</li> <li>2. Stages of Change pre-post assessment</li> <li>3. School staff satisfaction surveys</li> <li>4. Parent satisfaction surveys</li> </ol>		
Program Delivery:		
<p>Program will operate typically from 8:00 - 4:00 or 9:00 - 5:00 depending on needs of school and personnel. Interns/trainees typically work 1.5 - 2 days per week. Room or rooms reasonable for confidential individual and group counseling is/are needed.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting, Classroom, COST team, school-wide activities	At each school - Full-time staff: at least 50 youth and families, for individual, crisis and/or group; at least 120 in classroom or school-wide strategies; school staff through in-services and consultation. Pro-rated numbers for part-time staff and interns (1 1/2 - 2 days per week.)

Cost Structure:	Limitations:
Cost for staff: \$70,000 for a full-time clinician; \$14,000 per day for the year. Cost for Interns: \$9,000 for 1.5 - 2 days per week for the school year.	No limitations

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Stephanie Hochman	shochman@bacr.org	510-559-3012

[www.bacr.org](http://www.bacr.org)

Organization:	Program Name:	Program #:
Catholic Charities of the East Bay	Experience Hope Clinical Services	<b>132</b>
Program Description:		
<p>Experience Hope clinical services provide evidence-based trauma treatment services to students impacted by violence. Our unique clinical approach blends models that have been shown to be effective serving populations similar to WCCUSD youth with a restorative practices lens that supports rapid and deep engagement with students impacted by trauma and violence. Our clinical focus is solutions-based, helping students to heal, learn to self regulate, and re-engage with their school community.</p> <p>In addition to a strong clinical expertise, our Clinical Case Managers are also deeply trained in restorative practices and are able to take an active role in wider school climate efforts, including facilitating restorative disciplinary and community-building interventions and bringing a restorative trauma-responsive perspective to support services for students. Services can be available in English and Spanish.</p> <p>One full-time clinical case manager can serve 15 to 30 students individually or in groups. Clinicians are trained in restorative practices and school climate interventions, which can result in whole-school climate improvement.</p>		
Program Goals:		
Students receiving clinical treatment will show decreases in depression, posttraumatic stress, dissociation, internalizing symptoms, and externalizing symptoms ("acting out"), complicated grief reactions, and improvements in school behavior.		
Program Delivery:		
Individual clients are generally seen once a week for 45 minutes during the school day - more frequently during times of crisis and less frequently as the student stabilizes. A private counseling space is required. Groups are generally held once a week during school hours and last for a semester (which includes outreach and engagement time to build a successful group). A private room large enough for 10 to 15 students is needed.		

Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	One full-time clinical case manager can serve 15 to 30 students individually or in groups. Clinicians are trained in restorative practices and school climate interventions, which can result in whole-school climate improvement.

Cost Structure:	Limitations:
One full-time Clinical Case Manager, \$76,610. Clinical case managers have 12-month appointments and can continue to see students during the summer months to support a safe summer and successful return to school. Clinical Case Managers can be available on a part-time basis for \$17,508 per day a week, for one year.	No



**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Jordan Thompson, Director	jthompson@cceb.org	(510) 316-0991

[www.cceb.org](http://www.cceb.org)

Organization:	Program Name:	Program #:
Child Abuse Prevention Council of Contra Costa County (CAPC)	Childhelp Speak Up Be Safe- Child Abuse, Bullying, and Sexual Harassment Prevention Program	<b>133</b>
<b>Program Description:</b>		
<p>The Childhelp Speak Up Be Safe (SUBS) Program is school-based and teaches children skills to help prevent and interrupt child abuse- physical, emotional, sexual and neglect, as well as sexual harassment, bullying, and cyberbullying. The content and delivery of this curriculum are based on several areas of research including child development, learning styles, social psychology, and child abuse and neglect prevention. Child Abuse Prevention Council of Contra Costa County (CAPC) child safety educators provide 2 developmentally-appropriate, interactive lessons in each classroom, and the lessons are available for 1st and 6th grade students. In addition to increasing children's ability to recognize and respond to unsafe situations or abusive behaviors (both in person and online), lessons focus on helping children build a responsive safety network of peers and adults identified as safe and trustworthy.</p> <p>Prior to the provision of the lessons, school staff will receive an informational presentation on the program and the curriculum's content. Moreover, teachers are asked to remain in the classroom while the lessons are taught to learn the concepts and language of the program and, thus, help enable them to answer students' questions on these issues. Following each lesson, they are also requested to conduct follow-up activities with their classes to reinforce the concepts taught by the child safety educators. Finally, school staff will receive the CAPC's mandated reporter training which instructs educators and other staff members on the signs of child abuse and neglect as well as proper reporting procedures.</p> <p>Parents and caregivers are also provided with an informational presentation on the program. In addition, take-home educational materials are distributed to the students following each lesson to share with their parents/caregivers to encourage discussion on these important topics.</p> <p>Post lesson electronic surveys will be sent to classroom teachers and parents/caregivers will be asked to complete paper surveys. Moreover, 4th, 5th and 6th grade students will complete surveys following the second SUBS lesson. Their feedback will help CAPC to determine the effectiveness of and improve the program and to address any safety issues/concerns that are disclosed.</p> <p>When needed, student lessons, parent/caregiver presentations, take-home materials, and evaluations will also be provided in Spanish.</p>		
<b>Program Goals:</b>		
<p>Goal 1: Empower children and their parents/caregivers to prevent and interrupt child abuse, sexual harassment and bullying that takes place both in person and online.</p> <p>Expected Outcome 1: Educate 1st and 6th grade students about child safety, and child abuse, bullying and sexual harassment prevention.</p> <p>Deliverables/Evaluate Success for Outcome 1:</p> <ul style="list-style-type: none"> <li>- All 1st and 6th grade classrooms at a school site will receive two developmentally appropriate SUBS lessons.</li> <li>- At least 75% of teacher survey respondents will agree or strongly agree that: (1) students developed a skill set to help them remain safe in everyday situation and (2) the lessons contained age appropriate information and materials presented in a child-friendly manner.</li> </ul> <p>Expected Outcome 2: Help to interrupt abuse, bullying, and/or sexual harassment and provide assistance and support to all students who disclose.</p> <p>Deliverables/ Evaluate Success for Outcome 2:</p> <ul style="list-style-type: none"> <li>- 100% of students requiring follow up will be referred to a district counselor and/or appropriate site staff for support, services and/or referrals. Reports to Children and Family Services (CFS) or the police will be made by SUBS educators as necessary.</li> </ul>		

Expected Outcome 3: Increase communication between students and their parents/caregivers regarding child abuse, bullying and sexual harassment.

Deliverables/Evaluate Success for Outcome 3:

- CAPC staff will provide a presentation on the SUBS Program for parents/caregivers at each site. Also, following the completion of each classroom lesson, students will be provided with take home materials and activities to share with their parents/caregivers.

- At least 75% of parent/caregiver survey respondents will agree or strongly agree that: (1) the take home materials were useful when talking with my child about child safety and abuse prevention strategies and (2) my child developed a skill set to help them remain safe in everyday situations.

Goal 2: Educate teachers and other school staff on identifying and reporting suspected child abuse and neglect.

Expected Outcome 1: Provide training to mandated reporters at the school site that covers signs of child abuse and neglect and child abuse reporting procedures.

Deliverable/Evaluate Success for Outcome 1:

- An interactive mandated reporter training will be provided at the school site.

- At least 75% of the staff who complete a training evaluation will agree they: (1) feel more confident in their ability to know when to report suspected child abuse or neglect and (2) are more likely to call CFS for a consult or to report suspected child abuse or neglect.

#### **Program Delivery:**

Two SUBS lessons are provided in each 1st and 6th grade classroom (approximately 2 weeks apart) and offered during the school day. Each lesson is 35 to 60 minutes long depending on the grade level of the students.

The SUBS informational presentation for parents/caregivers is provided at the school site at a time determined by the site.

The SUBS informational presentation for school staff and mandated reporter training are also provided at the site and are usually offered during staff meetings. However, the site can select alternate times.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff	Group Setting	The numbers of students, staff, and parents impacted by the program will vary by school site. But each participating school site will receive the following services and corresponding educational materials: (1) 2 SUBS lessons in each 1st and 6th grade classroom, (2) A SUBS informational presentation for parents/caregivers and take home educational materials distributed to the students to share with their parents/caregivers, (3) A SUBS informational presentation for teachers, and (4) A mandated reporter training for school staff.

<b>Cost Structure:</b>	<b>Limitations:</b>
<p>The cost of the program is \$700 for each 1st and 6th grade classroom at a school site. The materials, parent/caregiver and teacher informational presentations, and mandated reporter training are included.</p> <p>Recently, CAPC has written grant proposals to cover the costs of providing the program at several WCCUSD schools. These sites were selected for inclusion in CAPC applications because they meet certain RFP specifications including that the project must serve children in particular geographic areas. The WCCUSD sites included in the grant applications are Coronado, King, Ford, Grant, and Verde.</p> <p>CAPC will not know if we have been selected for funding for a number of weeks.</p>	<p>The program can be provided at any elementary school site.</p>

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Carol Shenon, Child Safety Program Manager	capccarols@gmail.com	(925) 798-0546, ext. 14

<https://www.capc-coco.org/>

Organization:	Program Name:	Program #:
Contra Costa Health Services School-Based Program - Behavioral Health	CCHS School-Based Health Program - Behavioral Health	<b>134</b>
Program Description:		
<p>Public Health Clinics provides school-based health services to students who are 19 or younger with mobile clinic health vans and through satellite health centers, located more than 40 campuses in Contra Costa County. The Antioch, John Swett, Liberty Union High School District, Mt. Diablo, Pittsburg and West Contra Costa school districts all work closely with CCHS to increase on-campus access to medical, dental, mental health and preventative services for students. Availability of services varies by site.</p> <p>Comprehensive well child exams            Physicals and sports clearance            Hearing and vision screening            Immunizations            Treatment of minor infections and illnesses            Dental examinations and cleanings, fluoride treatments, fillings and sealants            Pre-screening and referrals for mental health and other behavioral health services            Reproductive healthcare (provided to minors confidentially in accordance with California minor consent law)            Other services            Outreach, including health education presentations and literature in classrooms and at campus events            On-Campus Office Hours to review health-coverage eligibility with students and parents, provide one-on-one counseling and offer client-centered follow-up for students            Collaboration with schools, districts, teachers and community partners to ensure greater access to quality healthcare for everyone.</p>		
Program Goals:		
<p><b>GOAL:</b>            To increase access to behavioral health services for students @ DeJean and Helms Middle and to support schools sites with improving school climate.</p> <p><b>OUTCOMES:</b>            To reduce the rate of student absenteeism;            To improve individual and family relationship;            To develop girl and grief groups.</p> <p><b>DELIVERABLES:</b></p>		
Program Delivery:		
<p><b>WHEN:</b> Monday - Friday 8-12pm and 1-5pm (hours vary at each school site).</p> <p><b>WHAT SPACE IS NEEDED:</b> Space for Mobile Clinic to park &amp; confidential office hour space for Mental Health Clinical Specialist @ each school site.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1)	150

<b>Cost Structure:</b>	<b>Limitations:</b>
50% contribution from WCCUSD 50% In-Kind CCHS	Uninsured, low-income, Medi-Cal eligible

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Susan Nairn	susan.nairn@hsd.cccounty.us	925-890-1696

[www.cchealth.org/schools](http://www.cchealth.org/schools)

Organization:	Program Name:	Program #:
Inspiring Communities	Inspiring Healthy Schools	135
Program Description:		
<p>Adolescent obesity increases the risk for developing pre-diabetes and diabetes later in life. Inspiring Communities will facilitate workshops for youth health advocates. Students will lead classroom workshops/ group-based interventions to increase school wide population health related to the link between obesity and diabetes. All curriculum is evidence-based and encourages cultural and linguistic competence. Youth will learn to develop action plans for weekly activities. The workshops will engage youth in understanding the barriers that prevent them from making healthy choices, and recognizing environmental and social factors that contribute to obesity. Youth will complete a 6-module curriculum that teaches a clear understanding of the link between obesity and diabetes and its impact on families and community. Youth leaders are required to attend PE classes, and/or document 150 minutes of physical activity per week. Program will provide staff health literacy materials weekly to encourage healthy consumption of fresh fruits and vegetable and encourage staff to role model healthy behaviors.</p>		
Program Goals:		
<p>Program Goals:</p> <ul style="list-style-type: none"> <li>Increase student leadership opportunities</li> <li>Increase student access to health education</li> <li>Increase knowledge of the link between obesity and diabetes</li> <li>Provide staff health literacy materials and promote healthy diet behaviors</li> </ul> <p>As a result of the program we expect there will be an increase of consumption of fresh fruits and vegetables and increased levels of physical activity. That students will be come aware when environmental an social factors can trigger unhealthy food choices.</p> <p>Success will be evaluated by youth leaders documented engagement of weekly activities, weekly action plans, role modeling oh healthy behaviors, and classroom presentations. Health literacy materials for staff will be documented, and made available in staff lounge.</p>		
Program Delivery:		
<p>Program meets weekly for 1 hour during school day and monthly after-school. Small group room needed and desk space for staff.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	300

Cost Structure:	Limitations:
<p>Community Health Worker @22 per hours X 4 hrs per week x 38 weeks = \$3,344</p> <p>Student Stipends 8 students @ 100 per semester \$1,600</p> <p>Food for Program \$25 per week (25x 40) = \$950</p> <p>Program Supplies \$500</p> <p>Admin Cost for Program \$600</p> <p>Total = \$7,000</p>	<p>No limitations</p>

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Noveminda Chai	amckeller@inspiringcommunities.org	510-439-6844

[www.inspiringcommunities.org](http://www.inspiringcommunities.org)



Organization:	Program Name:	Program #:
James Morehouse Project/YMCA of the East Bay (fiscal sponsor)	JMP Counseling Services	<b>136</b>
<b>Program Description:</b>		
<p>JMP Counseling Services are provided by master level counseling interns who are completing their field requirement for their PPSC (Pupil Personnel Services Credential). The JMP provides services to all students, regardless of insurance status, with a focus on serving English Learners and students from low income families. Counseling Services may include: Individual and Group Counseling. Each Counseling Intern could carry a caseload of 3-5 students (depending on age of students and length of sessions), or fewer if Counselor is also facilitating therapeutic group counseling. Group counseling services will be coordinated with the principal, and number of participants will depend on the theme of the group, age of students, and the participation of a group co-facilitator. Counseling interns are trained and supervised by MSW, LCSW and PPSC supervisors who participate/consult together with intern counselors in any crisis or risk assessment that arises in counseling sessions with students. The JMP works closely with school administrators to ensure proper data collection and required reporting.</p>		
<b>Program Goals:</b>		
<p>Goals: To provide support and build resources (e.g. self-regulation skills and healthy coping strategies) for students who are up against challenges or hardships that get in the way of student's ability to fully participate in classroom learning.</p> <p>Outcomes: Improved wellness for participating students.</p> <p>Evaluation Methods: UCSF/WCCUSD post-program surveys; participant interviews and a variety of other post program evaluations for specific groups and activities.</p>		
<b>Program Delivery:</b>		
<p>Counseling services will be coordinated with the school principal, based on intern schedule and space availability on site. Each intern will be on-site for 4 hours per week.</p> <p>Counselors will need access to a private room to meet with students.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	3-10 students (depending on if group or 1:1)

Cost Structure:	Limitations:
The cost for Counseling Services is \$5,000 for each .1 FTE of Counseling Intern time. \$5,000 would fund 4 hours/week for 30 weeks of services.	All Students are Eligible (focus on English Learners & students from low income families)

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Danielle Storer, LCSW, PPSC	danielle@jmphop.org	(510) 524-8252

[www.JamesMorehouseProject.org](http://www.JamesMorehouseProject.org)

Organization:	Program Name:	Program #:
Kidpower	Options include Relationship Safety; Safety Leadership; and Kidpower Parent Workshops for Teen Parents	<b>137</b>
Program Description:		
Teenpower workshops for schools are tailored to address the specific need. Three of our most common are Relationship Safety, focusing on boundaries for safe and healthy relationships; Kidpower Parent Workshops for pregnant and parenting teens; and Safety Leadership, commonly organized to serve clubs such as GSAs and other groups interested in supporting a positive school climate. Workshops require the full participation of a lead teacher/advisor.		
Program Goals:		
To support safety and respect in relationships, classes, and school communities as well as provide protection against bullying and other violence by building ability-appropriate skills for safe, healthy, positive, non-violent, solution-oriented social interaction, adaptation, and resilience. Outcomes and deliverables vary based on the needs of the the group, with the understanding that the intent of the service is to serve youth and their own adult teachers/mentors so that the adult leaders can use the skills, terms, and concepts on an ongoing basis to pursue their identified social-emotional and class climate goals.		
Program Delivery:		
The time is determined by the group: during or after school; evenings; weekends. One 2-hr session in a private space, such as a classroom.		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	Varies from 10-30 based on the type of group, plus at least one teacher/counselor

Cost Structure:	Limitations:
Cost is hourly, based on the number of hours our instructor is on-site that day, ranging from \$950 (2hr)-\$2500 (7hr). We often have grant funding that can be applied toward some or all of the cost. We often pursue grant funding for specific projects. Please call so we can talk about your needs, identify a plan, and determine its cost.	Middle and high school students with staff

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ellen Frankel, Program Coordinator	ellen@kidpower.org	510-682-6928

<https://www.kidpower.org/schools/>

Organization:	Program Name:	Program #:
Leading2Play	Leading2Play (Intramural Focus)	<b>138</b>
Program Description:		
<p>Its absolutely true - kids love to play. Yet playing and playing sports are entirely different: play is spontaneous, energizing, inclusive, intuitively instructive and usually free; playing sports is organized, work-like, selective, competitive, and many times expensive. While play is organic and fun-loving, playing sports commands an administrative structure, advanced planning and a focus on winning. In fact, adults almost always organize the process of playing sports. Yet it is fascinating that both forms of play nurture similar positives: healthy habits, character development, self-discipline, and teamwork.</p> <p>Leading2Play joins these two endeavors, shaping play to attend to the needs of individual, peers and the broader community, while keeping it fun. Bringing back the spontaneous nature of play can reverse the endemic decline of the physical well being of our youth, engage their stifled energetic creative juices, promote program ownership, and groom leaders. Play offers the unconditional joy our youth desire. Leading2Play prepares kids for success in school and life through hands on leadership opportunities designed around play, activity and fun. It can serve millions by offsetting the harmful aspects of the modern-day sports culture and using the inherent leadership skills of our youth in the process</p>		
Program Goals:		
<p><b>GOALS</b></p> <p>To build:</p> <p>Leadership, problem solving skills, and ownership</p> <p>Social and emotional skills through teamwork, collaboration and positive sportsmanship</p> <p>Self-confidence through game based achievement, goal accomplishment and positive peer relationships</p> <p>Participation and engagement in physical activities stimulating healthy lifestyle habits</p> <p>Inclusion of all students regardless of sex, sexual orientation, ethnicity, religion or ability</p> <p>To Re-establish:</p> <p>The magic of being a child</p> <p>Fun</p> <p><b>OUTCOMES</b></p> <p>Increased physical activity and resulting health</p> <p>Fun and social interaction</p> <p>Growing self esteem</p> <p>Applying design-thinking</p> <p>Nurturing teamwork</p> <p>Promoting leadership &amp; innovation</p> <p>Critical thinking and problem solving</p> <p><b>PROGRAM SUCCESS MEASURES</b></p> <p>Program participation / attendance</p> <p>Positive survey results</p> <p>Number and variety of programs offered</p> <p>Realization of leadership experiences and goals</p>		
Program Delivery:		
<p>This proposal of the Leading2Play program presents an Intramural Alternative (A second proposal was also presented for a Recess alternative)</p> <p><b>INTRAMURAL:</b></p> <p>Frequency: 2 to 3 days a week</p> <p>Days: Monday - Wednesday - Thursday</p>		

Time: After School (1.5 hours per day)  
 Space: Playground / Gym / Fields /Open Space / Classroom as available)

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	75 to 150 students per site

Cost Structure:	Limitations:
Assuming a 9 month program per site: Staffing (Facilitation & Guidance) (assumes 10/hrs wk) \$10,000 Licensing Fee 2,500 Insurance (assumes non-school provided) 2,000 Supplies (game supplies as required) 1,750 Advertising 500 Office 500 ----- \$17,250	No limitations as the program is inclusive by design and not subject to gender, skill, or income levels. The real power of this program is that it transcends the barriers set by organized sports by placing an emphasis on moving and playing versus winning.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Dr. George Selleck	dr.georgeselleck@gmail.com	510 - 964 - 1513

<http://leading2play.org>

Organization:	Program Name:	Program #:
Leading2Play (Recess Alternative)	Leading2Play (Recess Alternative)	<b>139</b>
<b>Program Description:</b>		
<p>Today's academic setting screams out for a framework through which young people can assess unmet community needs, plan and execute programs to meet those needs and learn by doing. In response, Leading2Play offers hands-on leadership and character building experiences that engage youth in a direct and meaningful way. Irrespective of gender, race, economic status or athleticism, the program empowers youth to be proactive problem solvers, advocates for wholesome lifestyles, and ambassadors of a healthy school experience.</p> <p>It's absolutely true - kids love to play. Yet playing and playing sports are entirely different: play is spontaneous, energizing, inclusive, intuitively instructive and usually free; playing sports is organized, work-like, selective, competitive, and many times expensive. While play is organic and fun-loving, playing sports commands an administrative structure, advanced planning and a focus on winning. In fact, adults almost always organize the process of playing sports. Yet it is fascinating that both forms of play nurture similar positives: healthy habits, character development, self-discipline, and teamwork.</p> <p>Leading2Play joins these two endeavors, shaping play to attend to the needs of individual, peers and the broader community, while keeping it fun. You see as it is fun that we have lost in modern day schooling. Bringing back the spontaneous nature of play can reverse the endemic decline of the physical well being of our youth, engage their stifled energetic creative juices, promote program ownership, and groom leaders. Play offers the unconditional joy our youth desire.</p> <p>Leading2Play prepares kids for success in school and life through hands on leadership opportunities designed around play, activity and fun. It can serve millions by offsetting the harmful aspects of the modern-day sports culture and using the inherent leadership skills of our youth in the process</p>		
<b>Program Goals:</b>		
<p><b>GOALS</b></p> <p>To Build:</p> <p>Leadership, problem solving skills, ownership and overall fun</p> <p>Social and emotional skills through teamwork, collaboration and positive sportsmanship</p> <p>Self-confidence through game based achievement, goal accomplishment and positive peer relationships</p> <p>Participation and engagement in physical activities stimulating healthy lifestyle habits</p> <p>Inclusion of all students regardless of sex, sexual orientation, ethnicity, religion or ability</p> <p>To Re-establish:</p> <p>The magic of being a child</p> <p>Fun</p> <p><b>OUTCOMES:</b></p> <p>Increased physical activity and resulting health</p> <p>Fun and social interaction</p> <p>Growing self esteem</p> <p>Applying design-thinking</p> <p>Nurturing teamwork</p> <p>Promoting leadership and innovation</p> <p>Critical thinking and problem solving</p> <p><b>PROGRAM SUCCESS MEASURES</b></p> <p>Program participation / attendance</p> <p>Positive Survey results</p> <p>A better balanced and maintained recess experience</p> <p>Number and variety of programs offered</p>		

Realization of leadership experiences and goals
<b>Program Delivery:</b>
This proposal of Leading2Play program presents a Recess based alternative ( A second proposal was also presented for an intramural alternative) RECESS: Frequency: 3 to 5 days a week Days: Can be Monday through Friday or some fraction thereof Time: One or Two Recess periods per day ( 1 to 2 hours/day) Space: Playgrounds - Gyms - Fields - Open Space - Classrooms as available

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff	Group Setting	75 to 150 students per site

<b>Cost Structure:</b>	<b>Limitations:</b>
Assumes a 9 month program per site: Staffing (Facilitation & Guidance) (Assumes 8/ hrs wk) \$7,500 Licensing Fee 2,000 Insurance (assumes not school provided) 2,000 Supplies (game supplies as required) 1,500 Advertising 250 Office 250 ----- \$13,500	No limitations as the recess program is inclusive by design and not subject to gender, skill, or income levels. The real power of this program is that it transcends the barriers set by organized sports by placing an emphasis on moving and playing versus winning.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Dr. George Selleck	dr.georgeselleck@gmail.com	510-964-1513

<http://leading2play.org>

Organization:	Program Name:	Program #:
WC DIGS (West County Developing Instructional Gardens in Schools)	The Lincoln Peace Garden	<b>140</b>
Program Description:		
The Lincoln Peace Garden is currently in its formative stages. Amidst many setbacks and challenges (vandalism, theft, construction debris, lock-out, etc.), the garden is now growing vegetables and herbs in 6 out of 7 raised beds and has 10 fruit trees. Presently, only the students in the Learning Center come out to the garden on a semi-regular basis; 5 classes have used the garden as an outdoor classroom on a limited basis (grades 1 - 3), so far this year. The Garden includes a Talking Circle area which is used by teachers with their students as well as counselors and coaches. The Lincoln Garden has hosted 2 WC DIGS workshops. A garden mentor provides on-site support, guidance with goal-setting, and assistance with garden coalition building and program coordination. In addition, WC DIGS and Common Vision support and help The Lincoln Peace Garden with garden maintenance. A small group of parents, and occasional community members, assist on garden workdays.		
Program Goals:		
The goals of the program are to improve student achievement for all students; to increase student engagement; and to improve school climate outcomes. Through the Lincoln Peace Garden program, we will help change how students see themselves and how they interact with their peers, adults, and the natural environment. Success will be evaluated with surveys, interviews, teacher and student observation and improved school climate.		
Program Delivery:		
The program will take place during school hours; 2x/week. We would need access to a classroom and the garden.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents	Group Setting	250+

Cost Structure:	Limitations:
\$5.00	Due to staffing and funding limitations, we expect to only be able to work at sites with whom we already have an established relationship. At established sites, we will work with all students and teachers who wish to participate, including ELLs and foster students.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Patricia Gangwer	pmgangwer@aol.com	(510) 913-0108

<http://www.westcountyschoolgardens.org/>

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
West County DIGS (Developing Instructional Gardens in Schools)	Dover Community School Garden	<b>141</b>
<b>Program Description:</b>		
<p>Dover Community School Garden has been developing over the past two years with the reconstruction of the garden area. WC DIGS has supported the garden with garden workshops, supplies, curriculum, and with a garden mentor. This year three classes are incorporating garden education as part of their core curriculum in the areas of science and writing. Students work in the garden learning about plant growth, soil, and sustainable organic practices. In class students learn about the nutritional value of eating whole foods. To increase involvement and to support teachers in the garden Dover has established a Dover Student Garden Committee and an adult Dover Garden Committee. One of the needs for teachers is to have adult help when lessons are taught in the garden. This could be accomplished through volunteers and a part-time garden educator. WC DIGS is requesting \$5,000 to hire a garden educator and increase teacher use of the Dover Community Garden.</p>		
<b>Program Goals:</b>		
<p>Dover Community School Garden Goals for 2017-18</p> <p>Increase participation from all grade levels by offering students opportunities to be in the garden, and for teachers to use garden curriculum in the classrooms. To improve family participation through garden events, which will lead to improved climate outcomes.</p> <p>We will again target three classes, different grade levels, to improve student achievement through use of Common Core Garden Curriculum and to integrate garden curriculum into L/A, Math, Science, and Nutrition/Health/Wellness instruction. We will improve student learning about core curriculum topics as well as nutrient dense foods that help mind and body through writing, quizzes, and standardized test scores. We will encourage healthy eating through fruit and vegetable tastings and observe student responses.</p> <p>To promote and recruit new members and develop a volunteer corp, we will work with the Full Service Community School Coordinator, the Dover Parents Club, Master Gardeners and the San Pablo Senior Center, to find experienced gardeners and novices who will help with garden maintenance and assist teachers in the garden. We will continue to work with Common Vision who is responsible for the fruit trees in the garden.</p> <p>Through inquiry, observation and experimentation students learn organic garden processes. Sixth grade will learn about soil quality and composition and how to increase soil health. Fifth grade will learn about the process of photosynthesis, cell composition and the importance of biodiversity of plants. All classes can learn practical math skills such as measuring plants, perimeter of garden beds, and calculating the amount of soil needed for a garden bed. Next year the Dover Community Garden program will be evaluated through a pre and post survey to participating students, teachers and parents to determine the success and efficacy of the program.</p>		
<b>Program Delivery:</b>		
The program will take place during the school day, 2-3 times a week depending on the schedule.		
<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff	Group Setting	250 students and parents, 7 teachers

<b>Cost Structure:</b>	<b>Limitations:</b>
\$5,000 will pay for a part-time garden educator/mentor.	Dover is a Title 1 school and 100% of students participate in the free or reduced-price lunch program.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Anthony Ramirez	tonyramirez830@sbcglobal.net	510-367-0550

<http://www.westcountyschoolgardens.org/>



Organization:	Program Name:	Program #:
West County DIGS, a project of Earth Island Institute.	Mira Vista School Garden EducationProgram	<b>142</b>
<b>Program Description:</b>		
<p>West County DIGS has been active in building the Mira Vista School Garden Program. DIGS has received grants from Supervisor Gioia to build garden infrastructure and from Kaiser Permanente to develop and implement a Nutrition Program both with the purpose of engaging more students and teachers in the garden program. Mira Vista School Garden's vision is to showcase how a ethnically and socioeconomically diverse school with limited resources can grow partnerships to sustain a garden, nutrition, and environmental education program. DIGS Garden Educators spend more than 12 hours/week at Mira Vista building community partnerships and helping students in grades K-8 to develop practical skills about nutrition, personal well-being, sustainable development and community involvement. Instruction is reinforced and amplified throughout the community with communications and activities sponsored by teachers and PTA committees. Teachers have expressed an overwhelming enthusiasm in garden participation but find it challenging to manage their full class alone and to keep up with garden maintenance. WC DIGS is requesting \$12,000 to partially support a Garden Educator Coordinator to implement this garden program which will be matched by other sources.</p>		
<b>Program Goals:</b>		
<p>Mira Vista Garden Program goals for the 2017/2018 school year include the following :</p> <p>Students - All K - 8 students and teachers will have the opportunity to participate in school garden programs. We will target 100 students for specialized garden sessions with specific goals and pre- and post testing to measure progress.</p> <p>Teacher Training - Train and co-teach with Mira Vista teachers to engage K - 8 students in garden activities and curriculum. Develop and make available extensive Garden Resource Library. Continue to develop Health and Wellness Curriculum (funded in 2016/17 by Kaiser Permanente and Whole Foods) and Garden Ecology lessons for use by Mira Vista teachers and other district garden educators.</p> <p>Garden Maintenance- Build and Maintain year-round vegetable gardens at Mira Vista Site. Serve as an Education Center for the district and make library, curriculum, available to all district Garden educators through workshops. Build and maintain a Greenhouse for school use and potentially future use as full district DIGS Greenhouse.</p> <p>Partnerships - Mira Vista school garden program is a large team effort made possible by the diligent effort of the Garden Coordinator. Corporations and local businesses such as Jamba Juice, Well Fargo, McGuire and Hester, M and M Tree Service have played a vital role. Organizations such as Common Vision, Llfelab and Master Gardeners provide important services. Interns and specialists from the neighborhood and UC Berkeley help maintain gardens and instruct students. In addition, the Coordinator writes grant proposals in consort with the PTA bringing in other funds including Kaiser Permanente, Whole Foods, County Supervisor Gioia Funds and the City of Richmond.</p> <p>Outcomes - Through inquiry, observation and experimentation, students learn biological and ecological processes. They learn to build healthy soil, reduce waste, conserve water, protect local watersheds, and learn about the web of interactions that sustain life.</p> <p>Our gardens reflect and celebrate the diversity of our community and promote inclusivity. We celebrate a range of foods and cultures. The garden allow strengths to shine, and for students of different abilities to come together to solve problems.</p> <p>To enhance the study of California history, 4th grade will grow a three sisters garden, including corn, beans and squash growing symbiotically. Student also learn ethnobotany and how local natives used plants as medicine. The garden provides many opportunities for real- life math, including measuring planter boxes and garden perimeters, designing a greenhouse, measuring growth of plants, and obtaining data about soil nutrients. Math also is used in cooking lessons.</p> <p>Our school is on four levels, with gardens in between. There is no parking near either garden, so plenty of opportunities for exercise while moving mulch with a wheelbarrow, carrying plants and tools to and from the storage area, &amp; digging in soil.</p>		

Gardens are a place to replenish, rejuvenate and recharge. Students nurture and care for other living things, and learn stewardship, leadership, community organizing, and problem solving. Gardens are a lesson in patience as everything has a season.

Evaluation - Garden programs will be evaluated through pre and post surveys of 100 targeted students and through questionnaires conducted with teachers to determine the efficacy and success of the program. Next year's program will be developed on the data obtained from this current year's surveys.

#### **Program Delivery:**

A schedule will be made of garden sessions taking place 2 - 3 times a week in MV's two school gardens. Some instruction and follow-up lessons takes place in the classrooms.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff, Community Residents, local businesses and corporations	Group Setting	500 students and their families and 12 teachers

<b>Cost Structure:</b>	<b>Limitations:</b>
An estimate of the cost of a part-time Garden Education Coordinator position is \$24,000 including Earth Island Institute fiscal sponsorship and hiring fees. WC DIGS is seeking \$12,000 toward the cost of a Garden Coordinator or other teaching staff to be matched by other sources through the district or PTA.	Mira Vista is one of the most diverse schools in the nation, with students in K-8 grade who are: 36% Hispanic; 23% Black; 21% White; 14% Asian; and 3% multi-ethnic. 31% are English language learners. 17% have special needs. 64% of students participate in the free or reduced-price lunch program, making Mira Vista the school with the highest program participation in the district outside of Title I schools. The community ranges from homeless to upper class. Some families have limited access to fresh food, and there are many fast food restaurants in the neighborhood. Thus, our gardens are important in teaching nutrition and being a model of how to sustain a garden program with limited finances and volunteers. The garden program is open to all students and the degree of participation is dependent on their classroom teacher's leadership and involvement.

#### **Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Graciella Rossi	graciellar@sbcglobal.net	510-219-1133

[www.westcountyschoolgardens.org](http://www.westcountyschoolgardens.org)

Organization:	Program Name:	Program #:
West County DIGS, a project of Earth Island Institute. affiliated with Washington Elementary: Edible Education Garden	Washington's Edible Education Garden	<b>143</b>
<b>Program Description:</b>		
<p>Washington Elementary's garden program offers students the opportunity to become ecologically literate, so they understand and appreciate how their existence is inextricably linked with other members and aspects of the environment. Our two thriving gardens act as slicing laboratories that offer students hands on and project based - learning experiences that broaden their awareness of nature's living systems and how these systems provide humans with the nutritional sustenance that keeps us alive and well. For many of our students, the school garden is where they discover for the first time that apples grow on trees and strawberries come from the ground. They also learn how critical pollinators are to the world's food production, that soil is alive with tiny organisms that take all things grow and that our water is a precious and limited resource. Through our garden program students learn that they are interdependently connected to the bee, and to the worm. They are introduced to the magic of nature and its cycles of life, and they get to participate in its processes. As a result, these experiences transform their perceptions of the environment in which they live and the role they play in it. When students discover how intricately connected all of the earth's elements are, their world views are broadened and they develop a sense of ownership of and responsibility for nature. Through our garden program, students are inspired to recycle, compost their food scraps, pick up trash around the yard, and not squish the spider they find in the corner of their classroom. They also learn that all these things; the soil, air, water and sun are what make our food healthy and that eating food as direct from the garden as possible is what makes our bodies healthy and strong. We believe our children will shape our future, and thus making sure they become environmentally literate citizens will ensure we build a more environmentally conscientious community in the future.</p>		
<b>Program Goals:</b>		
<p>West County DIGS has been active in building the Washington School Garden Program. WC DIGS is requesting \$10,000 to partially support a Garden Educator Coordinator to implement this garden program which will be matched by other sources.</p> <p>Washington's garden goals are:</p> <ol style="list-style-type: none"> <li>1. Students are inspired to ask questions and seek answers through their own observations, research.</li> <li>2. Student will observe the working of a diverse ecosystem first-hand and get to participate in these processes.</li> <li>3. Students will recognize their ability to participate in nature's beauty and learn their own significant place in the ecological system.</li> <li>4. Student will discover the connections between themselves, and the environment and more fully understand the interconnectedness of all living things.</li> <li>5. Students will contribute to the production of healthy food, and learn the importance of consuming whole, nutritionally dense food for their overall health and wellbeing.</li> <li>6. Students will apply concepts learning in multiple academic areas to the garden contact.</li> <li>7. The Washington community will have a venue to connect and get involved in the school.</li> </ol> <p>We will evaluate success by seeing a reduction of junk food being eaten by students.</p> <p>We will also evaluate their learning via test, quizzes and surveys.</p>		
<b>Program Delivery:</b>		
<p>Services are provided during the whole school calendar year. A calendar is created in collaboration with the teachers. Each classroom is provided 10-12, 30-45 minute garden and/or nutrition education sessions each year.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents, local businesses and collaborators	Group Setting	450

Cost Structure:	Limitations:
The cost to run our Edible Education garden is 20,000 per year. The breakdown for the various services is as follows: Outdoor classroom=11,000 Recess in the garden= 5,000, Garden Enhanced Nutrition Education=3,000. WC DIGS is seeking \$10,000 towards the cost of a Garden Coordinator or other teaching staff to be matched by other sources through the district or PTA.	The whole school community will be served through this program. We have a very diverse school community. 65% qualify for the free or reduced lunch program. Approximately 70% of our student population is low income. The ethnic breakdown of our students population is as follows: 18% white, 59 % Latino, 16% African American, and 6% other. Two-thirds of our students come from areas of the city that are challenged by violence and crime, and they have little or no access to green spaces of the opportunity to grow their own food. By contrast, these students are exposed to a glut of fast food restaurants and convenient stores with few nutritionally dense food options. The 2010 Fitnessgram data show that the burden of obesity in Richmond school children is significant: 50% of children are overweight or obese, and then majority of obese children are low-income Latino and African American students. These statistics are definitely represented in our Washington student population.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Christine Mitchell: Garden Education Specialist/coordinator	mchristine513@gmail.com 7/0r kellibarram@gmail.com	(541) 510-9663

[www.westcountyschoolgardens.org](http://www.westcountyschoolgardens.org) & <http://washington-pta.org/about/garden/>

Organization:	Program Name:	Program #:
West County Digs/West Contra Costa School Garden Program	Lake School Gardening and Cooking	<b>144</b>
Program Description:		
<p>I am a professional chef and love to garden.</p> <p>I'm working with Molly, Graciella, Kelley, and Kelli teaching K-12th grade.</p> <p>Cooking in the classes from the garden.Planting seeds, growing vegetables.</p>		
Program Goals:		
<p>The goals of the classes are to teach the children about organic gardening and cooking. What is organic and how does it benefit our bodies and environment.</p> <p>Each class we cook and talk about what they are cooking and eating at home.</p> <p>Families, children and teachers benefit from us coming to their school.</p>		
Program Delivery:		
<p>The program takes place during School hours.</p> <p>After the spring break we are adding the after school program to our schedule for cooking classes</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting, Inside classroom and in the garden.	Approximately 200-300 per month

Cost Structure:	Limitations:
<p>1 day a week program for cooking and gardening including 1-3 classes per visit</p> <p>\$10,000.00 per school year</p> <p>2 days per week \$20,000 per school year</p>	No limits to who it can and will serve.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Shellie Bourgault	shelliebourgault@gmail.com	(510) 672-4024

Organization:	Program Name:	Program #:
YMCA of the East Bay, West Contra Costa county	Y Team, Counseling Services	<b>145</b>
Program Description:		
Mental Health Therapists and support staff focused on addressing the socio-emotional well being of youth in Elementary, Middle, and High School settings. School based mental health services, Group and individual counseling, Case management and collateral services. Coordination of services alongside Community Schools Coordinators. Crisis counselors. Academic support. Address school climate issues.		
Program Goals:		
<ul style="list-style-type: none"> <li>-Increase socio-emotional well being of clients;</li> <li>- Improve school climate through coordination of services and collaboration with Community School Coordinators;</li> <li>-Provide trauma informed based services;</li> <li>- Improve academic performance;</li> <li>-Improve resilienc</li> </ul>		
Program Delivery:		
During the school day 4 days a week for a full time counselor and 2 days a week for a part time counselor. <ul style="list-style-type: none"> <li>- Private confidential space needed</li> <li>-Confidential room for groups needed</li> </ul>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents, Family	Individual Setting (1:1), Group Setting, Family Therapy	Schoolwide- 15-20 youth per counselor (individual therapy)

Cost Structure:	Limitations:
16 Mental Health Counselors/Trainees (In Kind) 9 Mental Health Counselors- \$75,000 per person 1 Crisis Counselor- \$75,000 per person 4 School Based Liaisons/Health Educator- \$35,000 per person	Counselors at Lake and Downer (50% medi-cal) Counseling Services provided to clients with Medi-Cal Crisis Counselor at Richmond High School

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Thomishia Booker	tbooker@ymcaeastbay.org	510-909-7034

[www.ymcaeastbay.org](http://www.ymcaeastbay.org)

Organization:	Program Name:	Program #:
American Red Cross	Pillowcase Project	<b>13</b>
Program Description:		
The Pillowcase Project is a free interactive preparedness program for youth ages 8 to 11. Students learn the best ways to stay safe, how to handle stressful situations, and what tools they can use at home to prepare for emergencies. Students also have the opportunity to decorate and personalize their own pillowcases, which serve as containers for a personal emergency supplies kit, and are encouraged to share what they've learned with friends and family.		
Program Goals:		
The goal is to prepare children to deal with emergencies, and the program has been very well received nationwide. We would like to provide this training to children in West County, and success will be evaluated by our engagement level with students and responses to a short quiz (not officially graded) students will complete at the end of the presentation.		
Program Delivery:		
During school hours, in a classroom. Days per week dependent on school interest and our instructors schedules. Would like to have an average of 1 presentation/week		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	1000 students

Cost Structure:	Limitations:
N/A	N/A

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Justin.rocque@redcross.org	GetPrepContraCosta@redcross.org	925-7584083

[www.redcross.org](http://www.redcross.org)

Organization:	Program Name:	Program #:
Bay Area Community Resources	EPSDT/Medi-Cal Counseling	<b>22</b>
<b>Program Description:</b>		
<p>BACR works in partnership with the schools and district to enhance the social-emotional and behavioral health of youth, families and schools. Our restorative and trauma-informed behavioral health services help youth and families cope with emotional and life circumstances and to develop understanding and positive strategies to be successful in and out of school. We also work with the caregivers of the youth to support the progress of treatment goals and to strengthen the family systems where needed.</p> <p>The Medi-Cal mental health program includes a range of trauma-informed services to meet the mental health needs of medi-cal eligible youth, their families and the schools. This includes: individual and group counseling/therapy, family support and counseling, case management, consultation with school personnel about individuals and the overall school social-emotional environment, crisis intervention and trauma response, assessment and referral when appropriate, and classroom education and faculty in-services on relevant behavioral and mental health topics. BACR mental health therapists assess the youth and families referred for services.</p> <p>Services are intended to support positive social-emotional development in youth so that they can be successful in the family, school and community. Service to families supports positive outcomes for their children and family system. School-focused services enhance capability of the school community to meets needs of all its members.</p>		
<b>Program Goals:</b>		
<p>These services are available to Medi-Cal eligible students referred by school personnel, family and self for social-emotional, behavioral, or psychological support. At each school site, we typically serve at least 20 youth in individual and/or group therapy and approximately 20 -30 in crisis response, classroom education or other support. In addition, we serve teachers and other school staff through participation in the COST team, SSTs, providing staff in-services and consultation.</p> <p>Expected Outcome(s)</p> <p>65% of clients show reductions in high risk behaviors and/or improved coping skills</p> <p>65% of clients will demonstrate positive movement along Stages of Change continuum</p> <p>80% of parents/guardians surveyed will report that the services provided helped their child progress in their treatment and school goals.</p> <p>90% of school partners will report that BACR creates a beneficial and trusting relationship.</p> <p>Evaluation Method(s)</p> <ol style="list-style-type: none"> <li>1. Pre-post Children's Global Scale of Functioning (CGAF) or CANS periodic assessments and evaluation</li> <li>2. Stages of Change pre-post assessment</li> <li>3. School staff satisfaction surveys</li> <li>4. Parent satisfaction surveys</li> </ol>		
<b>Program Delivery:</b>		
<p>Primarily delivered through school day, M - F. Some programming may occur in after school hours. Room or rooms reasonable for confidential individual and small group counseling.</p>		



<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff	Individual Setting (1:1), Group Setting, Some classroom education	We typically serve at least 20 youth (and their families) in individual and/or group therapy and approximately 20 -30 in crisis response, classroom education or other support. In addition, we serve teachers and other school staff through participation in

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	Services limited to full-scope Medi-Cal clients, except for classroom education.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Stephanie Hochman	<a href="mailto:shochman@bacr.org">shochman@bacr.org</a>	510-559-3012

[www.bacr.org](http://www.bacr.org)

Organization:	Program Name:	Program #:
Bay Area Community Resources	Youth Advocacy and Policy: DROC, YTAPP and UNI	<b>23</b>
<b>Program Description:</b>		
<p>Youth in West Contra Costa are beset by many environmental stressors which make them often at-risk for substance use, failing to succeed academically, developing negative, self-destructive behaviors and becoming discouraged to the possibility of a positive future. BACR's DROC/YTAPP/UNI Youth Leadership programs help youth to develop leadership and resiliency skills that support their positive development and make a positive impact on their school and neighborhood communities. Our Youth Leadership programs rest on the core belief that by helping young people understand their own potential to affect change, not just in their lives, but in their communities, we are facilitating the development of self-activated young adults who will make healthy choices about their futures and work to make a better world.</p> <p>DROC/UNI/YTAPP offer youth the opportunity to learn how to make a positive impact on their communities through advocacy in the area of behavioral health. Using a Community Prevention model, we focus on advocacy and social change activities related to the issues of drug and alcohol norms and abuse (Discovering the Reality of our Community - DROC), tobacco use (Youth Tobacco Advocacy and Policy Project - YTAPP) and food security (YOUTH Urban Nutrition Initiative - UNI).</p> <p>Youth learn how to assess their communities and then create change projects related to the issues that they discovered in the assessments. Through the Youth Development model, these programs offer youth 1) opportunities for meaningful participation, 2) challenging learning experiences, and 3) bonding with adults and youth in a positive way. Currently, DROC is primarily at DeAnza, El Cerrito and Greenwood Academy; YTAPP operates at Richmond High School and UNI operates primarily with a group of Youth Leaders at Greenwood Academy.</p> <p>These programs also support academic success and college seeking through academic support, academic workshops, college visits and college application workshops. Our academic supports also include training to use various computer programs like Power Point, public speaking and persuasive writing. At Greenwood Academy, students are able to gain credit recovery through their work in our program. We are also a leading member of the Ed Fund's College Access Network.</p>		
<b>Program Goals:</b>		
<p><b>OUTCOMES</b></p> <ol style="list-style-type: none"> <li>1. 70% of Youth will report increased skills in community assessment and community change strategies.</li> <li>2. Youth will create at least 3 community/school change projects</li> <li>3. 20 or more students will tour college campuses and/or attend college and career events;</li> <li>4. 70% of DROC seniors accepted into 2 or 4-year colleges or vocational schools</li> <li>5. 65% will demonstrate good to excellent written, critical thinking and public speaking skills;</li> <li>6. 60% of Greenwood Academy students will complete the FAFSA on time.</li> </ol> <p><b>EVALUATION METHODS</b></p> <ul style="list-style-type: none"> <li>*Post only survey of skills and knowledge gained</li> <li>*Attendance rosters</li> <li>*Completion of school-community change projects</li> <li>*Evidence of verbal and written advocacy materials, such as Letters to the Editor and presentations to decision-makers, such as School Board or Board of Supervisors, etc.</li> <li>*College and vocational acceptance letters</li> </ul>		
<b>Program Delivery:</b>		
Hours (during school or after) will depend on the needs of each school. Day at each school will be scheduled with Community School coordinator. We need a room large enough for group meeting.		

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Those affected by community change activities - e.g. Board of Supervisors, other students, school district, etc.	Individual Setting (1:1), Group Setting	Approx. 80 students; 50% in academic/college support elements.

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A - This is in-kind for the current programs.	DROC: De Anza, El Cerrito, Greenwood YTAPP: Richmond High UNI: Greenwood Any students at the program schools may participate.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Alison Wohlgemuth	<a href="mailto:alison.wohlgemuth@bacr.org">alison.wohlgemuth@bacr.org</a> <a href="http://www.bacr.org">www.bacr.org</a>	510-559-3019

Organization:	Program Name:	Program #:
Bay Area Community Resources	Youth and Family Case Management	24
Program Description:		
<p>This work will provide integrated and collaborative case management prevention and intervention services to students and their families in need, with a focus on student and family accountability for school attendance and academic, social and behavioral improvements. Case management is in the service of reducing barriers to child health and success in school, family and community to include improvement in attendance, family stability, social-emotional behavior, and classroom success at Lake.</p> <p>We will provide case management, brief mental health counseling, social well-being services such as mentoring, community outreach, family advocacy, attendance improvement services, linkages to after-school programs and school and community activities for students and families as described below:</p> <ol style="list-style-type: none"> <li>Provide culturally sensitive services to a diverse population, narrowing language barriers for English as a Second Language (ESL) families.</li> <li>Identify and provide support to students and their families at Helms, who are at risk of becoming truant and failing school due to multiple stressors at home, in school, or in the community or are currently struggling with attendance and/or school success. Support is intended to strengthen the family and students' ability to maintain adequate school attendance and be on time for classes and school activities.</li> <li>Provide assessment and referral to students and families per year at Helms and Lake and coordinate on-site preventative and intervention services for families requiring more intensive case management. The students will receive ongoing assessment, consultation, and follow-up in order to increase the students' readiness for learning, life skills, safety, stability, and well-being. Through home and school visits with the Case Manager, families receive ongoing emotional and other health assessments, consultation and follow-up in order to increase the families' stability, confidence, and competence in their parental capacities, quality of family relationships, and safety.</li> <li>Participate in collaboration between all counselors and interns who provide on-site mental and physical health services.</li> <li>Work collaboratively with volunteers, counselors and interns who provide preventative and intervention social services.</li> <li>Attend scheduled school administrative and community meetings to ensure that the program's goals and objectives are in alignment with those of the school district, school, and community partnership.</li> </ol>		
Program Goals:		
<p>The goals of the Case Management programs are to enhance youth and family success in home, school and community venues, with particular attention to improving school attendance, behavior and family stability.</p> <p><b>OUTCOMES</b></p> <ol style="list-style-type: none"> <li>Students and their families served must be provided academic and enrichment wrap around services to help improve school performance and attendance as evidenced by teacher and stakeholder surveys, progress/report cards, test scores, and school records.</li> <li>Students and their families engaged and adhering to services administered must achieve goals listed in their improvement (Action) plans (attendance, social/behavioral, academic).</li> <li>Build strong home, school, and community partnerships to provide tools and skills to students and their families so that students become and/or remain socially competent and engaged in the communities in which they live.</li> </ol> <p>We measure success through numbers served, attendance/truancy lists, school performance through grades and behavior through suspensions and referral data.</p>		
Program Delivery:		
During school hours, M - F. Confidential space for individual and family sessions needed.		

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents	Individual Setting (1:1)	Helms 115; Lake 60

<b>Cost Structure:</b>	<b>Limitations:</b>
Program is currently funded by Contra Costa County for Helms and Lake Schools.	The program is currently operating at Helms and Lake Schools. All who have been identified are eligible for services.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Stephanie Hochman	shochman@bacr.org	510-559-3012

[www.bacr.org](http://www.bacr.org)

Organization:	Program Name:	Program #:
California School-Based Health Alliance	West Contra Costa School Health Partnership	25
<b>Program Description:</b>		
<p>The California School-Based Health Alliance (CSHA) aims to improve the health and academic success of children and youth by advancing health services in California schools. CSHA will support WCCUSD three goals: healthy children, successful students, and equity &amp; access. CSHA will support WCCUSD by working with school-based health centers to provide technical assistance, training, and advocacy. Services will be provided at Coronado, Crespi, DeAnza, DeJean, Dover, El Cerrito, Greenwood, Helms, Hercules High, Kennedy High, Lake, Pinole Valley and Richmond High. CSHA &amp; WCCUSD will work to promote healthy children, successful students, and equity and access for all students. CSHA will support school based health centers to build their capacity for evaluation, improve their sustainability, implement youth development/engagement programming, better integrate into WCCUSD and community initiatives, and engage community stakeholders in their work.</p>		
<b>Program Goals:</b>		
<p>Program Goals/Expected Outcomes/Deliverables:</p> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>*Convene monthly/quarterly meetings with district and SBHC staff to share resources, improve coordination, and identify operational improvements such as greater alignment with district crisis response.</li> <li>*Conduct four trainings for SBHC staff on priority topics identified in monthly meetings, e.g. productivity, confidentiality, billing/sustainability, boys and men of color, and trauma-informed care.</li> <li>*Explore additional options for financing SBHCs and other school health services through Medi-Cal claiming, group billing, and other strategies.</li> <li>*Provide technical assistance to SBHC Coordinators to build a streamlined system for data analysis and reporting.</li> <li>*Facilitate a process for SBHC Coordinators to generate an annual report on medical services delivered at WCCUSD schools through mobile vans or fixed clinics, including demographic data of program participants (gender and ethnicity).</li> <li>*Facilitate a process for SBHC Coordinators to gather mental health service data from the primary mental health provider/sponsoring agencies.</li> <li>*Provide technical assistance to SBHC Coordinators to better align their services with other health and community engagement initiatives within the district.</li> </ul> <p>Youth Development:</p> <ul style="list-style-type: none"> <li>*Make 10 visits to SBHC youth advisory boards to facilitate workshops on skills, adolescent health issues, and public health.</li> <li>*Engage youth advisory board members in presentations and testimony to local and state policymakers.</li> </ul> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> <li>*Strengthened operations and system linkages at each of the six SBHCs in WCCUSD.</li> <li>*Strengthened capacity of the SBHC coordinators to analyze and report on data from their SBHCs.</li> <li>*Improved alignment of partnership efforts involving SBHCs and relevant community health initiatives.</li> <li>*Increased visibility and strengthened base of support for SBHCs in WCCUSD.</li> <li>*End-of-year SBHC utilization and patient survey report.</li> <li>*Youth engagement and advocacy are institutionalized as a core component of SBHCs in WCCUSD.</li> <li>* More students participate in health career exposure opportunities.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>*End-of-Year SBHC Coordinators Survey/feedback session.</li> <li>*Youth Pre and post-tests for program participants on health career/post-secondary education knowledge and program satisfaction.</li> </ul>		

**Program Delivery:**

When: During the school day and after school on an as needed basis for youth and once per month (at the most) with adult staff.

Where: In the SBHC or FSCS spaces, quarterly/monthly meetings with Coordinators in spaces on campus (libraries afterschool)

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	70 Students and up to 30 staff (at SBHCs/FSCS)

Cost Structure:	Limitations:
N/A	Schools with School Based Health Centers or Community Schools Coordinators

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Molly Baldrige	<a href="mailto:mbaldrige@schoolhealthcenters.org">mbaldrige@schoolhealthcenters.org</a>	(510) 268-1039

<https://www.schoolhealthcenters.org/>

Organization:	Program Name:	Program #:
Center for Human Development	Project SUCCESS	26
Program Description:		
<p>Project SUCCESS provides Alcohol and Other Drug (AOD) Prevention by using the evidence-based Project SUCCESS curriculum with students in groups. This curriculum focuses on four main topic areas: self-awareness &amp; normalizing changes of being a teen, harms of teen AOD use, healthy relationships &amp; family issues, and coping skills for stress &amp; refusal skills for peer pressure.</p> <p>Students who have already begun to experiment with AOD use are provided the evidence-based Brief Intervention Program, which uses a Motivational Interviewing Curriculum with students individually.</p> <p>Parent Awareness workshops are facilitated to discuss the harms of teen AOD use and accessibility.</p> <p>Campaign groups on campus are created as a way for youth to present AOD campaign projects to their peers, and school communities as a whole (e.g. posters during Alcohol Awareness Month).</p>		
Program Goals:		
<p>Our goal is to reduce youth AOD use and to increase their perceptions of harm for use. The outcomes we expect to see are reduced use or continued non-use of AOD, increased AOD knowledge, increased perception of harm of under-aged use, and increased perception of disapproval of use by peers and parents.</p> <p>We will evaluate success through pre and post curriculum tests, pre and post behavioral contracts which include 1) Past 30 day use screening 2) Perception of harm of under-aged use survey 3) Perception of under-aged use disapproval by peers &amp; parents, and participant surveys.</p>		
Program Delivery:		
<p>During the school day 2 days per week per site Classroom preferred (or space big enough for groups of approximately 7 youth)</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Individual Setting (1:1), Group Setting	Approximately 50 students per school site

Cost Structure:	Limitations:
N/A	<p>Staff are on each campus two days per week</p> <p>We are able to serve 3 school sites in WCCUSD</p>

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Marlena Christensen- Program Manager	marlena@chd-prevention.org	925-349-7349

[www.chd-prevention.org](http://www.chd-prevention.org)



Organization:	Program Name:	Program #:
City of San Pablo	Girl's Circle	<b>27</b>
Program Description:		
Girls Circle seeks to promotes youth, family, and community growth and resiliency by offering circle program models that create, restore, and sustain healthy relationships. The Girls Circle Program has an 8-week curriculum that focuses on the following themes (based on the school sites needs): 1) Friendship 2) Mind, Body, Spirit 3) Honoring Diversity 4) Being a Girl 5) Body Image 6) Relationships with Peers 7) Paths of the Future 8) Identity		
Program Goals:		
The goal of the program is to promote the resiliency and connection to a adult ally. The program is evaluated by COSP's external evaluator, Public Profit, which uses the 40 Developmental Assets as the foundation for the evaluation rubric that is created by COSP staff.		
Program Delivery:		
During the School Day, 1 once a week, Confidential class room space is needed to execute program		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	48

Cost Structure:	Limitations:
N/A	Girls who attend City of San Pablo Public Schools.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Bertha Romo	<a href="mailto:berthar@sanpabloca.gov">berthar@sanpabloca.gov</a>	510-215-3087

[www.sanpabloca.gov](http://www.sanpabloca.gov)

Organization:	Program Name:	Program #:
Community Health for Asian Americans (CHAA)	CHAA counseling services	<b>28</b>
Program Description:		
<p>Services will be provided, on campus, to students who are covered by MediCal Insurance. These services will include, but are not limited to: individual and group therapy or behavioral rehabilitation, assessment, classroom observations and interventions, crisis interventions, administrative duties and subsequent recommendations as agreed to between WCCUSD and Provider. CHAA believes in promoting wellness, recovery and resiliency through collaborative actions.</p> <p>CHAA's behavioral health services both mental health and AOD when applicable. CHAA uses Strength-based assessment; Solution-Focused Therapy; trauma informed practices, and multicultural evidence-based practice principles for implementing services.</p>		
Program Goals:		
Improved school functioning, stronger coping skills and where relevant decrease substance use.		
Program Delivery:		
Services are provided during the school day. The number of days a week depends on the school need, availability of a room and current staffing. CHAA will need a room in which to provide the services.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Individual Setting (1:1), Group Setting	The number depends on the school need, availability of space and staffing.

Cost Structure:	Limitations:
Not applicable	We can work with clients who have full scope medi-cal - EPSDT.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Sue Denny, LMFT 39304	<a href="mailto:sue.denny@chaaweb.org">sue.denny@chaaweb.org</a>	510-233-7555 x 32

[www.chaaweb.org](http://www.chaaweb.org)

Organization:	Program Name:	Program #:
Contra Costa County Health Services - Active & Healthy Families	Active and Healthy Families	29
Program Description:		
<p>Active &amp; Healthy Families (AHF) is a family-based group medical appointment program of Contra Costa Public Health Clinic Services located in Contra Costa County, California. The program is open to Latino children age 5-12 years with BMI of 85 percentile and above. A parent is required to attend each appointment with the child.</p> <p>The AHF program is designed as a first level family education on obesity prevention. Knowledge of healthier food habits/lifestyle provides the child and family choices to work on for changes in their daily living. The AHF team guides and supports each participant and their families in their adoption and maintenance of healthier lifestyle changes. The principles of the Four Stages of Change model is the approach used in assisting participants succeed in making healthy lifestyle changes.</p> <p>The AHF program consists of eight-2 hour appointments every other week followed by six individual monthly appointments with the AHF team.</p> <p>Group Appointments &amp; Topics Covered:</p> <ol style="list-style-type: none"> <li>1. A Healthy Weight Matters: Benefits of a Healthy Weight</li> <li>2. Sugar content in Beverages and Cereal: Sugar Content of Popular Drinks and Cereals</li> <li>3. Eating Smart: Reading a Nutrition Facts Label, My Plate, Adequate Portions</li> <li>4. Physical Activity and Screen Time: Benefits of Physical Activity, Limiting Screen Time</li> <li>5. Responsibilities of the Parent and the Child: Division of Responsibility in Feeding</li> <li>6. Helping Children Cope with Stress: Managing Bullying</li> <li>7. Lowering Cholesterol and Triglycerides: Changes in Diet to Prevent/Manage High Cholesterol and Triglycerides</li> <li>8. Graduation: Review and Distribution of Certificates of Completion</li> </ol> <p>Individual monthly appointments for six months for participants who completed the program (attendance of at least six or all of the eight group appointments required).</p> <p>The program is delivered by a Provider Triad (Physician/Nurse Practitioner, Registered Dietitian/Nutritionist, Community Health Worker). The program has culturally and linguistically tailored curriculum for Latino children and family, interactive activities for children and parents included at each appointment, and individual time for child and parent with medical provider at each group appointment.</p>		
Program Goals:		
<p>The AHF program is designed as a first level family education on obesity prevention. Knowledge of healthier food habits/lifestyle provides the child and family choices to work on for changes in their daily living. The AHF team guides and supports each participant and their families in their adoption and maintenance of healthier lifestyle changes. The principles of the Four Stages of Change model is the approach used in assisting participants succeed in making healthy lifestyle changes. The program is evaluated using pre- and post- assessments of participant's knowledge around nutrition. Height, weight, and blood pressure are monitored throughout the program and changes in BMI are assessed.</p>		
Program Delivery:		
<p>The AHF program consists of eight-2 hour appointments every other week followed by six individual monthly appointments with the AHF team that are done after school.</p>		

Population Served:	Delivery Method:	Number of clients:
Community Residents	Group Setting	20 / year

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	The program can serve children and their parents and siblings who have eligible insurance (Contra Costa Health Plan or Medi-cal).

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Jennifer Baker	jennifer.baker@hsd.cccounty.us	925-266-1644

<https://cchealth.org/ahf/>

Organization:	Program Name:	Program #:
Contra Costa Health Services	Community Wellness and Prevention Program- Nutrition and Physical Activity Program	<b>30</b>
Program Description:		
The Nutrition, Food Security and Physical Activity programs aim to improve access and consumption of healthy foods and water, reduce sweetened drinks and increase physical activity among low-income Contra Costa County residents.		
Program Goals:		
The program goals are to improve the nutrition and physical activity environment so that the healthy choice is the easiest choice for students, staff and parents to make while in the school environment.		
Program Delivery:		
Program delivery will take place in a variety of setting: during the school day, after school in the classroom and/or small groups. Times and number of days per week can be negotiated.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents	Group Setting, Technical Assistance to Staff Upon Request	2,000 students, 500 parents, 200 staff

Cost Structure:	Limitations:
N/A	Emphasis is placed on school sites where 50% or more of the students are eligible and/or receive free and reduced meals.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Denise Milosevich	Denise.Milosevich@hsd.cccounty.us	925.313.6110


[www.cchealth.org](http://www.cchealth.org)

Organization:	Program Name:	Program #:
Contra Costa Health Services	Walk & Roll 2 School	31
Program Description:		
<p><b>Why Walk + Roll 2 School?</b></p> <p>A generation ago, most students walked or bicycled to school, but today, not so much. The reasons are obvious; parents are busier than ever, concerned about safety, plus kids have to carry big loads to school. But with childhood obesity rates on the rise, now is the best time to encourage walking and biking as exercise for youth and families. In addition to increasing physical activity, the West Contra Costa Safe Routes to School Project promotes walking and biking to school as a movement to reclaim our streets, sidewalks, parks and trails as safe community spaces and to make schools the centers of healthy neighborhoods. The Walk and Roll 2 School Project: Collaborating to Promote Safety: WR2S works with youth, adults, agency and city partners to promote safe and fun ways to increase walking and biking to school. Campuses and communities can share in all the many benefits of safe routes to school!</p> <ul style="list-style-type: none"> <li>- Decreased traffic, speeding, and crime in neighborhoods</li> <li>- Increased safety and access to daily exercise for youth and families</li> <li>- Improved air quality and decreased greenhouse gas emissions in school zones</li> <li>- Increased school pride and positive youth/adult relationships both on- and off-campus</li> <li>- Increased city/county resources to support healthy, safe and community-centered schools</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>- Learn about pedestrian/bicycle safety and increase awareness on campus by developing their own Street Smarts Traffic Safety Education</li> </ul> <p>Campaign messages and materials</p> <ul style="list-style-type: none"> <li>- Earn rewards and prizes by participating in Walk and Roll 2 School events, Walking School Buses, lunch-time rallies and contests!</li> <li>- Be part of WR2S Leadership for Positive Change projects to promote safe communities based on principles of mutual respect, social justice, responsibility and accountability.</li> <li>- Be empowered and plan campus events as part of their school's Walk and Roll Patrol!</li> </ul> <p>Adults can:</p> <ul style="list-style-type: none"> <li>- Participate in Walking School Buses to lead and monitor organized walks to school</li> <li>- Attend Safe Routes Task Force meetings to improve safety in school neighborhoods and learn bullying, gang, and violence prevention tips to protect their children</li> <li>- Become School Safety Champions to assist the WR2S team and school staff plan, coordinate, and conduct Walk &amp; Roll Events that sustain positive campus culture</li> </ul> <p>Schools can:</p> <ul style="list-style-type: none"> <li>- Schedule safety classroom and afterschool presentations, assemblies, and lunchtime rallies for students tailored to your schools needs on topics ranging from traffic safety education, bullying prevention, using street smart skills, etc.</li> <li>- Schedule safety presentations and training for parents on topics ranging from neighborhood crime, traffic enforcement in the school zone, organizing Walking School Buses, bullying and gang awareness, etc.</li> <li>- Receive WR2S Leadership for Positive Change mini-grants for efforts to promote safe walking and biking in school zones by coordinating support from principals, interested teachers, campus safety staff, parents and/or students!</li> <li>- Participate in Safe Routes to School Task Force meetings to discuss school zone concerns with law enforcement, city traffic and engineering experts, and health department staff</li> <li>- Enjoy teaching and serving healthier students that are more focused and ready to learn in the mornings, more connected to their environment, are more respectful of others, and have pride in their school!</li> </ul> <p><b>Making the Case: Walking and Biking to School as a National Priority!</b></p> <p>The U.S. Department of Health and Human Services and other health experts recommend at least 60 minutes of age appropriate physical activity for children every day of the week. For children and adolescents, this regular physical</p>		

activity helps build and maintain healthy bones and muscles, reduces the risk of developing obesity and chronic diseases, reduces feelings of depression and anxiety, and promotes psychological well-being. The U.S. Department of Health and Human Services, the American Academy of Pediatrics, and the Institute of Medicine have all suggested walking and bicycling to school as ways children can be more active. Former first Lady Michelle Obama's Let's Move campaign also recommends thinking about the trip to school as an opportunity to be active.

#### Key Findings:

Overall, children who actively commute to school seem to obtain more daily physical activity than those who ride in a car or bus. Or, active travel to school may make children more inclined to be physically active at other times of the day. Children who walk or bicycle to school are more likely to walk or bicycle to other destinations in their neighborhood than children who are driven to school.

SO, NOW THAT YOU KNOW WHY TO WALK + ROLL 2 SCHOOL, WHY NOT TRY TO WALK + ROLL 2 SCHOOL? 

#### Program Goals:

Students attending target schools will have increased traffic safety knowledge and increased opportunities to participate in daily physical activity. CCHS will track the participation at Walk and Roll 2 School events and conduct classroom presentation post-tests to assess knowledge

#### Program Delivery:

CCHS staff schedule follow-up meetings with designated school site staff to share program updates and tailor program activities to ensure school needs are met adequately. Our presentation format with students is able to occur in classrooms or during after school hours in the multi-purpose room. After school and classroom presentations may require the use of wi-fi access, laptop, projector and screen.

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Group Setting	300

Cost Structure:	Limitations:
N/A	While there are no program limitations for whom we can serve, we focus on elementary schools with an emphasis on those with student enrollment having 70% or more free and reduced priced meal eligibility. Lower income populations have higher rates of obesity

#### Contact Information:

Point Person:	E-Mail:	Phone Number:
Clayton Johnson	Clayton.Johnson@hsd.cccounty.us	(925) 313-6845

<http://cchealth.org/injury-prevention/>

Organization:	Program Name:	Program #:
Contra Costa Health Services - Children's Oral Health Program	Children's Oral Health Program	<b>32</b>
Program Description:		
The Children's Oral Health Program offers a variety of services to elementary school and preschools that meet the Program's criteria. All preventive oral health services are free.		
Program Goals:		
A. To educate children on dental disease B. To provide preventive dental services, including visual screening, fluoride varnish, sealants, and referrals to dentists.		
Program Delivery:		
During school day, one week of the school year. If there is a lot of children participating, it may take longer. We work with principals to accommodate school schedules.		

Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	5,000 per school year

Cost Structure:	Limitations:
N/A	Schools with an 85-100% FRLP participation, and that can accommodate our services, program requirements such as equipment, space, etc.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Erika Oseguera, Lead RDA	Erika.Oseguera@hsd.cccounty.us	(925) 313-6127

[www.cchealth.org/dental/](http://www.cchealth.org/dental/)



Organization:	Program Name:	Program #:
Contra Costa Health Services (CCHS) School-Based Program - Medical Services	CCHS School-Based Health Program - Medical Services	<b>33</b>
Program Description:		
<p>Public Health Clinics provides school-based health services to students who are 19 or younger with mobile clinic health vans and through satellite health centers, located more than 40 campuses in Contra Costa County. The Antioch, John Swett, Liberty Union High School District, Mt. Diablo, Pittsburg and West Contra Costa school districts all work closely with CCHS to increase on-campus access to medical, dental, mental health and preventative services for students. Availability of services varies by site.</p> <ul style="list-style-type: none"> <li>*Comprehensive well child exams</li> <li>*Physicals and sports clearance</li> <li>*Hearing and vision screening</li> <li>*Immunizations</li> <li>*Treatment of minor infections and illnesses</li> <li>*Dental examinations and cleanings, fluoride treatments, fillings and sealants</li> <li>*Pre-screening and referrals for mental health and other behavioral health services</li> <li>*Reproductive healthcare (provided to minors confidentially in accordance with California minor consent law)</li> </ul> <p>Other services</p> <ul style="list-style-type: none"> <li>*Outreach, including health education presentations and literature in classrooms and at campus events</li> <li>*On-Campus Office Hours to review health-coverage eligibility with students and parents, provide one-on-one counseling and offer client-centered follow-up for students</li> <li>*Collaboration with schools, districts, teachers and community partners to ensure greater access to quality healthcare for everyone.</li> </ul>		
Program Goals:		
<p>GOALS:</p> <ol style="list-style-type: none"> <li>1) To increase access to medical services for children and youth of West Contra Costa County;</li> <li>2) To provide youth and family friendly access to prevention services;</li> <li>3) To improve the health amongst children and youth 19 years of age and under.</li> </ol> <p>OUTCOMES:</p> <p>To improve the health of children and youth in West Contra Costa Unified School District.</p> <p>DELIVERABLES:</p> <p>At least 1800 children and youth throughout West Contra Costa County will have made a medical appointment within the CCHS School-Based Health Program.</p>		
Program Delivery:		
<p>WHEN: Monday - Friday 8-12pm and 1-5pm (hours vary at each school site).</p> <p>WHAT SPACE IS NEEDED: Space for Mobile Clinic to park &amp; Confidential Office Hour Space for Health Educators @ each school site.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, siblings of students	Individual Setting (1:1)	1800 children and students

Cost Structure:	Limitations:
N/A	Uninsured, low-income, and Medi-Cal eligible

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Jena Fiel-Wiliams	<a href="mailto:jena.fiel@hsd.cccounty.us">jena.fiel@hsd.cccounty.us</a> <a href="http://cchealth.org/schools">http://cchealth.org/schools</a>	925-768-8979

Organization:	Program Name:	Program #:
Contra Costa Health Services School-Based Program -- Dental Services	CCHS School-Based Health Program -- Dental Services	<b>34</b>
Program Description:		
<p>Public Health Clinics provides school-based health services to students who are 19 or younger with mobile clinic health vans and through satellite health centers, located more than 40 campuses in Contra Costa County.</p> <p>The Antioch, John Swett, Liberty Union High School District, Mt. Diablo, Pittsburg and West Contra Costa school districts all work closely with CCHS to increase on-campus access to medical, dental, mental health and preventative services for students. Availability of services varies by site.</p> <p>*Dental examinations and cleanings, fluoride treatments, fillings and sealants</p> <p>*Information dissemination and referral-making</p> <p>*Outreach, including classroom presentations</p> <p>*On-Campus Office Hours to review oral health-coverage eligibility with students and parents, offer client-centered follow-up for students</p> <p>*Collaboration with schools, districts, teachers and community partners to ensure greater access to quality oral healthcare for everyone</p>		
Program Goals:		
The goal of the CCHS School-Based Health Program -- Dental Services is to improve oral health and to increase access to dental care for children and youth.		
Program Delivery:		
Monday-Friday 8-12pm, 1-5pm		

Population Served:	Delivery Method:	Number of clients:
Students, Community Residents, To serve students at El Cerrito High, De Anza High and Richmond High; To serve students and eligible Contra Costa children at Kennedy High.	Individual Setting (1:1)	Approx 400 unique students

Cost Structure:	Limitations:
N/A	Dental Service is for children/youth up to age 21 years of age, have not been to the dentist in the last 6 months and students who don't have a usual source of oral care.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Laurel Smith	laurel.smith@hsd.cccounty.us	925-494-8024

<http://cchealth.org/schools>

Organization:	Program Name:	Program #:
Contra Costa Health Services- Teen Pregnancy Prevention Program (TPP)	CCHS Teen Pregnancy Prevention Program	35
Program Description:		
<p>Contra Costa Health Services (CCHS) Teen Pregnancy Prevention (TPP) Program engages the community in efforts to reduce teen birth rates and sexually transmitted infections. TPP partners with West Contra Costa Unified School District to provide comprehensive sexual health education for middle/junior high, high school youth in the cities of Richmond and San Pablo. The program seeks to empower youth with the knowledge, skills, and social-emotional tools to support them in making healthy choices that will allow them to live into their full potential.</p> <p>TPP Health Educators implement evidence-based curriculum "Get Real" in 7th grade and 8th grade, and "Positive Prevention Plus" for 9th graders within Richmond and San Pablo public schools. The curriculum meets the updated California Healthy Youth Act, which went into effect January 2016.</p> <p>In addition to the classroom-based intervention, the program promotes increased communication between youth and a parent or other caring adult by offering parent-student take home activities in all of our youth education program.</p>		
Program Goals:		
<ul style="list-style-type: none"> <li>-Delay initiation of sexual activity amongst youth</li> <li>-Increase the use of condoms, and other contraceptives, amongst sexually active teens</li> <li>-Normalize open communications about sex and protection methods</li> <li>-Increase youth's sense of agency in their lives and</li> </ul>		
Program Delivery:		
<p>7th grade (Get Real): 18 lessons</p> <p>8th grade (Get Real): : 9 lessons</p> <p>9th grade (Positive Prevention Plus): 13 lessons with optional 14th lesson</p> <p>Curriculum interventions take place grade level wide and push into various course subjects depending on school site preference. Number of intervention dates per week may vary depending on request of school.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents	Group Setting, Classroom	3680

Cost Structure:	Limitations:
NA	OAH Grant funded program to serve the following schools: Richmond High, Kennedy High, DeAnza High, Pinole Valley High, Crespi, DeJean, Helms, and Pinole Middle

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Megan Gasser	megan.gasser@hsd.cccounty.us	925-822-2803

<http://cchealth.org/schools>

Organization:	Program Name:	Program #:
Familias Unidas	Proyecto Bienestar (Project Well-Being)	36
Program Description:		
<p>Familias Unidas' youth development programs provide 2 curriculums to youth in Contra Costa County 1) El Joven Noble and 2) Xinachtli.</p> <p>El Joven Noble, for young men, is a youth development, support, and leadership enhancement curriculum designed to strengthen protective factors among male Latino youth ages 10-24. The curriculum is designed to support and guide youth through their rites of passage process while focusing on promoting character development, responsible and respectful behavior in relationships with significant others, and preventing substance abuse, relationship violence, gang violence, school failure, and unwanted or unplanned pregnancies.</p> <p>El Joven Noble is based on the philosophy that male youth need other men and women, their family, and community to care for, assist, heal, and guide them, and successfully prepare them for true manhood. The intervention is informed by positive youth development theory, the risk and protective factors model, acculturation, and Latino cultural values. Delivered by facilitators in 12-15 weekly sessions lasting an average of 1¾ hours, the curriculum focuses on four core teachings: conocimiento (acknowledgment), which addresses social and cultural attachment; entendimiento (understanding), which addresses social and behavioral factors such as violence and aggression as well as the ability of youth to focus on goals; integración (integration), which addresses factors in the broader culture that may lead to feelings of isolation and sadness; and movimiento (movement), which addresses how the physical and emotional aspects of teenagers' lives intersect. Sessions involve a mixture of activities and teaching methods (e.g., testimony by role models, skits) relating to a young person's self, family, and community while focusing on the four core teachings.</p> <p>Xinachtli is a comprehensive youth leadership development program designed to guide Latina adolescents through their female "rites of passage" process for a healthy development into adulthood, with a focus on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence, and school failure. Xinachtli is a Nahuatl word meaning germinating seed, symbolizing the natural process in which the seed opens and begins its transformation into a plant. Based on indigenous principles of the individual's interconnectedness to the family, the community, and nation, the curriculum provides a supportive process for young women to develop a positive identity, life skills, and support system. The curriculum developers took into account the following issues in relation to Latina youth: cultural knowledge, understanding of historical trauma, and social-economic conditions that affect the lives of youth today. Young women are facilitated through four learning cycles: reflexión (reflection), creación (creation), concientización (consciousness raising), and acción (action). Individual curriculum units focus on the following issues: cultural identity development; women's human rights, life skills development/healthy rites of passage; health, hygiene, and reproductive health; healthy family relationships; youth relationships, dating violence, and maintaining self-respect; community violence and cycles of oppression; vision and goal setting; violence and human rights as a community health issue; action "Ollin" circles; and community organizing and mobilization.</p> <p>The 12-15-session curriculum (1¾ hours per session) incorporates an educational and organizing process in the development of leadership capacity and personal community responsibility in participating youth to allow them to serve as teachers and guides for other young women in the community.</p> <p>After completing these programs, youth will be encouraged to (1) join an extended kinship group for ongoing support and development, (2) come talk to recent-immigrant youth participating in subsequent cohorts of the El Joven Noble and Xinachtli programs at their schools, and (3) serve as mentors to newcomer youth from similar backgrounds.</p>		

**Program Goals:**

Goal 1: Participating youth will experience improved social interactions and a sense of being part of and contributing to the community .

Objective 1a. 65% of participants will establish a positive peer support networks. (Indicator: student survey)

1b. 65% will report increased community involvement or feeling part of the larger community.

(Indicator: student survey)

1c. 50% of participants will become peer leaders, serving as mentors to youth in subsequent groups. (Indicator: student survey, facilitator report)

Goal 2: Participating youth will reduce their risk behaviors .

2a. 70% of participating students will have reduced incidents of interpersonal violence. (Indicators: Student survey, school data on violence-related suspensions.)

2b. 65% will reduce their substance (AOD) abuse. (Indicator: student survey; school data on substance use related suspensions)

2c. 70% will report a reduction in high-risk sexual behaviors. (Indicator : student survey, CAPS scales)

Goal 3: Participating youth will improve their school performance .

3a. 70% of participants will have a reduction in absenteeism. (Indicator: school records)

3b. 60% will improve their class grades. (Indicator: school records)

**Program Delivery:**

1-2 times per week for each group per school site during the school day. A space accommodating up to 12 students in a confidential setting is required.

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	Up to 12 youth per group per semester

Cost Structure:	Limitations:
NA	Our youth development program targets Latino youth who may be recent immigrants (but are not limited to this population) who are struggling to be successful in the school and home environment. Groups are bilingual in Spanish.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Maria Solorzano	<a href="mailto:msolorzano@familias-unidas.org">msolorzano@familias-unidas.org</a>	510-412-5930

[www.familias-unidas.org](http://www.familias-unidas.org)

Organization:	Program Name:	Program #:
Familias Unidas	Youth Matters	<b>37</b>
Program Description:		
<p>Familias Unidas has been a provider of comprehensive mental health services to youth and families in schools for several years, with an emphasis on serving Latino youth. Our staff is entirely bilingual in Spanish and many are also bicultural, as cultural sensitivity and humility is a crucial component of our work. Youth Matters provides individual, family, and group counseling and case management to at-risk youth with a trauma-informed approach, tailored to the school and youth's needs. Group counseling meets the needs of unaccompanied minors and new arrivals who struggle with acculturation, have experienced traumatic events and losses, and have difficulty adjusting to a new peer culture and family life which in turn impact their academic performance. Youth Matters provides trauma screening, crisis intervention, and ongoing therapy to youth who are struggling with anger, anxiety, depression, trauma reactions, behavioral problems, and family conflict, etc. Family counseling is aimed at improving the family's capacity to understand and support the youth, as well as to improve overall family functioning. Case management services are provided to link youth and families to needed supports. Youth Matters also provides education and support to faculty to better support their students. Familias Unidas emphasizes a strength-based, assets-based approach to working with young people. We use mental health and youth development programs as vehicles to nurture assets in children and youth such as positive relationships with caring adults and peers, self-esteem, pro-social skills, the ability to resist negative peer pressure, and leadership capacity. Our services also engage and equip families and their informal support networks as a means to promote positive developmental assets including strong families, adult role models, and caring communities, to make young people feel supported, safe, and empowered to contribute to their community.</p>		
Program Goals:		
<p>(1) 70% of children/youth with problems in school (e.g., attendance, disciplinary, academic) will improve their performance in identified areas. (Indicator: Parent/Teacher/Child Surveys)</p> <p>(2) Violence-related suspensions of participating youth will decrease by 70% (Indicator: Suspension data from the schools.)</p> <p>(3) 80% of children will have reduced severity of interpersonal, behavioral, somatic, and mental health problems. (Indicators: Pre/post Assessment w/ appropriate screening/ Parent/ Child report)</p> <p>(4) 75% will have improved parent-child relationships. (Indicator: Parent/ Child report)</p> <p>(5) 50% of youth/ parents of participating children will report that Youth Matters has connected them to supportive services. (Indicator: Satisfaction Survey).</p>		
Program Delivery:		
<p>Services are provided during the school day, 2-3 days a week. An office space for individual counseling and access to a space for small groups 1-2 times a week is needed.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	10-20 youth per school day, 40 parents

<b>Cost Structure:</b>	<b>Limitations:</b>
No charge to WCCUSD for these services for Medi-cal students. If no funding is available for uninsured/underinsured students or if additional services/ clinical time is requested the program cost is \$15,000/year per clinical day.	Youth Matters serves Medi-cal students; other funding for uninsured/underinsured students is available in 2016-2017 , and is being sought for 2017-2018.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Cris Stahl	<a href="mailto:cstahl@familias-unidas.org">cstahl@familias-unidas.org</a> <a href="http://www.familias-unidas.org">www.familias-unidas.org</a>	510-412-5930



Organization:	Program Name:	Program #:
Girls Inc. of WCC	The Girls Inc. Experience	<b>38</b>
Program Description:		
<p>The Girls Inc. Experience is comprised of several specific programs for girls that address the unique challenges girls face on a daily basis. Each program is delivered in such a way that is it culturally relevant and age appropriate. Our programs include academics such as STEAM subjects, financial literacy, media literacy, peer relations, sports &amp; kinesiology, entrepreneurship, coding, cooking and nutrition, community advocacy and leadership, government, and more. Our programs are delivered by facilitators trained to develop mentoring relationships with the girls and encourage positive outcomes and family engagement. We work holistically to engage the students, and support the education and enrichment of the whole child.</p>		
Program Goals:		
<p>Our program goals are engaging at least 100 girls in at least one of our programs throughout the school year and having a more than 75% participation rate across all programs. Another goal is to have at least 25% repeat participation in school programs, and having more than 50% parent engagement across all programs. Our focused outcomes will then be girls that are smart, meaning they are making smart, positive decisions and managing their health in those same ways; girls that are strong, meaning they are motivated to achieve, graduate from high school and post-secondary education, and are setting and achieving personal, educational, and career goals; and girls that are bold, meaning they have healthy relationships, have a sound body image, use their own voice and advocate for others and are resilient. We also expect program outcomes of girls feeling more empowered to advocate for safety in their schools and communities, being more engaged in school, and having more exposure to positive, mentoring relationships. We evaluate success with pre and post participant surveys, in program interviews, facilitator observation and notes and parent surveys.</p>		
Program Delivery:		
<p>Either during the school day as a pull out program, or directly after school as part of the after school program. For both purposes, programs are held once a week for 45-120 minutes, depending on the specific program. The space that is needed is a classroom or other medium to large room setting.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	100

Cost Structure:	Limitations:
N/A	Girls only

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Cristal Banagan	<a href="mailto:cristal.b@girlsinc-wcc.org">cristal.b@girlsinc-wcc.org</a>	510-232-5440

[www.girlsinc-wcc.org](http://www.girlsinc-wcc.org)

Organization:	Program Name:	Program #:
Inspiring Communities	Inspiring Healthy Communities	<b>39</b>
Program Description:		
Inspiring Communities is an approved recognized program of the American Diabetes Association, and provide population based preventive services including chronic disease self-management education for students, staff and families which include and not limited to diabetes, obesity, and nutrition. Agency will facilitate workshops for staff and families led by trained Community Health Workers/Retired Teachers		
Program Goals:		
Program Goals: To increase the availability of evidence-based health education and disease management programs in the community. Program Outcomes: To increase health literacy, To increase self-care behaviors, increase physical activity levels, and nutrition knowledge Program Evaluation: , Action Plans, Education plan and session evaluations		
Program Delivery:		
Small meeting room, available 1x per week for 2 hours, afterschool, Saturdays		

Population Served:	Delivery Method:	Number of clients:
Parents, Staff, Community Residents	Group Setting	100 Staff/Parents

Cost Structure:	Limitations:
N/A	Parents, Community, Staff, not for Youth

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Armand McKeller DNP, RN, FNP	amckeller@inspiringcommunities.org	510-439-6844

[www.inspiringcommunities.org](http://www.inspiringcommunities.org)

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
Rainbow Community Center	Rainbow Community Center School-Based Services	<b>40</b>
<b>Program Description:</b>		
<p>Rainbow Community Center will provide school based counseling services with an LGBTQ culturally competent lens with the purpose of supporting the shift in climate change and creating an inclusive school environment. The intention is to promote acceptance and support for a marginalized population within a school setting. RCC will provide 1:1 counseling/support with youth who identify on the LGBTQ spectrum as well as those who are allies. RCC will provide support in building students social support at school and increasing overall social connection, managing bullying and increasing self advocacy. RCC will provide brief crisis interventions and linkage to external resources as needed. Additionally, RCC interns serve to support the Gay Straight Alliance, and to facilitate psycho-educational group, QscOUTs. QscOUTs is a structured manualized intervention that was developed with Innovation MHSA funding from the County Behavioral Health Department. This intervention model has been reviewed by the state CAL MHSA offices and is listed as a Promising Practice in the CAL MHSA report, "First Do No Harm: Reducing Disparities or LGBTQ Populations in California"</p>		
<b>Program Goals:</b>		
<p>The aim of our school-based program is twofold: 1) to promote acceptance and support for LGBTQ+ youth in the school setting, shifting school climate toward greater acceptance and inclusivity of this marginalized population, decreasing bullying and fostering respect for diversity; and 2) to provide clinical support to youth who identify as LGBTQ+ and allies in order to assist these students in building social supports and increasing connectedness, managing stress surrounding coming out and other issues related to identity, increasing coping skills, and building self-advocacy.</p> <p>As a result of services to and enhanced visibility of LGBTQ+ and ally youth, it is expected there will be increased sense of wellbeing and connectedness for these youth, and a decrease in incidences of bullying as well as negative experiences and interactions among LGBTQ+ and ally youth in the school community. Outcomes are measured through post-group surveys for QscOUTs groups, evaluative measures of functional impairment and tracking of improvements for 1:1 counseling where appropriate, and may also be evaluated through other tracking of overall school climate by the district.</p>		
<b>Program Delivery:</b>		
During the school day		
<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students	Individual Setting (1:1), Group Setting	In terms of 1:1 counseling and direct group services, it is expected RCC will impact 10-30+ students in the school year. However, in impact on overall school climate, there is potential to impact a large percentage of the school population.
<b>Cost Structure:</b>		<b>Limitations:</b>
NA		RCC primarily serves LGBTQ+ and ally youth in the school setting.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Ginger Jule-Frost, Lead Clinician & School-Based Services Coordinator	<a href="mailto:ginger@rainbowcc.org">ginger@rainbowcc.org</a>	925-692-0090 x331

[www.rainbowcc.org](http://www.rainbowcc.org)

Organization:	Program Name:	Program #:
RYSE Center	Alphabet Group	<b>41</b>
Program Description:		
<p>Partnership: Richmond High School and CIS Health Center  Group Name: Alphabet Group (closed group)  Time: Tuesday (9:00-10:30)  Description: Alphabet Group is a safe and inclusive space that provides support for youth who identify as LGBTQ. The space also serves as a general resource to RHS where youth can learn about topics including but not limited to gender justice, sexuality, inclusivity, and advocacy. Youth will also be provided on-going support to assist them in identifying strategies and supports that help meet their education and career goals. This will happen during the school day in partnership with the Contra Costa Health Center who offer referrals.</p>		
Program Goals:		
<p>Objective 1: To create and maintain a safe space for LGBTQ youth  Outcome(s): Students who are referred to the space will be able to explore their identity and discuss some of the issues they are facing. Students will also feel more comfortable and connected with their identity. Students will create a sense of community within the group.  Objective 2: To act as a support system and advocate for LGBTQ group members.  Outcome(s): Each Alphabet Group members will have an education and career plan to support them in their academic and career goals.  Objective 3: To engage youth in critical dialogues/discussions regarding subjects including but not limited to gender justice, identity, queer and trans issues, inclusivity, and advocacy.  Outcome(s): Student's will increase their leadership capacity in order to run the lunchtime open lgbtq alphabet group.  Objective 4: To serve as a resource to RHS and CIS for any planning around LGBTQ activities, fieldtrips, day of silence events, anti-bullying campaigns, etc...  Outcome(s): RHS Safety and Climate for LGBTQ youth will be strengthened. RHS and CIS will be provided different resources including flyers, factsheets, and LGBTQ info.</p>		
Program Delivery:		
During School Day, 1x per week on Tuesday. CIS usually provides a classroom space (The bungalows near the garden)		

Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	15

Cost Structure:	Limitations:
N/A	Richmond High School Students who are referred to the group by CIS would identify within the LGBTQ spectrum.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Brian Villa	brian@rysecenter.org	3234744708

<http://rysecenter.org>

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
RYSE Center	Food Justice and Policy	<b>42</b>
<b>Program Description:</b>		
<p>Food Policy class will be taught during the Urban Agriculture and Food System elective course at Richmond High school once a month. RYSE staff will support the salad bar initiative as needed. Students will learn about the Richmond Food Policy Council, City of Richmond Food Initiatives, and Food Justice related subjects. The program aims at increasing students understanding of food related issues and solutions in schools, community, and the country. Through research, hands on workshops, and storytelling projects students will gain capacity to create an impact in our local food system. RYSE also hopes to help the Urban Ag teachers increase engagement with teachers, parents, and students.</p>		
<b>Program Goals:</b>		
<p>Goals of the program include increase student and staff engagement in school wide health and wellness initiatives. Help distribute food from the garden to students and parents. A student led food storytelling project to elevate struggles around food, nutrition goals, and their vision for a healthier community. Help with the youth led school salad bar.</p>		
<b>Program Delivery:</b>		
During the week, once a month and as needed.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	30

Cost Structure:	Limitations:
n/a	Richmond High students

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Stephanie Medley	stephanie@rysecenter.org	510-374-3401

<http://rysecenter.org/>

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
San Pablo Police Dept.	Get Ready 5th Grade	<b>17</b>
<b>Program Description:</b>		
<p>Get Ready 5th Grade Bay Area is a where students are empowered to lead their family through the necessary steps to prepare for the potential hazards (i.e. earthquake, in their community which they would have learned about in 4th grade. The learning objectives include:</p> <ul style="list-style-type: none"> <li>*Students will learn about hazards where they live</li> <li>*Students will work with their families to develop a comprehensive emergency plan</li> <li>*Students will assemble emergency supply kits for themselves and lead their family in developing kits</li> <li>*Learn about hazards in their community</li> <li>*Develop family emergency communications plans</li> <li>*Determine the location of utilities, and understand when and how to secure them</li> <li>*Map their homes, create evacuation plans, and mark meeting places</li> <li>*Identify items to take during an evacuation</li> <li>*Create emergency kits</li> </ul>		
<b>Program Goals:</b>		
The goal of this program is to educate and empower students to ask questions about what their family's plans are in different emergency situations, be a hub of information about potential hazards in the community and champion the actions to increase preparedness in their home.		
<b>Program Delivery:</b>		
1, 1 hour lesson per 5th grade class (once per school year)		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	All 5th graders

Cost Structure:	Limitations:
N/A	Incorporated San Pablo schools

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Alma Pelayo	<a href="mailto:almap@sanpabloca.gov">almap@sanpabloca.gov</a>	510-215-3157

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
STAND	Youth Education and Support Services	<b>43</b>
<b>Program Description:</b>		
<p>Our program offers education, prevention, early intervention services that support middle and high school students with navigating healthy relationships. Our You Never Win With Violence workshops (one focusing on healthy relationships and the other on sexual harassment) are offered in individual classrooms. Through these workshops we educate youth on warning signs for Teen Dating Violence( or sexual harassments, inform them of the reporting process, and link them to supportive services (i.e. student health center, therapy, crisis lines, our support groups, and out STAND center-based counseling.) Our support groups (Expect Respect and Promoting Gender Respect) work with 10-15 youth for an entire semester utilizing evidence based curriculum and promising practices to support youth in exploring relationship trauma, healing, and tools for healthy relationship behavior. Additionally, we offer two trainings to school staff. One is for adult allies to increase skills and competencies in addressing Teen Dating Violence and the other to support Staff Wellness (in working with traumatized children and youth.)</p>		
<b>Program Goals:</b>		
<p>The goal of our program is to effectively serve youth in WCCUSD through a combination of our four core services. We expect to see that each school we work with receives at least one staff training, that at least five classrooms per school receive workshops, and that at least one support group annually is offered on campus at each school we work with. In our workshops, we expect to see increases in disclosures of abuse and self-referrals post workshops as well as increases in knowledge of Teen Dating violence or Sexual Harassment (as evidenced by the pre and post surveys.) In our support groups we expect to see increases in knowledge and positive changes in attitudes, beliefs, and behaviors (as evidenced by our pre and post group assessments.) By positively impacting students lives we will be better able to engage parents as allies. By supporting school staff in referring youth to our services we will better serve the needs of the schools.</p>		
<b>Program Delivery:</b>		
<p>one day per week at each school for (two hours during class time.) Students will only be pulled for one hour, but we offer two groups per school, therefore we need the space for two hours. We will need a confidential space that seats up to 16 students.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	1500

Cost Structure:	Limitations:
N/A	N/A

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ruby Solis	rubys@standffov.org	5102802777

<http://STANDFFOV.ORG>

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
West Contra Costa Youth Service Bureau	West Contra Costa Youth Service Bureau	<b>45</b>
<b>Program Description:</b>		
The driving focus of wraparound is the coordination of mental health , education, welfare , juvenile justice and other social services into a network to meet the individual needs of children with emotional and behavioral disturbances. A tool for building constructive relationships and support networks between identified youth , their families ; and other care providers , this process is always family centered and strength based.		
<b>Program Goals:</b>		
Program goals are to develop individualized plans based upon each youth's individualized treatment goals that will help improve the youth's overall functioning in school, home, and community . In addition, an important goal is to help keep children in the community instead of institutional care. As a result of these specific goals we hope to see increased school attendance, improved academic performances, and increased parent participation with the youth we serve.		
<b>Program Delivery:</b>		
Program staff will need access to classrooms during class room to provide class room observation as needed. In addition, support youth and families with IEP's and SST's as needed.		

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents	Individual Setting (1:1)	between 175-186 students

<b>Cost Structure:</b>	<b>Limitations:</b>
NA	Youth between the ages of 5-18 who have full scope medi-cal

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Annette Lewis	alewis@wccysb.org	510-215-4670 ext 114

[www.wccysb.org](http://www.wccysb.org)



Organization:	Program Name:	Program #:
Women and Youth Supporting Each Other	WYSE	46
Program Description:		
<p>Women and Youth Supporting Each Other is a mentorship group that promotes informed decision making among young girls in low-income communities by discussing sexual health, sexuality, violence against women, bullying, nutrition, and much more. Every week, 2 mentors are responsible for planning and leading a session on a specific topic. Each mentee is also assigned her own mentor from our group with whom she shares a journal and some one on one time at the end of every session. We also take the girls on one field trip a semester, which is often a trip to the local clinic. The mentors are a tight knit, diverse group of women committed to educating middle school girls in a safe and fun environment.</p>		
Program Goals:		
<p>The main goal of WYSE is to empower young girls to make informed decisions. A successful program would reduce the amount of bullying among the girls and the rate of pregnancy by using a resource that these young women can turn to.</p>		
Program Delivery:		
<p>The program will take place Mondays after school and need a dedicated space.</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	20

Cost Structure:	Limitations:
NA	Current Program serves DeJean Middle School. he program works with 8th grade girls specifically as they are a bit more mature and willing to engage in the topics we discuss.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Manik Marasinghe	manik.marasinghe@berkeley.edu	(714)856-3707

<http://www.wyse.org/about-us>

Organization:	Program Name:	Program #:
YES Nature to Neighborhoods	Youth Leadership Pathway (Summer Camp, Camp Days, Camp-to-Community & Family Camp Programs)	<b>47</b>
<b>Program Description:</b>		
<p>Founded on the belief that supported discovery experiences in nature can act as a catalyst for individual and community transformation, YES offers a menu of programs that provide facilitated experiences in the outdoors, and year-round leadership training and support so that participants can bring the benefits of these experiences back to their urban communities. YES's programming is aligned within a Youth Leadership Pathway designed to move participants along a continuum of development to become successful community leaders, health advocates, and change-makers. Programs within these pathways include: 1) the Summer Camp &amp; Camp Days program that provides support for children and youth to attend overnight summer camp and local day outings; 2) the Camp-to-Community (C2C) youth development program for teens; and 3) Family Camp providing weekend-long family camping and community-building experiences.</p>		
<b>Program Goals:</b>		
<p>Summer Camp:</p> <p>90% of Summer Camp participants will form new friendships with peers and /or adult camp counselors.</p> <p>85% of Summer Camp participants will have more confidence in themselves after their experience at camp.</p> <p>85% of Summer Camp participants will develop a positive attitude and character after their experience at camp.</p> <p>90% of Summer Camp participants will learn more about the natural environment.</p> <p>85% of Summer Camp participants will make positive changes in their abilities (including confidence, self-esteem, initiative, leadership, and/or independence) after returning from camp.</p> <p>65% of Summer Camp eligible participants who attended camp in 2016 will return to camp in 2017.</p> <p>85% of Summer Camp participants will report developing a new talent, skill or passion at camp.</p> <p>85% of Summer Camp caregivers will report positive changes in their child's leadership abilities.</p> <p>85% of Summer Camp caregivers will report recommending the YES Summer Camp program to their friends.</p> <p>70% of Summer Camp participants who attended camp in 2016 will participate in Camp Days in 2017.</p> <p>Camp-to-Community:</p> <p>95% of C2C youth will report an increase of at least 3 individuals with whom they consider a peer role model and/or caring adult; 95% of C2C youth will report gaining leadership skills as a result of their participation in the program that they can apply to their day-to-day living; 75% of C2C youth will go on to higher levels of camp leadership or paid employment in local outdoor/green initiatives in the community; 75% of C2C youth will identify spending more time outdoors beyond their engagement with the program; 75% of C2C youth will report improved academic performance in school and increased engagement in out-of-school time extracurricular activities beyond C2C; 75% of of C2C youth of working-age will demonstrate the knowledge and skills to apply for, secure, and maintain a job.</p> <p>Family Camp</p> <p>95% of parents/caregivers will report having a positive and safe experience as a family at Family Camp; 85% of parents/caregivers will report feeling more comfortable and positive around people from different language or cultural backgrounds; 85% of parents/caregivers will report an intention to engage in their child(ren)s school and/or participate in community events; 85% of parents/caregivers will report an intention to spend more time in nature, including local and regional parks, with their family; 80% of parents/caregivers will report an intention to continue to do physical activity and choose healthy options for themselves and their family.</p>		
<b>Program Delivery:</b>		
<p>Summer Camp: end of June to early August. Camp Days: March to April. Camp-to-Community: year-round, after school and weekends. Family Camp: October, April/May.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Community Residents	Group Setting	330

Cost Structure:	Limitations:
N/A	Students who qualify for the free or reduced lunch program at school.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Blanca Hernandez	blanca@yesfamilies.org	510-232-3032

[www.yesfamilies.org](http://www.yesfamilies.org)

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
YMCA of the East Bay, West Contra Costa County	Teen Parenting Program	<b>48</b>
<b>Program Description:</b>		
The YMCA East Bay staff provides support services to pregnant and parenting teens with youth infants. Teen parents benefit from a specialized curriculum that combines academic instruction with parenting supports geared specifically to their needs. Provide case management, individual and group counseling.		
<b>Program Goals:</b>		
<p>Goals and expected outcomes:</p> <ul style="list-style-type: none"> <li>- Increase the capacity of teen parents to focus on and stay in school, graduate, and nurture their children.</li> </ul> <p>As a result of this program:</p> <ul style="list-style-type: none"> <li>-Strengthened mother child bond</li> <li>- Increase graduation rate</li> <li>-Increase school connectedness</li> </ul> <p>How will you evaluate success:</p> <ul style="list-style-type: none"> <li>- Graduation rates</li> <li>-Outcome measures</li> <li>- Parent and student report</li> </ul>		
<b>Program Delivery:</b>		
Flexible; based on student need. School hours and after school. Home visits when needed. Confidential space needed on school campus.		

Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	70

Cost Structure:	Limitations:
N/A	Pregnant and parenting teens attending WCCUSD High Schools

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Thomishia Booker	tbooker@ymcaeastbay.org	510-909-7034

[www.ymcaeastbay.org](http://www.ymcaeastbay.org)

# **School Climate**

<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
Bay Area Community Resources	BACR Restorative Justice	<b>146</b>
<b>Program Description:</b>		
<p>BACR works in partnership with the schools and district to enhance the social-emotional and behavioral health of youth, families and schools. The behavioral health needs of WCCUSD youth/families and schools are vast -- from crises, to long-standing emotional challenges to group social skills development to classroom education to achievement and opportunity gaps in the classroom. Our trauma-informed services/programs help youth cope with these life circumstances and develop understanding and positive strategies to be successful in and out of school. Restorative Justice practices are an element of a trauma-informed school environment and help both individual students and the adults in the school to create a culture of respect, appropriate consequences and commitment to repairing harm. Our Restorative Justice Specialist (RJS) will provide prevention and intervention activities include facilitating harm and community building circles, student support, supporting the school's overall restorative culture with coaching and training and coaching school staff in implementing restorative practices with fidelity and integrity. The RJS will include family members in circles and restorative conversations as appropriate as well. Finally, the RJS can help the school integrate RJ practices into the school's discipline processes.</p>		
<b>Program Goals:</b>		
<p>Our RJ programs seek to positively impact the entire school by developing a more respectful, restorative environment for both youth and adult. Classroom community building circles will have a wide impact. With a full-time RJS, approximately 50 - 100 students will receive individual or group intervention. 20 - 30 school site adults will receive training and/or RJ coaching, if desired.</p> <p>Our expected outcomes are:</p> <ol style="list-style-type: none"> <li>1. Student suspension rate will show a decrease from the previous school year</li> <li>2. School year student out of class referral rate will decrease from the previous school year</li> <li>3. Teachers will feel more prepared to conduct community circles in their classrooms.</li> <li>4. Students' overall perception of safety and climate on campus will increase.</li> <li>5. Students will report that their experience of RJ prevention and intervention has increased their ability to solve their conflicts.</li> </ol> <p>RJS effectiveness will be evaluated using several different data collection methods:</p> <ol style="list-style-type: none"> <li>1. Referral and suspension data compared to last year - provided by the school</li> <li>2. Teacher post-only survey on skills gained in training and coaching, understanding of, confidence and use of restorative practices in the classroom.</li> <li>3. Student post survey on restorative practices effect on their ability to solve their conflicts and overall school climate.</li> </ol>		
<b>Program Delivery:</b>		
<p>Program will be delivered during school and possibly in the after school program. the program will operate as many days as funding allows - however, ideally, the school would have a full-time person dedicated to integrating restorative justice practices and approach in the school.</p>		
<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff	Individual Setting (1:1), Group Setting, Classroom	Whole school for prevention and approximately 50+ in intervention. 20 - 30 school staff.
<b>Cost Structure:</b>		<b>Limitations:</b>
\$14,000 per day		There are no limitations to the population served.
<b>Contact Information:</b>		
<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Stephanie Hochman	shochman@bacr.org	510-559-3012

[www.bacr.org](http://www.bacr.org)

Organization:	Program Name:	Program #:
Bay Area Community Resources	Youth Development Specialist	<b>147</b>
Program Description:		
<p>The Youth Development Specialist will facilitate a number of resiliency-focused, trauma-informed strategies to support positive youth development and leadership, such as life skills, anti-bullying/ally-building, youth health workers and young men's groups. The Youth Development Specialist may design peer education opportunities on a variety of health topics, conflict resolution practices, student outreach and health center support. The specific duties and projects are determined by the needs at the particular school site, but will all be focused on enhancing the skills and experience necessary for youth academic and life success.</p> <p>The Youth Development Specialist will also coach and mentor students to improve student academic performance and behavior, be available for crisis intervention, facilitate conflict mediation/restorative justice practices to prevent escalation of violence on campus or in the surrounding area of the school and provide students and families case management resources for additional family intervention support.</p>		
Program Goals:		
<p>Program Outcomes</p> <ol style="list-style-type: none"> <li>1. 90% of Students served by YDS will feel a positive connection to an adult mentor at school</li> <li>2. 70% improvement of school performance from Youth Development Specialist' positive impact on student learning, pro-social thinking and behavior.</li> <li>3. 80% of youth served will report the health center helped them deal with personal, peer and family issues; and reduce stress and anxiety</li> <li>4. 70% of students will report that the program increased their respect for others and reduced their bullying and harassment behavior (campus conflicts).</li> <li>5. 80% will report that they gained knowledge and skills related to particular topic area (e.g. ally-building, health education content, positive communication and conflict resolution/rj skills).</li> </ol> <p>This will be measured by post-only students surveys and self-report of academic and attendance status.</p>		
Program Delivery:		
Program will take place M - F during school and some after school hours as needed/desired. Rooms for group and individual youth development activities are needed..		

Population Served:	Delivery Method:	Number of clients:
Students	Individual Setting (1:1), Group Setting	60 youth

Cost Structure:	Limitations:
Full-time staff person: \$61,500 (fully loaded) or \$12,300 per day for part-time.	No limitations

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Stephanie Hochman	shochman@bacr.org	510-559-3012

[www.bacr.org](http://www.bacr.org)

Organization:	Program Name:	Program #:
Catholic Charities of the East Bay	Restorative Practices in Schools	148
Program Description:		
<p>Catholic Charities Restorative Practices in Schools programs provides comprehensive school-wide and individual student restorative practices interventions.</p> <p>Onsite Restorative Practices Coach and systems improvement consultation</p> <p>Services include:</p> <ul style="list-style-type: none"> <li>One restorative student circle group per day</li> <li>Developing systemic approaches to school climate and improving conditions for learning, such as re-entry plans for students who are suspended, creating restorative action plans, interventions to respond to discipline issues.</li> <li>Onsite restorative practices coaching two to four days a week</li> <li>Classroom management and community building coaching for teachers who have attended Catholic Charities' two-day restorative practices training</li> <li>Coaching trained school staff in developing and delivering restorative interventions that address discipline, build community, and support a restorative school climate.</li> <li>Student Circles of Support</li> </ul> <p>These are weekly student circle groups to help develop student leadership, increase levels of peer and school connectedness, self-esteem and improve behavioral issues for those students with challenges experiencing school success. Groups offers community building, the creation of respect agreements, and provides leadership skills. Specifications of groups can be developed with schools; groups can be held in English or Spanish and specific focus can include:</p> <ul style="list-style-type: none"> <li>English Language Development classes</li> <li>Newcomer students</li> <li>African American Girls</li> <li>Womanhood Groups</li> <li>Manhood Groups</li> <li>Project-based learning groups</li> </ul> <p>Training is essential and foundational in the creation a restorative school community and supporting successful implementation of groups and school-wide restorative practices. Experience Hope Institute trainings offer participants the opportunity to learn and practice new skills in a safe and relaxed environment that fosters a sense of community. Training supports all aspects of climate improvement, while challenging and empowering participants to see themselves and their students in a new way. Training modules include Creating Restorative Trauma-Responsive Agencies, School, and Communities; Restorative and Trauma-Responsive Skills Training; and Youth Mental Health First Aid. Some training may be provided free-of-charge to schools who are implementing groups and/or coaching.</p>		



<b>Program Goals:</b>
<p>Goals of onsite Restorative Practices Coach and climate support:</p> <ol style="list-style-type: none"> <li>1) Increase the capacity of school adults to design and deliver restorative activities with students, including classroom circles, disciplinary interventions, and community building activities;</li> <li>2) Develop a cohort of student restorative practitioners who will champion a restorative school climate and deliver restorative interventions on campus;</li> <li>3) Improve overall school climate and reduce disciplinary referrals.</li> </ol> <p>Measures of Success: Improved school climate as measured by the California Healthy Kids Survey; Reduced disciplinary referrals as measured by school records; and improved student leadership as measured by an active group of restorative circle keepers.</p> <p>Goals of Student Circles of Support</p> <ol style="list-style-type: none"> <li>1) Decrease behavior referrals;</li> <li>2) Increase classroom attendance and engagement; and</li> <li>3) Promote leadership growth and opportunities</li> </ol> <p>Measures of Success: Increased school attendance and improved grades of individual students.</p>
<b>Program Delivery:</b>
<p>Onsite Restorative Practices Coach takes place during the school day, for two, three, or four days a week. Groups take place during one class session. Days and times of activities to be determined by Catholic Charities and school staff. Groups need confidential classroom/meeting space; Restorative Practices Coach needs smaller meeting space to facilitate restorative student interventions.</p>

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Staff	Individual Setting (1:1), Group Setting	Onsite coaching: Full school community. Groups: 10-15 students

<b>Cost Structure:</b>	<b>Limitations:</b>
<p>Onsite Restorative Practice Coach:</p> <p>Four days/week: \$69,255</p> <p>Three days/week: \$52,000</p> <p>Two days/week: \$34,650</p> <p>Student Circles of Support Groups:</p> <p>\$4,000 per group per semester</p>	No

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Jordan Thompson	jthompson@cceb.org	510-823-7516

[www.cceb.org](http://www.cceb.org)

Organization:	Program Name:	Program #:
Center for Restorative Solutions	RTIPS School Based Services	<b>149</b>
<b>Program Description:</b>		
<p>Restorative and Trauma Informed Practices (RTIPS) School Based Services support high needs students in increasing school performance outcomes with comprehensive supports to address the risk of educational failures students performing below grade level, at risk of dropping out or being exited by exclusionary discipline practices, not graduating on time and/or whose school trajectory has been deviated post incarceration.</p> <p>Our RTIPS services focus on students of highest need, who also present with disruptive behavioral challenges and after initial assessment, have multiple trauma exposures. Too often, this population of students is left unidentified as needing mental health and academic supports. C4RS partners with schools to prioritize its services for students who under-perform academically and demonstrate behavioral challenges as a viable alternative to exclusionary impact. Our approach is three-fold: school wide capacity building, mental health and academic support, and includes an evaluation metric to measure success.</p> <p>RTIPS Capacity Building and Trauma Education: C4RS offers training and coaching that supports schools towards building greater restorative and trauma-informed capacity, thereby decreasing the need for discipline referrals/suspensions and increasing conditions for productive learning. C4RS staff will work in collaboration with schools for providing staff support, training and coaching. Staff will be trained to implement restorative and trauma-informed practices designed to strengthen socio-emotional literacy, classroom management and staff/teacher-student relationships. Additionally, C4Rs supports the development of Restorative Practitioner(s) and/or a committee as efforts towards building the restorative and trauma-informed capacity in schools.</p> <p>RTIPS Counseling Groups: C4RS will offer 3-4, gender-specific complex-trauma groups of 6-8 students each: DIVA (Daring Individuals Valuing Adolescence) for 7th grade young women and POWER (Practicing Our Will, Empowerment, and Responsibility) for 7th &amp; 8th grade young men. Both groups will address the impact of violence and trauma through: 1. Psycho-education about trauma, 2. Learning to manage difficult feelings, 3. Building coping skills, 4. Processing personal stressors, and 5. Exploring safety and gaining new insight to take charge of one's choices and outcomes. C4RS will provide 2 8-10 week group sessions for an estimated over 50 unduplicated clients.</p> <p>Academic Intervention: The intent of the RTIPS for Success Program is to elevate these students such that academic performance is not a challenge, rather a pathway to success. By providing individualized academic intervention in a smaller classroom setting using social awareness and self-efficacy, we will improve student outcomes by at least one-grade level. Depending on students' academic standings and required supports, students will also be exposed to different science, technology, engineering, arts, and mathematics (STEAM) curricula to inform them of the opportunities available to them.</p> <p>For students in middle and high-school we will provide students with information on additional supports to reduce summer learning loss, decrease remedial work needed, and increase out-of-school time opportunities to improve success and increase career and college readiness.</p>		
<b>Program Goals:</b>		
<p>The goal of RTIPS is to develop lifelong learners and assist students in academic success. Within each approach, we have integrated assessment tools e.g. surveys, exams to inform student outcomes. A summary report (including data, any challenges encountered, and potential plans for students) delineating our goals and outcomes will be provided to the school principal and the Associate Superintendent of Education Services, if so desired, at the culmination of our program.</p> <p>RTIPS Capacity Building for Improving School Climate:</p> <ol style="list-style-type: none"> <li>1. RTIPS Capacity Building supports improvement in conditions for learning in schools receiving intervention as evidenced by 1. yearly decrease in suspension rates and 2. Conditions for Learning survey outcomes, 3. The comparative percentage of referrals to school supports vs. disciplinary suspensions.</li> </ol>		

2. Teacher training and support will engage in learning restorative and trauma-informed de-escalation strategies for classroom management as evidenced by 1. Survey outcomes from a minimum of 10 teachers/staff, who attend 15 hours of professional development/RTIPS training
3. Leadership training and support will engage school stakeholders in developing a strategy towards transforming school climate and discipline practices. This will be evidenced by end of year with the completion of 1. A school-wide assessment of existing restorative practices. 2. A restorative and trauma-informed implementation plan 3. The implementation of at least one restorative practices initiative during the year.

**RTIPS Mental Health Services: Supporting High-Need Students**

1. RTIPS Mental Health Services support increased resiliency and achievement in 70% of students measured by: 1. improvement in school attendance in 70% of students receiving intervention by end of school year. 2) improvement in end of school year grades in 70% of students receiving intervention and 3) comparative end of year Resiliency survey" outcomes for 70% of total sample size.

**RTIPS for SUCCESS: Increasing Postsecondary Preparedness**

1. RTIPS for SUCCESS increases instructional time to improve student learning outcomes in preparation for college and career success in 80% of student population receiving intervention. This goal is measured by increase of at least one grade level in math and language arts subject areas by end of each year of project implementation.
2. Participation in college/career exposure positively impacts student commitment to their educational trajectory evidenced by: 1. improvement in grades, 2. improvement in school attendance, and 3. increases in the number of students engaged in academic or internship programs during out-of-school time, 4. Increase in the number of students becoming college ready as they enter high school.

**Program Delivery:**

Mental Health services will be conducted 2x a week in a confidential room. RTIPS Capacity Building and Coaching will be the equivalent of 1 day a week, due to school crisis some weeks may require more than 1 day. Academic Intervention will be conducted 2x a week after school and during lunch period. It is possible for academic coaches to provide individual academic support with approval from teacher and principal.

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	We will offer 3-4 Mental Health groups for a maximum of 24 students. Groups will be conducted in 8-10 week sessions and it is anticipated that we will run 2 sessions. It is possible for over 50 students to receive group service within 1 school year. All parents will be contacted and given the opportunity to receive collateral services. The leadership team of the school site will be the priority for school staff technical assistance, but further staff training is possible with support from Principal.

Cost Structure:	Limitations:
<p>RTIPS Clinical Case Manager (CCM) is a joint position to provide both mental health services and RTIPS capacity building supports for school staff.</p> <p>This is a minimum 70% position. Annual salary for this staff is \$70,000 or \$49,000.</p> <p>10- month academic calendar salary is \$40,833.</p> <p>C4RS will provide administrative, supervisory and other additional expenses as an in-kind donation.</p> <p>This CCM will provide 3-4 clinical 8-10 week groups twice a school year for estimated over 50 students annually served. Additionally, she/he will provide on-site coaching to School Site Restorative Coordinator. Additional Restorative training will be offered to school staff with approval of Principal.</p> <p>Academic Coaching and intervention will be performed 2 days a week, after school and during lunch. Hourly salary for the position is \$21/hour with anticipated 10 hour a week schedule of direct service, including family and teacher collaboration and administrative tasks.</p> <p>Annual Salary for this part time non-benefitted position is \$8,400 for a 10-month school year calendar.</p> <p>C4RS will provide administrative, supervisory and other additional experiences as in kind donation. The supervision of this position will be performed by model developer and lead consultant. Additionally, if needed, C4RS will provide academic coaching salary for an additional 5 hours per week.</p> <p>The RTIPS Academic Coach will be offering individualized academic plan to mental health students in need of additional support. This service will be provided in small group settings with the option to provide individualized academic support during school day with approval from teacher and principal.</p> <p>C4RS can provide additional STEAM awareness and educational services to a classroom setting with teacher support and principal approval. This will be provided in-kind.</p>	<p>Our service is specialized for schools and students impacted by multiple traumas. Our staff is small and able to provide specialized services to 1-2 schools.</p>

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Cindy Hill-Ford	chillford@c4restorativesolutions.com	510-301-6166

[WWW.c4restorativesolutions.com](http://WWW.c4restorativesolutions.com)

Organization:	Program Name:	Program #:
Dovetail Learning	TOOLBOX	150
Program Description:		
<p>TOOLBOX is a research-based, community tested Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context. Children learn 12 simple yet powerful Tools. With practice, these Tools become valuable personal strategies: self-awareness, self-management, and relationship-building which, in turn, foster responsible decision-making. Because the techniques are simple and create a common language, children adopt the Tools and master them quickly. TOOLBOX begins with a teacher providing instruction on how to use the Tools. Through modeling and daily classroom practices, the teacher subsequently supports his/her students to use the Tools to build self-knowledge and self-trust. Schools note rapid improvements in communication, civility, and conflict resolution in the classroom, on the playground, and across the entire school community. Providing parents and caregivers with the Tools and information on how to incorporate the practices into the home setting allows for continuity and reinforcement of skills for students.</p>		
Program Goals:		
<p>1) Growth in students social and emotional skills. Over the course of the school year we expect students to show positive changes in their levels of: self-mastery (shifts from external to internal locus of control; improved self-awareness and emotional self-regulation; increased agency and self efficacy), resilience (Increased ability to problem-solve, persist toward goals, manage and overcome adversity, and be more hopeful) and empathy (show greater social awareness, ability to understand others'™ points of view, and act collaboratively and with kindness).</p> <p>2) Improvement in school climate. Indicators of school climate that we expect to see change include the following: Greater calmness in the learning environment, an increase in children's sense of safety and connectedness, more positive relationships among students and between students and adults, reduced disruption in class and fewer disciplinary referrals, improved attendance, and an increases in academic engagement and attainment.</p> <p>3) Improved school and family/caregiver connection TOOLBOX literacy of Parent/caregivers with the Family TOOLBOX Home-Connections curriculum will increase the connection and congruence between home and school. By creating continuity with primary caregivers and educators, students are able to apply TOOLBOX strategies and practices in multiple contexts. As a result of the increased engagement, we expect to see increased attendance of parents at TOOLBOX school events and higher levels of communication between teachers and parents.</p>		
Program Delivery:		
<p>K-6 Classroom curriculum model (Tier 1) with supplementary resources for small group work (Tier 2). Classroom instruction by a teacher once a week for approximately 30-40 minutes per lesson via formal instruction. Informally, TOOLBOX is used throughout the week as needed in teachable moments. It can also be used by instructional staff or CBOs (who have been trained) in multiple contexts, ie After school, lunch, recess. There is also a Home-Connection piece (The Family TOOLBOX) that creates continuity with parents and caregivers.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	Approximately 500 students per site. Inclusive model-Impacts all staff and parents at each site.

Cost Structure:	Limitations:
<p>Program Materials Costs:  Program material costs are based off our TOOLBOX product line. Site cost varies by level of implementation and material needs based on number of teachers, staff, students, etc.  See price list for specific costs:  <a href="https://store.dovetaillearning.org/">https://store.dovetaillearning.org/</a>  Training Costs:  Site level training (Best Practice):  Dovetail Learning trains entire school staff in TOOLBOX philosophy and implementation sequence. 6 hour recommended, 4 hour minimum(Can be broken up into two trainings) .  0-50 teachers and staff \$500 per hour, single trainer  50-100 teachers and staff \$725 per hour, two trainers  Site Team Training = \$2350 (3-5 people) - Includes \$1000 Intro training Facilitation Package resource for training teachers, \$325 Parent Training Facilitation Package and 3 virtual (or in person) meetings with Dovetail Program Team  Ongoing Support Training Options:  New Teacher Training = \$325 per person at Regional Training  On-site New Teacher training = \$500 per hour, single trainer  Additional TOOLBOX, Research: Inquire for price details  In partnership with Dr. Valerie Shapiro of UC Berkeley, Social Welfare Prevention Division, your site can have additional information and evaluation.</p>	<p>No limitations</p>

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Emiliano Carrasco-Zanini	<a href="mailto:emiliano@dovetaillearning.org">emiliano@dovetaillearning.org</a>	510 516-5825

[www.dovetaillearning.org](http://www.dovetaillearning.org)

Organization:	Program Name:	Program #:
East Bay Center for the Performing Arts	Community Music Making	<b>151</b>
<b>Program Description:</b>		
<p>Community Music Making is a 30-week, standards-aligned global music curriculum designed to facilitate long-term, positive impact on student learning and school culture through high-quality music experiences in schools. This is a whole-school, weekly music program for all students, offered at Stege and Wilson Elementary schools since 2013-14. At a time when music instruction is slowly returning to our public schools, this program is also designed to build capacity at participating sites in music education to ensure smooth transition to comprehensive performing arts programming. Programmatic goals include positively impacting student engagement, creative capacities, academic performance, attendance, and learning dispositions predictive of college and career success.</p> <p>Community Music Making is a unique approach to teaching fundamental music skills through rich global traditions that builds upon the Center's 48 years of artistic training programs. In 2016-17, music instruction included intensive learning in West African music and dance repertoires, regional Mexican music, and American Blues and Jazz. As part of the interdisciplinary approach to music instruction, students may also take part in yearly visual art units to support deeper alignment with the Visual and Performing Art Standards. For example, when learning about the roots of American Jazz music, students at Wilson Elementary engaged in a supplementary visual art lesson on the art of the Harlem Renaissance and created their own classroom quilt based on Faith Ringgold Tar Beach. Student's artwork was displayed during the spring musical performance featuring Jazz and Blues music.</p> <p>2017-18 Programming includes:</p> <ul style="list-style-type: none"> <li>Weekly classes in music instruction including; such as voice, drumming, ukulele, and/or recorder (minimum 30 minutes for lower grades and 40 minutes for upper grades)</li> <li>Community Performances (a minimum of two per year, per student) aligned with school events (Graduations, Promotion Ceremonies, Cultural Festivals, etc.)</li> <li>Professional Guest Artists visits three times per year (per class). These augment the regular music instruction and introduce students to different genres, historical music periods, and/or rich global music traditions</li> <li>Professional Development for classroom teachers in arts integration strategies (optional)</li> <li>After-school expanded learning classes in the performing arts to augment in-school learning (optional)</li> <li>Visual Art workshops to support the music classes/performances (optional)</li> <li>Monitoring and Assessment: Bi-annual teacher and administrator surveys; annual student survey; annual parent surveys; classroom observations.</li> <li>Invitations to perform at concerts and recitals at East Bay Center</li> <li>Scholarships to continue training in the performing arts at East Bay Center</li> </ul>		
<b>Program Goals:</b>		
<p>Goal 1: Self-Discovery: Students build a positive sense of self, uniqueness and potential</p> <p>Outcome 1: Students increase knowledge of themselves through self-awareness, honest self-reflection and self-regulation.</p> <p>Goal 2: Creative Experience &amp; Skill Acquisition: Students demonstrate the technical, artistic, cross-cultural, interpersonal, discipline related, emotional, and cognitive skills to engage, perform, and create in diverse artistic traditions, all skills which transfer to academic achievement.</p> <p>Outcome 2: Students increase their skills and passion in the arts; develop expressive skills; use problem-solving and critical thinking to be reflective, analytic and creative in finding solutions to challenges; take risks to investigate, create within and express themselves in diverse artistic traditions.</p> <p>Goal 3: Self-Determination: Students set challenging personal, artistic, and educational goals for themselves and meet them.</p> <p>Outcome 3: Students build their self-confidence; develop a positive view of their future by internalizing optimism about the outcomes for one's life and increasing their ability to set short and long-range goals.</p> <p>Goal 4: Community Connection: Students develop meaningful relationships and civic engagement as they are contributing to and are recognized by an inclusive community.</p>		

Outcome 4: Students gain recognition, appreciation and acknowledgment for their achievements; students work together to exchange ideas and create something in their community; students develop a sense of belonging and positive bonds, empathy, respect for others, and increased ability to communicate with a diverse set of people.

Goal 5: School Climate: Students and teachers are engaged and respected

Outcome 5: Students, families and educators work together to develop and contribute to a shared school vision.

**Evaluation Methods**

We are implementing a number of assessment tools to chart our progress throughout the program.

Student engagement and school-site attendance data (School Climate)

Annual Student surveys (Skill Acquisition, Self-Discovery, Self-Determination)

Bi-annual Teacher and Administrator surveys (Skill Acquisition, Self-Discovery, Self-Determination, School Climate)

Annual Parent surveys (Skill Acquisition, Self-Discovery, Self-Determination)

Student Performances (Skill Acquisition)

Program Delivery (Creative Experiences)

Bi-annual Program Quality Assessment Observations (measuring key youth development indicators)

Number of Events/Displays showcasing student achievement in the arts (Self-Determination)

Number of WCCUSD teachers incorporating music into their classroom outside of the music lessons (School Climate)

**Program Delivery:**

Community Music Making takes place during the day in a designated music space at the school. Depending on the school population, programming takes place over three or four days a week.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Staff	Group Setting	800 students in 2016-17

<b>Cost Structure:</b>	<b>Limitations:</b>
Community Music Making is offered at a highly discounted rate to WCCUSD schools. For schools with a student population size under 500 the cost is \$27,000 for the entire year, and an additional \$5,000 to add the Visual Art component. Schools with a population over 500 cost \$37,800 as they require an additional day of programming on the school campus.	An entire school community

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Ruthie Dineen	ruthie.dineen@eastbaycenter.org	(510) 323-2499

[www.eastbaycenter.org](http://www.eastbaycenter.org)



Organization:	Program Name:	Program #:
East Bay Center for the Performing Arts	DEEP ROOTS WIDE WORLD Artist-in-Residence Program	<b>152</b>
<b>Program Description:</b>		
<p>East Bay Center for the Performing Arts DEEP ROOTS WIDE WORLD Artist-in-Residence program brings professional teaching artists from global arts traditions into the classroom to provide hands-on learning and arts integrated lessons over the course of three to ten classroom visits.</p> <p>Artists visits are available in a variety of disciplines (music, dance and theater) and include, for example, African Storytelling, Theater, World Percussion, Traditional Mexican Music and Dance, American Jazz and Blues, Voice, Guitar/American Folk Music, and Capoeira. A complete list of available artistic disciplines will be made available to participating schools.</p> <p>Prior to each visit, classroom teachers meet with the artist to plan an arts integrated lesson to align the artistic discipline with the core curriculum and Common Core Standards. Through these arts integrated lessons, students deepen their learning, increase ownership, engage in 21st Century skills including creativity, innovation and critical thinking, develop awareness of multiple perspectives and cultural sensitivity to others. Critically, this program also provides students with diverse strategies for accessing content and expressing understanding, especially important for English Language Learners.</p> <p>At the end of each visit, students create a final performance or piece of art within the artistic tradition (i.e. an original theater script, new lyrics for a traditional Mexican son Jarocho, or an original piece of music on African drums). These performances or artworks can be shared with families, at school assemblies or events, and with other classes.</p>		
<b>Program Goals:</b>		
<p>Goal 1: Self-Discovery: Students build a positive sense of self, uniqueness and potential</p> <p>Outcome 1: Students increase knowledge of themselves through self-awareness, honest self-reflection and self-regulation.</p> <p>Goal 2: Creative Experience &amp; Skill Acquisition: Students demonstrate the technical, artistic, cross-cultural, interpersonal, discipline related, emotional, and cognitive skills to engage, perform, and create in diverse artistic traditions, all skills which transfer to academic achievement.</p> <p>Outcome 2: Students increase their skills and passion in the arts; develop expressive skills; use problem-solving and critical thinking to be reflective, analytic and creative in finding solutions to challenges; take risks to investigate, create within and express themselves in diverse artistic traditions.</p> <p>Goal 3: Self-Determination: Students set challenging personal, artistic, and educational goals for themselves and meet them.</p> <p>Outcome 3: Students build their self-confidence; develop a positive view of their future by internalizing optimism about the outcomes for one's life and increasing their ability to set short and long-range goals.</p> <p>Outcome 4: School Climate: Students are engaged and respected; Students, families and educators work together to develop and contribute to a shared school vision.</p> <p>Evaluation Methods</p> <p>We are implementing a number of assessment tools to chart our progress throughout the program.</p> <ul style="list-style-type: none"> <li>Classroom Teacher surveys</li> <li>Student Artwork/Performances</li> <li>Program Delivery</li> <li>Bi-annual Program Quality Assessment Observations (measuring key youth development indicators)</li> </ul>		
<b>Program Delivery:</b>		
<p>The Artist-in-Residence program takes place in the students' classroom during the school day. Each visit with the artist is 60 minutes and take place over three (or more) class periods. Digital arts lessons are only available for classrooms with six or more ipads available.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	500

Cost Structure:	Limitations:
\$100/hr for Artists' Visits inclusive of all materials and preparation with a minimum of 3hrs for each arts integrated unit. For example, three fourth grade classes would be \$300 each or \$900 total. Discounts available for Title 1 schools (\$80/hr) and for schools scheduling an entire grade-level Artist-in-Residence experience.	An entire class

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ruthie Dineen	ruthie.dineen@eastbaycenter.org	(510) 323-2499

[www.eastbaycenter.org](http://www.eastbaycenter.org)

Organization:	Program Name:	Program #:
James Morehouse Project (YMCA East Bay is fiscal sponsor)	JMP School-Wide Restorative Practices/Counseling & Youth Development Programs	<b>153</b>
Program Description:		
The JMP strengthens student engagement and improves school climate outcomes through our School-Wide Restorative Practices/Counseling & Youth Development Programs at El Cerrito High School. The JMP provides targeted services to English Learners and Low Income Students including: Individual Weekly and Crisis Counseling; Peer Conflict Mediation; Counseling and Youth Development Groups; Parent/ELAC Support; Teacher & Staff Support, specifically around working with trauma impacted youth; Classroom Dynamic Mindfulness; and Restorative Circles. Together, this work will increase parent and community engagement, involvement, and satisfaction. The JMP works closely with school administration to maintain documentation of project services and ensure proper data collection and required reporting.		
Program Goals:		
Goals: To strengthen positive school climate Outcomes: Improved school-connectedness for participating students and families; Increase staff capacity to work with trauma impacted students Evaluation Methods: UCSF/WCCUSD post-program surveys; interviews of youth and adult participants; and a variety of other post program evaluations for specific groups and activities.		
Program Delivery:		
The JMP is open 5 days per week, from 8am-4pm. The JMP uses the Health Center, including Rooms A210, A211, A212, A213, A214, A215, A216, A217, A218, A219, A220, A221 and A223.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting, Classroom	Students: 400-450. Parents: 50-60. Staff: 50-60.

Cost Structure:	Limitations:
The JMP provides services to ECHS with a combination of In-Kind and Fee-Based Services. The cost to ECHS for the services provided at the JMP is \$105,000. (JMP also receives \$75,000 from WCCUSD for Community Schools Coordination, as well as other funds from Contra Costa County, and private foundations.	All ECHS Students are Eligible (Focus on Students who are English Learners & Low Income) All ECHS Parents are Eligible (Focus on Students who are English Learners & Low Income) All ECHS Staff are Eligible

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Danielle Storer	danielle@jmhopp.org	(510) 524-8252

[www.JamesMorehouseProject.org](http://www.JamesMorehouseProject.org)

Organization:	Program Name:	Program #:
Kidpower	Kidpower Boundary-Setting Classroom Workshops	<b>154</b>
<b>Program Description:</b>		
Kidpower Boundary Setting Classroom Workshops introduce age-appropriate skills to improve communication in meaningful relationships. Boundary setting skills support class climate and bullying prevention. In addition, children with strong boundary setting skills can be less likely to be chosen as targets of sexual abuse. Instead of talking about danger, Kidpower teaches skills that can help kids be safe. Workshops always include the full participation of the regular classroom teacher and are tailored to the specific needs of the teacher/group. Classes cannot be combined, but additional adults - including staff, administrators, and parents - are always welcomed.		
<b>Program Goals:</b>		
To improve communication and conflict resolution ability as well as provide protection against bullying and sexual molestation and violence by building skills for safe, healthy, positive, non-violent, solution-oriented social interaction, adaptation, and resilience. Outcomes and deliverables vary based on the needs of the group, with the understanding that the intent of the service is to serve youth and their teachers TOGETHER so that the teacher can use the skills, terms, and concepts on an ongoing basis to pursue their own social-emotional and climate outcomes.		
<b>Program Delivery:</b>		
One or two 30 to 60 minute sessions for a class in their regular classroom with their regular teachers. Multiple classes can be served per day.		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	Per session: the 15-30 kids regularly enrolled in the class, plus the teacher. Multiple sessions can be arranged per day.

Cost Structure:	Limitations:
Cost is hourly, based on the number of hours our instructor is on-site that day, ranging from \$950 (2hr)-\$2500 (7hr). We often have grant funding that can be applied toward some or all of the cost. We often pursue grant funding for specific projects. Please call so we can talk about your needs, identify a plan, and determine its cost.	all preK through post-senior youth with their teachers

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ellen Frankel, Kidpower Program Coordinator	ellen@kidpower.org	510-682-6928

<https://www.kidpower.org/schools/>

Organization:	Program Name:	Program #:
Kidpower	Kidpower 'Positive Climate' Classroom Workshops	<b>155</b>
<b>Program Description:</b>		
Kidpower Positive Climate Workshops teach age-appropriate social safety skills - including boundary-setting, advocacy, awareness, safety with words, and effective help-seeking. These skills help prevent bullying and also strengthen communication and support a positive classroom climate. Workshops always include the full participation of the regular classroom teacher and are tailored to the specific needs of the teacher/group. Classes cannot be combined, but additional adults - including staff, administrators, and parents - are always enthusiastically welcomed.		
<b>Program Goals:</b>		
To improve peer communication as well as provide protection against bullying and other violence by building skills for safe, healthy, positive, non-violent, solution-oriented social interaction, adaptation, and resilience. Outcomes and deliverables vary based on the needs of the group, with the understanding that the intent of the service is to serve youth and their teachers TOGETHER so that the teacher can use the skills, terms, and concepts on an ongoing basis to pursue their own social-emotional and climate outcomes.		
<b>Program Delivery:</b>		
One or two 30 to 60 minute sessions for a class in their regular classroom with their regular teachers. Multiple classes can be served per day.		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	Per session: the 15-30 kids regularly enrolled in the class, plus the teacher. Multiple sessions can be arranged per day.

Cost Structure:	Limitations:
Cost is hourly, based on the number of hours our instructor is on-site that day, ranging from \$950-\$2500. We often have grant funding that can be applied toward some or all of the cost. We often pursue grant funding for specific projects. Please call so we can talk about your needs, identify a plan, and determine its cost.	All preK through post-senior youth with their teachers

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ellen Frankel	ellen@kidpower.org	510-682-6928

<https://www.kidpower.org/schools/>

Organization:	Program Name:	Program #:
Kidpower	Kidpower Professional Development	<b>156</b>
Program Description:		
Professionals (i.e. teachers, yard staff, aftercare staff, paraeducators, etc) learn how to incorporate Kidpower skills and methodology into their standard practices in educational, health, and social service agencies in order to foster positive social safety skill development. Sessions are tailored to the specific contexts of the participants, ranging from teachers to shelter staff to occupational therapists to camp counselors to coaches.		
Program Goals:		
To provide professionals with training, coaching, and mentoring on how to teach core social safety skills; how to incorporate them into their standard practices on an ongoing basis; and how to create a socially coesive and inclusive culture of caring, respect, and physical and emotional safety by repeatedly and consistently modeling, using, and reinforcing Kidpower skills in their daily interactions with youth and families. Outcomes and deliverables vary based on the needs of the the group, with the understanding that the intent of the service is to empower adult leaders with skills, terms, and concepts they can use as they see fit on an ongoing basis to support the safety, confidence, and well-being of the youth in their care.		
Program Delivery:		
An open, indoor space large enough for all participants to sit in a single row half-circle with no tables - just chairs		

Population Served:	Delivery Method:	Number of clients:
Staff	Group Setting	10-100 professionals per 2-hr session

Cost Structure:	Limitations:
2000 for a 2hr workshop. We often have grant funding that can be applied toward some or all of the cost. We often pursue grant funding for specific projects. Please call so we can talk about your needs, identify a plan, and determine its cost.	all staff serving preK through post-senior

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ellen Frankel, Program Coordinator	ellen@kidpower.org	510-682-6928

<https://www.kidpower.org/schools/>

Organization:	Program Name:	Program #:
Kidpower	Kidpower/Teenpower for Youth with Special Needs	<b>157</b>
Program Description:		
Kidpower workshops can be tailored for people of any age with disabilities, together with their regular teachers. We provide adapted K-12 SDC classroom workshops as well as post-senior workshops that include Social Safety in the Workplace and Street & Pedestrian safety, including on public transit.		
Program Goals:		
To improve peer communication as well as provide protection against bullying and other violence by building ability-appropriate skills for safe, healthy, positive, non-violent, solution-oriented social interaction, adaptation, and resilience. Outcomes and deliverables vary based on the needs of the each student, with the understanding that the intent of the service is to serve youth and their teachers TOGETHER so that the teacher can use the skills, terms, and concepts on an ongoing basis to pursue their identified social-emotional and class climate goals.		
Program Delivery:		
School day, 1-2 30-60 minute sessions in kids' regular classroom with their regular teachers		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	Per session: the 15-30 kids regularly enrolled in the class, plus the teacher(s). Multiple sessions can be arranged per day.

Cost Structure:	Limitations:
Cost is hourly, based on the number of hours our instructor is on-site that day, ranging from \$950 (2hr)-\$2500 (7hr). We often have grant funding that can be applied toward some or all of the cost. We often pursue grant funding for specific projects. Please call so we can talk about your needs, identify a plan, and determine its cost.	all preK through post-senior

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Ellen Frankel	ellen@kidpower.org	510-682-6928

<https://www.kidpower.org/schools/>

Organization:	Program Name:	Program #:
Mindful Life Project/YMCA of the East Bay	Mindful Community	158
<b>Program Description:</b>		
<p>The Mindful Community program teaches mindfulness-based social-emotional lessons once per week to each classroom in our partner schools. This program has had great success in improving student self-awareness, self-regulation, impulse control and attention, leading to improved student wellness and healthier classroom learning environments. In Mindful Community, each classroom receives one 25-minute mindfulness lesson from our 32-week curriculum. Mindful Life Project's curriculum lessons are arranged to deliver mindfulness skills in engaging and culturally relevant ways that connect with everyday student experiences.</p> <p>This program is specifically focused on providing students evidence based mindfulness practices that profoundly impact wellness. Students in Mindful Life Project's partner schools encounter heightened exposure to Adverse Childhood Experiences (ACEs) due to generational poverty and violence. This exposure contributes to primary or secondary trauma in the students we serve. Additionally, young people who are exposed to ACEs are much more likely to have symptoms of toxic stress. Toxic stress, unlike manageable stress, refers to the long-term changes in brain architecture and organ systems that develop after extreme, prolonged and repeated stress goes untreated. Exposure to ACEs may put our children at higher risk for learning difficulties, emotional problems, developmental issues and long-term health problems. (http://www.centerforyouthwellness.org/adverse-childhood-experiences-aces/) Mindfulness creates the deep awareness of seeing life experiences through a nonjudgmental lens, where individuals can notice emotions, thoughts, physical sensations, and all of life experiences in a healthy non-reactive way. Mindfulness has been scientifically proven to improve the brain's optimal functioning. Studies show that mindfulness rewires the brain and specifically decreases activity in the area of the brain most affected by trauma, MRI scans show that after an eight-week course of mindfulness practice, the brain's 'fight or flight' center, the amygdala, appears to shrink. This primal region of the brain, associated with fear and emotion, is involved in the initiation of the body's response to stress. As the amygdala shrinks, the prefrontal cortex associated with higher order brain functions such as awareness, concentration and decision-making becomes thicker (https://blogs.scientificamerican.com/guest-blog/what-does-mindfulness-meditation-do-to-your-brain/) Our programs not only improve social-emotional skills but also can promote healthy physiological change.</p> <p>Since Mindful Community is integrated into the regular school day schedule, classroom teachers are familiar with our programs and approach and participate in the lessons to cultivate a truly mindful community. Based on our 2015-2016 end-of-year teacher survey results, 86 percent of classroom teachers reported incorporating mindfulness in their daily activities. On average, teachers used mindfulness techniques with their students 7 times per week. Classroom teachers also reported recovering more than 22 minutes of additional quality teaching time per day that was previously spent on classroom management. Mindful Community is having a profound impact on classroom learning environments and whole school climates.</p>		
<b>Program Goals:</b>		
<p>Mindful Community's goals are to improve individual student social-emotional wellness, decrease suspensions, create healthier classroom learning environments that both increase the amount of quality teaching time and academic performance. The following are our specific goals:</p> <p><b>OBJECTIVE ONE- DECREASE DISCIPLINE INCIDENTS</b></p> <ul style="list-style-type: none"> <li>**Baseline measurement is the year prior to the start of Mindful Life Project programs</li> <li>*First year partner schools Target reduction of 35%</li> <li>*Second year partner schools Target reduction of 50%</li> <li>*Third year partner schools Target reduction of 60%</li> <li>*Partner schools over three years Stabilization or steady improvements.</li> </ul> <p><b>OBJECTIVE TWO - INCREASE QUALITY CLASSROOM TEACHING TIME</b></p> <ul style="list-style-type: none"> <li>**Baseline Measurement is after our first year of services</li> <li>*First year partner schools - Target reduction of 15 minutes</li> </ul>		



- \*Second year partner schools -Target reduction of 20 minutes
- \*Third Year partner schools - Target reduction of 25 minutes
- \*Partner schools over three years Stabilization or steady improvements.

#### OBJECTIVE THREE - EDUCATIONAL IMPROVEMENTS

\*\*For current partner schools, baseline measurement is the SBAC testing results of the 2014-2015 school year. For new partner schools baseline measurement is the SBAC results from year prior to Mindful Life Project services.

\*2016-2017 - Improvements in test results at over 60% of partner schools

\*2017-2018 - Improvements in test results at 70% of partner schools.

#### Program Delivery:

Mindful Community is a regular school day push-in program. Our staff would be present at the school for the whole school day and would push-in to each class for 20-30 minutes depending on grade level. Staff can work with about 10 classes in one day so the amount of days per week depends on the school size.

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	Mindful Community serves every child at each partner school.

Cost Structure:	Limitations:
<p>Mindful Community for 10 classrooms or fewer (1 day a week for the entire school year) = \$9,155</p> <p>Mindful Community for schools with 550 students or fewer (2 days a week for the entire school year) = \$15,276</p> <p>Mindful Community for schools with over 550 students (3 days a week for the entire school year) = \$21,819</p>	<p>Our Mindful Community program can serve any school, but we primarily focus services at Title 1 schools.</p>

#### Contact Information:

Point Person:	E-Mail:	Phone Number:
JG Larochette	jg.mindfullifeproject@gmail.com	(510) 517 6290

[www.mindfullifeproject.org](http://www.mindfullifeproject.org)

Organization:	Program Name:	Program #:
Mindful Life Project/YMCA of the East Bay	Mindful Educator Training	<b>159</b>
Program Description:		
The highly regarded Mindful Educator Training is focused on improving teacher wellness, and embedding mindfulness into a school culture, while providing teachers an in depth understanding of what mindfulness is, the brain science, trauma informed best practices, and an emphasis on lowering teacher stress and reactivity. The training creates an overall understanding of how stress impacts the individual and how that can impact student learning. Teachers will learn science based practices that increase mindfulness, compassion, trust, and safety between teachers and students. This training can be done in one full day or broken into several shorter trainings. Approximately 7 hours long. In addition to the professional development the school will receive 5 hours of coaching from JG Larochette to be used as the school sees fit.		
Program Goals:		
Teachers will learn mindfulness that is proven to decrease stress, increase emotional and physical wellness, and increase attention, positive mood, and create space between a stimulus and a reaction instead creating responses that are healthy for all. Teachers will also be given and trained in curriculum on how to implement mindfulness in the classroom. We will evaluate the impact of the training on teachers via a pre and post survey that will measure teacher wellness, teacher implementation, and how it impacts their classroom.		
Program Delivery:		
This program can be delivered during a full day professional development day or can be done over several days. Approximately 7 hours of training provided, as well as follow up coaching of up to 5 hours for a school site.		

Population Served:	Delivery Method:	Number of clients:
Staff	Professional Development	Whole School

Cost Structure:	Limitations:
\$5,250	Any School

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
JG Larochette	jg.mindfullifeproject@gmail.com	5105176290

[www.mindfullifeproject.org](http://www.mindfullifeproject.org)

Organization:	Program Name:	Program #:
Mindful Life Project/YMCA of the East Bay	Mindful Hip Hop Assemblies	<b>160</b>
Program Description:		
Mindful Life Project provides schools with highly regarded assemblies that provide mindfulness lessons through very engaging performances. The Mindful Hip Hop assemblies include mindfulness practices and Mindful Hip Hop that reinforces the mindfulness lessons. Students and teachers are then given the mindful hip hop songs to use to build healthy and compassionate communities. These assemblies are great for schools that have mindfulness embedded in them or for schools that want to start building it into their culture.		
Program Goals:		
The main goal of the assemblies is to provide an inspiring and engaging way for students, teachers, families and staff get to learn about mindfulness through the performances. We will have a post survey for teachers to fill out to see the impact of the assemblies on effectiveness of message, engagement, and how it helped the school culture.		
Program Delivery:		
On a mutually decided Wednesday during the school year.		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Whole school assembly	The whole school.

Cost Structure:	Limitations:
\$1,500	All schools.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
JG Larochette	jg.mindfullifeproject@gmail.com	5105176290

[www.mindfullifeproject.org](http://www.mindfullifeproject.org)

Organization:	Program Name:	Program #:
Mindful Life Project/YMCA of the East Bay	Rise-Up	161
<b>Program Description:</b>		
<p>Rise-Up, our regular school day intervention program, teaches 45-minute pull out sessions to groups of eight students who are referred to the program by principals and teachers based on discipline data and behavioral challenges. We combine approximately five of the most at-risk and three of the most high achieving students per grade level to encourage the formation of cohesive nonjudgmental teams and community. Sessions begin with mindfulness instruction, which is woven into one of three modalities: expressive arts, yoga and performing arts.</p> <p>Rise-Up Modalities:</p> <p>Mindfulness and Expressive Arts - Students are led through a creative process to discover their innate strengths and talents. The art program instills leadership and confidence in students, as well as pride and ownership of their work. Expressive arts incorporates mindfulness into art, drama, movement and music to create a positive and individualized vehicle for student expression. The goals of the program are to create a sense of empowerment and to help students express and externalize feelings in a mindful, safe and nonjudgmental environment.</p> <p>Mindfulness and Yoga - Our students greatly benefit from the combination of mindfulness and yoga. Our yoga instructors teach the basics of yoga to our students and motivate them to make progress in their own practices. Yoga improves the health and wellness of our students through enhanced strength, flexibility, body awareness and coordination. Our students also experience other benefits from yoga, including relaxation, a connection to the inner self, quiet self-expression and sharing communal exercise and reflection with other students. We have had reports that students are taking their yoga practice home with them and practicing with their families.</p> <p>Mindfulness and Performing Arts- This modality teaches students expression, self-confidence, and the ability to participate and collaborate with other students without judgment. It is teaching respect for each other while learning how to work as a team. All of our sessions are based on positive and compassionate expressions. Our instructors often use popular hip-hop songs and collaborate with students to rewrite negative lyrics or messages with motivational, mindful messages. This form of expression creates a culturally relevant way for students to engage in mindfulness lessons and inspires students to take ownership of their mindfulness skills. Songs created by students have been recorded by Mindful Life Project Mindfulness and Performing Arts Instructors and have been used by classroom teachers at the school sites to assist with transitions (for example returning to class from recess), regaining classroom focus and further creating a mindful culture and community.</p> <p>By establishing a strong foundation of mindfulness-based social-emotional skills, the most "at-risk" students learn to understand and navigate their feelings, emotions, thoughts and life experiences, enabling new, wiser responses that improve attention, learning, emotional regulation, empathy, and conflict resolution. Mindful Life Project establishes a foundation of social-emotional skills that allow students to positively navigate through difficult life experiences and emotions.</p> <p>Mindful Life Project uses a multi-layered intervention approach to improve educational experiences not only through transformative services with students, but also by supporting parents, teachers and administrators. As a result, in the short term, Mindful Life Project alleviates student trauma, decreases discipline incidents, improves classroom learning environments and improves academic achievement.</p> <p>We are also interested in looking at a one day a week model where the school site provides students that need a deeper one on one or small group interventions. This would also have to be in addition to the whole school Mindful Community Program.</p>		

**Program Goals:**

Rise-Up's goals are to improve individual student social-emotional wellness, decrease suspensions, create healthier classroom learning environments that both increase the amount of quality teaching time and academic performance. The following are our specific goals:

**OBJECTIVE ONE DECREASE DISCIPLINE INCIDENTS**

\*\*Baseline measurement is the year prior to the start of Mindful Life Project programs

\*First year partner schools Target reduction of 35%

\*Second year partner schools Target reduction of 50%

\*Third year partner schools Target reduction of 60%

\*Partner schools over three years Stabilization or steady improvements.

**OBJECTIVE TWO - INCREASE QUALITY CLASSROOM TEACHING TIME**

\*\*Baseline Measurement is after our first year of services

\*First year partner schools - Target reduction of 15 minutes

\*Second year partner schools -Target reduction of 20 minutes

\*Third Year partner schools - Target reduction of 25 minutes

\*Partner schools over three years Stabilization or steady improvements.

**OBJECTIVE THREE - EDUCATIONAL IMPROVEMENTS**

\*\*For current partner schools, baseline measurement is the SBAC testing results of the 2014-2015 school year. For new partner schools baseline measurement is the SBAC results from year prior to Mindful Life Project services.

\*2016-2017 - Improvements in test results at over 60% of partner schools

\*2017-2018 - Improvements in test results at 70% of partner schools.

**Program Delivery:**

Rise-Up is a two day a week program. Our staff provides mindfulness and yoga or expressive arts small groups on Monday or Tuesday and then the positive reward groups of mindfulness and performing arts on Thursday or Friday. The exact days of the week depends on an agreed schedule between the school and Mindful Life Project.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students	Group Setting	40-60 students per school.

<b>Cost Structure:</b>	<b>Limitations:</b>
Traditional Rise-Up program cost is \$12,173 but must accompany Mindful Community. One day a week model of mindfulness interventions cost is \$9,155. This would also have to accompany Mindful Community.	Rise-Up is only for Title 1 schools and must accompany Mindful Life Project's Mindful Community program.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
JG Larochette	jg.mindfullifeproject@gmail.com	(510) 517-6290

[www.mindfullifeproject.org](http://www.mindfullifeproject.org)

Organization:	Program Name:	Program #:
Niroga Institute	Dynamic Mindfulness	162
Program Description:		
<p>Niroga Institute has been providing services for children and youth, and for adults working with youth, for over 12 years. Serving thousands of children and youth in urban schools and alternative schools throughout the California Bay Area and beyond, Niroga Institute's Dynamic Mindfulness (DMind) program has been validated by independent research as a transformative program for teaching children skills for optimal stress resilience and healing from trauma.</p> <p>Our Dynamic Mindfulness program, called Transformative Life Skills (TLS), integrates Mindful Yoga (heals trauma and PTSD), breath regulation techniques (enables emotion regulation), and centering practices (enhances focus and attention) into a powerful intervention that can be implemented in the classroom in 15-minute sessions, 3 to 5 times a week. DMind also enables teacher well-being, which has been shown to enhance student learning. DMind is a powerful catalyst for developing the whole child AND the whole educator. Our comprehensive multimedia curriculum with 48 scripted lesson plans, has been published by WW Norton.</p> <p>Niroga offers several levels of engagement:</p> <ol style="list-style-type: none"> <li>1. All-staff training in DMind + online coaching + access to video lessons library</li> <li>2. All-staff training in DMind + in person coaching + access to video lessons library + additional professional development</li> <li>3. All of the above + peer leadership supports for students, staff, &amp; families</li> <li>4. Any of the above + Niroga support with in-classroom DMind facilitation</li> </ol>		
Program Goals:		
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>* Improve student academic, social and emotional learning.</li> <li>* Enhance student and staff health and well-being.</li> <li>* Transform school and classroom climate.</li> <li>* Increase attendance, and reduce referrals and suspensions.</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>70% of students will report they are better able to manage stress</li> <li>60% of students will report improved self-control</li> <li>65% of students will report improved focus</li> <li>70% of teachers will report improved school and classroom climate</li> <li>80% teachers will report reduced levels of stress and increased well-being</li> </ul> <p>In just three months of Dynamic Mindfulness in our school, we have seen a 70% drop in referrals and suspensions compared to the year before.â€</p> <ul style="list-style-type: none"> <li>- Principal John Jimno, Park Middle School</li> </ul> <p>Excessive absences decreased by 19% and overall absenteeism dropped by 13%.â€ - Principal Itoco Garcia, Cherryland Elementary</p> <p><b>EVALUATION</b></p> <ul style="list-style-type: none"> <li>We administer pre and post surveys to both students and teachers, which measure program impact and outcomes.</li> <li>We compare school reports on attendance and behavior from one year to the next to measure outcomes.</li> </ul>		
Program Delivery:		
Depending on school engagement, but usually during the school day two - three times a week, inside the classroom in 15-min sessions. These sessions can be led by a Niroga instructor, classroom teacher or student peer leader.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	All students, staff and families at a school, depending on level of engagement.

Cost Structure:	Limitations:
<p>See different levels of engagement per school as outlined in #6 above.</p> <ol style="list-style-type: none"> <li>1. Level 1 - \$ 6,500 per year</li> <li>2. Level 2 - \$10,000 per year</li> <li>3. Level 3 - \$15,000 per year</li> <li>4. Level 4 - \$25,000 per year</li> </ol> <p>Given the substantial reductions in chronic and general absences that we have seen in many schools, we expect that in three years, the additional income from Average Daily Attendance (ADA) will more than pay for the program cost, generating additional school/district revenues from implementation of the Dynamic Mindfulness program.</p>	No limitations

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Judy Dunlap	<a href="mailto:judy@niroga.org">judy@niroga.org</a>	510.451.3004

[www.niroga.org](http://www.niroga.org) and [www.dmind.org](http://www.dmind.org)

Organization:	Program Name:	Program #:
Peacemakers Inc.	Building Healthy Families	<b>163</b>
Program Description:		
<p>Peacemakers Inc. is a unique non-profit 21st Century school day mentoring model that reaches children (K-12) who need services but are generally not served by traditional mentoring organizations. These children are often of color from low-income single-parent households whom are entangled with a plethora of challenges ranging from poor attendance, anti-social behavior, low academic achievement and lack of parent support. These characteristics are high risk symptomatic indicators that feed into the "pipeline to prison" ideology.</p> <p>Peacemakers Inc. mentors are visible on campus engaging in prevention and intervention of assigned students who are experiencing conflicts and issues because this school day model creates an exceptional high level of mentor/mentee contact. Mentors also discuss personal needs, academic and behavior concerns during weekly check-ins with the students. Our mentors provide - daily or as needed - contact with parents to insure ceaseless awareness of their child's day to day activities. Our liaison role with parents builds trust with the school; thus, we serve as a link that bridges close consultation with administrators, teachers, counselors, psychologists, parents and community resources to galvanize individual solutions for the student/families. Peacemakers goal is to create a tranquil home environment for our greatest needs children that ultimately will manifest into a safe school environment for all students to learn at school.</p> <p>In alignment with the PBIS model, the following caseload services will be provided for primarily Tier 2 behavior students:</p> <ul style="list-style-type: none"> <li>&gt; Daily attendance monitoring</li> <li>&gt; Individual and group mentoring</li> <li>&gt; Push-in classroom assistance</li> <li>&gt; Academic support</li> <li>&gt; Parent engagement</li> <li>&gt; Home visits</li> <li>&gt; Wrap-around services with school and community</li> </ul>		
Program Goals:		
<p>Goals :</p> <ul style="list-style-type: none"> <li>&gt; Increase attendance</li> <li>&gt; Decrease referrals and suspensions</li> <li>&gt; Increase academic achievement</li> <li>&gt; Increase parent engagement</li> </ul> <p>Outcomes applicable per student/parent :</p> <ul style="list-style-type: none"> <li>&gt; Increase attendance by 50%</li> <li>&gt; Decrease referrals and suspensions by 50%</li> <li>&gt; Increase GPA minimum One percentage point</li> <li>&gt; Increase parent engagement by 50%</li> </ul> <p>Student success will measured by data received from WCCUSD.</p> <p>Parents success will be measured by following Peacemakers data :</p> <ul style="list-style-type: none"> <li>&gt; Communication with school staff (phone, email, text)</li> <li>&gt; Participation in school meetings ( SST, SSC etc..)</li> <li>&gt; Participation or attend school activities</li> <li>&gt; School visitation (see child)</li> <li>&gt; Participation parent workshop</li> </ul>		



**Program Delivery:**

Program services are provided during school M-F and occasionally on a Sat. for 4 hours. Room is needed for small groups.

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	Peacemakers services target about 10-15% of the student population that are considered greatest needs which includes their parents. Our presence impact all staff and students.

Cost Structure:	Limitations:
Peacemakers Inc. Fee for service : 1 FTE Caseload Manager (\$3,800.00 x 11mos.) \$41,600 1 Flex-time Case Manager (\$2,500 x12 mos.) \$30,000 Administrative cost/supplies \$8,400 Total \$80,000	No limitation. Serve all population.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Hank Roberts	peacemakershr7@gmail.com	(510) 830-5755

[www.peacemakersinc.us](http://www.peacemakersinc.us)

Organization:	Program Name:	Program #:
Raising Youth Resilience	Resilient Me	<b>164</b>
<b>Program Description:</b>		
<p>Raising Youth Resilience Inc. is a nonprofit organization that was established on April 15, 2015, as an alternative solution to help at-risk youth tackle the troubling circumstances that they face in their daily lives. Our organization was created to empower both male and female minority students, who have high rates of truancies and suspensions. Which in turn, causes students to have a poor academic performance. In order to help alleviate the revolving door of statistics for at risk-youth, Raising Youth Resilience created a mentoring program titled, Resilient Me. Resilient Me, was created to help at-risk youth define their own definition of what it means to be resilient. The title was implemented to allow students to dig deep within themselves and look at the positive attributes that define who they are, as individuals. Not only will this mentoring program show students their own sense of self-worth, but they will also learn how to encourage themselves through difficult situations. By discovering their own individual resilience, students will be able to change their own perspective and gain a positive sense of control, on how they react to world around them. Every student at-risk comes from a different walk of life and is used to having someone else create a label or a stereotype for them; Resilient Me will teach at-risk students that they are not defined by the labels that society has placed on them, but merely by the labels that they create for themselves. Each student has something remarkable that they can bring to the table and our Resilient Me program will provide these students with a platform to discover their own, Resilient Me.</p> <p>For this particular program, the target population is at-risk youth of color, from 5th grade through 12th grade. The reason the focus of our mentoring program is geared towards at-risk youth of color is because studies indicate that the suspension rates skyrocket for African American, Latino and Indian male students. In most school districts, 38% of African American males, 28% of American Indian males, and 19% of Latino males were suspended out of school at least once during the school year (Daniel Losen, 2012). With this notion in mind, the RYR Resilient Me is dedicated to creating and implementing programs that will enhance resilience, healthy coping skills and provide a positive experience for our future generation.</p> <p>Resilient Me will implement activities and lessons that will help students address their social, behavioral and educational needs. The program will implement a curriculum that correlate with the seven crucial causes of resilience, that was created by Dr. Kenneth Ginsburg, who is professor of pediatrics at the Children's Hospital of Philadelphia and a member of the Military Child Education Coalition. Dr. Ginsburg defines the seven crucial causes of resilience through competence, confidence, connection, character, contribution, coping and control. By implementing the seven crucial of resilience, our students will learn how to be aware of triggers that inadequately influence their behavior and academic performance. Lessons will take place in a classroom that will facilitate peer-lead activities, tutoring sessions, peer mentoring partnerships and projects.</p> <p>Another key component of the program is to not only mentor our students but to help them obtain life-long leadership skills as well. One of the ways that we want to incorporate professional values into our students, is by allowing our students to be a mentor to their younger peers. To illustrate this component, a few times out of the year the seniors of each grade level (12th, 8th, and 5/6th graders), will facilitate peer-lead leadership and mentor groups, that will be held at perspective sights. The peer-lead leadership and mentor groups will be held at 3 different schools (one elementary, one middle school, and one high school) in the city of Richmond. Seniors of each group (12th, 8th, and 5/6th graders) will lead by example, by building peer-relationships that will aid in behavioral stability and academic advancement of their younger peers. By allowing at-risk youth to mentor one another, we will teach them how to gain public speaking skills, professional etiquette, networking skills and what it means to be a true leader. This competent will also help students motivate one another and hold them accountable for their actions because everything that they do is not only a representation of themselves but the organization as well. By holding our leaders accountable it will force them to keep the notion in mind, that they are setting an example for the future generations after them.</p>		
<b>Program Goals:</b>		

The goal of the Resilient Me project is to empower our suspended and truant students and provide them an alternative, to help them achieve academic success and gain a positive sense of self-worth. The Resilient Me program will work closely with students to help keep them from roaming the streets and participating in illegal activity that could cause them to come into contact with the juvenile justice system. Resilient me will teach students how to be accountable for their own actions and how to alleviate negative behaviors, inside and outside of the classroom. The expected outcome of the program is that students will show a significant increase in their academic performance; the ability to recognize their positive attributes and how to rise to their full potential as future leaders. Resilient Me will not only help address the needs of our students, but our program will also help address the needs of our community as well. For every child that is suspended, the school district loses funding. It is our hope that Resilient Me will help restore funding for our public schools and help keep our children in the classrooms and off of the streets. We will strive to decrease the number of missed school days by 50% amongst RYR students and increase academic performance, by raising the reading proficiency by 50% for RYR students, who are participating in the Resilient Me program. We hope to provide at-risk students with the proper tools, that will help implement individual change and decrease the suspension rates for each campus. We want our students to be resilient enough to face their fears and encourage themselves enough, to know that they are much more than the labels that society has created for them. Our overall outcome of this initiative is to create a culture that will manifest and produce a new generation of young leaders.

In terms of evaluating the decrease of truancies and suspensions, the program will collect pre-test and post-test data. We will compare previous school year attendance rates, with the end of the year attendance rates; pre and post student engagement in the Resilient Me program. In order to determine the academic performance of each student, the organization will receive an academic progress report from teachers and peer tutors. Mentors will review report cards at the beginning of the academic school year and at the end of the school year, to effectively monitor the performance of each student. Once the yearly data is collected, the data and outcomes will be measured and presented to the Raising Youth Resilience board and the board of directors for each school district.

#### Program Delivery:

During school from 8:30am-2:30pm, Monday-Friday We will need one classroom with computer & phone access.

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents	Group Setting	Our goal is to serve at least 60 students per site working with their parents & staff.

Cost Structure:	Limitations:
Cost structure on the contract/s received will breakdown as follows: 10% of contract administration fee, 50% of contract will pay salary & benefits of staff and remaining 40% will be allocated towards program expenses. Desired contract amount starts at \$50,000 per site for the school year.	Our desired is to work across-site with school family's (Elementary , Middle & High Schools all who feed into the latter)

#### Contact Information:

Point Person:	E-Mail:	Phone Number:
Kenya Broadnax	kbroadnax@raisingyouthresilience.com	(510) 410-9756

[www.raisingyouthresilience.com](http://www.raisingyouthresilience.com)

Organization:	Program Name:	Program #:
Raising Youth Resilience	Resilient Restoration-R2	<b>165</b>
Program Description:		
<p>Restorative justice empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.</p> <p>In practice, these programs vary by site, but inclusion, bringing affected parties together, making amends, and reintegrating students into the classroom community are traditionally common pillars.</p> <p>The program is broken down into three tiers. In the first, entire classrooms come together in community-building circles to talk about problems and voice their concerns, which encourages peer-to-peer respect. For specific conflicts, though, smaller groups are used, which bring together the harmed student, the person causing the harm, and a group of their peers or adults. A third tier is reserved for student reintegration following suspension.</p>		
Program Goals:		
To reduce conflict, suspension and negative behavior that affects the school community. Expected outcomes are; reductions in suspension and expulsion rates, and students say they are happier and feel safer.		
Program Delivery:		
During school from 8:30am-2:30pm, Monday-Friday We will need one classroom with computer & phone access.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	Hard to specify, based on occurrences.

Cost Structure:	Limitations:
Cost structure on the contract/s received will breakdown as follows: 15% of contract administration fee, 50% of contract will pay salary & benefits of staff and remaining 35% will be allocated towards program expenses. Desired contract amount starts at \$50,000 per site for the school year.	Our desired is to work across-site with school family's (Elementary , Middle & High all who feed into the latter)

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Kenya Broadnax	kbroadnax@raisingyouthresilience.com	(510) 410-9756

[www.raisingyouthresilience.com](http://www.raisingyouthresilience.com)

Organization:	Program Name:	Program #:
Raising Youth Resilience	Swaggin Through Resilience	166
<b>Program Description:</b>		
<p>The program is called Swaggin through Resilience because when it comes to hip hop dancing you have to apply your own swagg or personality when you perform. As you implement your personality into the dance, you are also escaping. By focusing specifically on learning the steps and body movements, you are subconsciously forgetting about the emotions you had before entering the environment.</p> <p>For this particular program, the target population are girls between the ages 11-18. This population was chosen for the dance workshop because females tend to deal with more internalizing disorders than males. Studies have shown that girls significantly display a higher rate of mental health needs than boys and tend to suffer from a higher rate of depression and low self-esteem. In addition to this, the program was created to address the lack of programming that is needed to address the negative behaviors for young ladies who are at risk of becoming a negative statistic.</p> <p>Swaggin Through Resilience is a program that will help young ladies at-risk, learn healthy coping skills that will help control their emotional regulation and gain a positive sense of self-worth. The program will consist of two components. For the first component, the ladies will be taught a hip hop dance routine to a song that has a positive or empowering message to it. During this process the ladies will be encourage, to listen, take instruction and accept constructive criticism. In addition to this the ladies will learn how to properly interact with their peers in a positive way and control their anger and frustration during the process.</p> <p>The second component of this program will be the group therapy component. Once the ladies are done with the dance class experience, they will be divided into small groups to have an open discussion with one another about how they felt before the dance experience and how they felt after learning the dance. From there the group will process everything from the song of choice, why dance expression can be a positive component and the importance of healthy coping. This group therapy component will be beneficial for the group of participants because it will work to address the multiple complex realities for these young ladies and how they can work through them.</p>		
<b>Program Goals:</b>		
<p>The biggest goal of this program is to teach these young ladies a creative approach as to how they can be resilient. The expected outcome is to show at-risk adolescent young ladies how to incorporate self-discipline, empowerment and learn how to push themselves to overcome a challenging task. These ladies will gain the knowledge of building positive interpersonal and interactive relationships in a safe space. Not only will they learn how to bond with one another as young ladies but they will also learn how to respect each other and most importantly themselves. In addition to this, the young ladies will be expected to hold themselves to a higher standard inside and outside of the dance room.</p> <p>In terms of outcome objectives, we hope that the clients will be able to instill hope into their own lives, by showing clients that it is possible to overcome emotional barriers within their own community. We hope that clients will be empowered enough to empower themselves, in order to utilize some form of positive expression into their own lives. All in all, we hope that clients will achieve the ultimate goal of implementing and executing healthy coping and positive therapeutic methods.</p> <p>In order to evaluate success, the clients will be asked to fill out a pre-test and a post-test survey. When the clients first arrive they will be asked to fill out a pre-test survey. On the pre-test survey clients will be asked questions that center on how they are feeling before they started participating in the dance. From there they will rate their answers from one to five, with one indicating that their lowest rating and five indicating the highest. During the actual dance experience staff will evaluate the student's level of participation and determine their behaviors throughout the process. At the end of the whole program the girls will be asked to complete a post-test survey. The post-test survey will ask the young ladies to rate their feelings and emotional state after the workshop. Once the surveys are completed at the end, the facilitating staff members will use the surveys to evaluate how effective each session was for the ladies. Once the data is collected, the information will be shared with the program director and the board of directors for Raising Youth Resilience. The organization will also discuss the data with each school site, every quarter to update to the school administration on the evaluation or progress of the young ladies</p>		

**Program Delivery:**

In order for the program to be conducted effectively, we will need a dance or fitness room, with mirrors and a sound system, big enough to hold a maximum of 30 people. The frequency of the program will take place as needed and agreed by school and RYR ideally we would like to see programming Monday-Friday , we also like to offer programming for two hours after school.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Students, Parents, Community Residents	Group Setting	Our goal is to serve at least 60 students per site working with their parents & staff.

<b>Cost Structure:</b>	<b>Limitations:</b>
Cost structure on the contract/s received will breakdown as follows: 10% of contract administration fee, 50% of contract will pay salary & benefits of staff and remaining 40% will be allocated towards program expenses. Desired contract amount starts at \$50,000 per site for the school year.	Our desired is to work across-site with school family's (Elementary , Middle & High all who feed into the latter)

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Kenya Broadnax	kbroadnax@raisingyouthresilience.com	(510) 410-9756

[www.raisingyouthresilience.com](http://www.raisingyouthresilience.com)

Organization:	Program Name:	Program #:
Seneca Family of Agencies	Unconditional Education - Behavior Consultation Services	167
Program Description:		
<p>Behavior Consultation Services can consist of two different types of services, Individual Behavior Consultation and Multi-Tiered Systems of Support Consultation.</p> <p>The Individual Behavior Consultation Service utilizes a problem-solving process that involves the cooperative efforts of a team, facilitated by the Seneca staff, to assess and define the student problem behavior, conduct a functional analysis of the problem and consequences, generate behavioral objectives, design and implement a behavioral change plan consisting of positive intervention strategies and evaluate the plan and process in order to make changes as necessary, thus supporting the student in overcoming barriers to academic success. The behavior consultation will provide teachers, staff, and direct care service providers with the training and intervention strategies necessary to manage and modify difficult behaviors, while teaching functionally related replacement skills. The behavior consultation meetings will focus on student's strengths and challenges, and coordinate support plans to guide their growth in academic, behavioral and social-emotional skills. Examples of topics that the behavioral consultation team can address include but are not limited to: problem solving process to support Tier 2 and Tier 3 student interventions; Positive Behavioral Interventions and Supports; and Implementing Trauma Informed Practices.</p> <p>The Multi-Tiered Systems of Support Implementation Consultation will serve to support school leaders in implementing multi-tiered systems of support for social emotional and behavioral Tier 1 and Tier 2 interventions. This includes analyzing data and increasing school capacity to provide Tier 1 and Tier 2 interventions. Examples of topics that this consultation process can include but are not limited to: Quarterly data analysis consultation and program support planning; Service coordination process support; Training support for school point person and staff participants for Check-in Check-out (CICO), and Consultation and coaching support for staff participants in CICO or social skills group facilitation. This consultation process will be facilitated by the the Seneca employee.</p>		
Program Goals:		
<p>The goals of this program include: Utilizing data to develop targeted plans; Providing school staff with training and support needed to implement suggested interventions in a sustainable way; Decreasing student behaviors that are impeding academic success and increasing student positive pro-social behaviors; and increasing implementation of positive behavior interventions at the Tier 1 and Tier 2 levels.</p> <p>The outcomes include: Formalized consultation meetings that use data to drive treatment; Training provided to school staff (individual and large group) to support their understanding of behavior and implementation of behavioral and social-emotional interventions; Students being served in the least restrictive environments and under the least restrictive conditions; Documented treatment approaches that translate to increased accountability for all; Decreased referral behaviors in identified students.</p> <p>Services will be evaluated through: Progress monitoring of individual student SMART goals on their behavioral change plan; Training provided to staff as evidenced by the PD calendar; Training evaluations and sign-in sheets; Positive Behavior Intervention Services Tiered Fidelity Index</p>		
Program Delivery:		
<p>The program can take place during school and after school, depending on the specific program service identified. The service can range in frequency from 1 day to 5 days per week.</p> <p>A confidential space to facilitate consultation meetings with identified team members will be needed.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	The number of students can range from several students to the entire school depending on the service program identified.

Cost Structure:	Limitations:
\$28,000 per year for 8 hours a week \$14,000 for each additional 4 hours a week after the initial 8 hours	There are no limitations to who the program can serve

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Amber Fretwell	amber_fretwell@senecacenter.org	(925)586-0314

[www.senecafoa.org](http://www.senecafoa.org)



Organization:	Program Name:	Program #:
Seneca Family of Agencies	Unconditional Education - Professional Development Workshops	168
<b>Program Description:</b>		
<p>We believe that with strong professional development we are able to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of not just teachers but all school staff to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. School systems use a variety of schedules to provide this collaborative learning and work time for staff, thus our professional development is provided in flexible ways to best meet the needs of the schools we partner with. We believe that policymakers, community leaders, and parents have a responsibility to ensure that educators within their schools engage in continuous professional learning and apply that learning to increase student achievement. In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For school staff, teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. With extra support, however, staff and teachers can learn more effective practices to apply to daily challenges. Additional support also helps districts retain new teachers and set them on the path to becoming effective educators.</p> <p>Our Professional development workshops are 1-3 hour training sessions focused on a specific topic. Topics can be divided into multiple sessions if shorter sessions are needed. Additional focus on chosen topics can be aligned with school leader coaching to support implementation of learned strategies across the school.</p> <p>Core professional developments topics include, but are certainly not limited to:</p> <p>Why Are We Here? - This workshop is designed to help ground staff in their personal values to support them in this challenging and rewarding work. Participants will explore school values and reflect on what it means to be a team on their campus.</p> <p>Communication Strategies for Successful Teamwork - Participants will learn about their personal communication style and how it impacts teamwork and the importance of direct communication. The training will help develop communication skills and provide opportunity to practice giving and receiving feedback.</p> <p>Trauma Informed Schools - Participants will learn the foundations of trauma and its impact on development. The training will give an overview of the components of trauma-informed practice in a school setting, along with tools to assess whether these structures, practices, and policies exist at their own school and guidance in building the capacity of their school community to become more trauma-informed.</p> <p>Understanding and Responding to Challenging Behaviors - Participants will build a toolbox of interventions for working with students who demonstrate challenging behaviors. Participants will learn how to choose and implement in the moment behavior interventions based on the perceived function of the behavior. This workshop includes interactive opportunities to practice implementing interventions and role play activities.</p> <p>The Cost of Caring: Self Care and Self Control - Participants will learn how working with youth who have experienced trauma can impact their own well-being, develop a self-control plan, as well as explore strategies for developing a strong practice of self-care to maintain sustained engagement in the work</p> <p>Strategies for Building a Supportive and Inclusive Classroom Community - Participants will explore the factors that create a supportive classroom, learn new strategies for building an environment that is inclusive of all students, and build on existing classroom routines to establish positive interactions, a sense of community, a growth mindset and increase student centered learning.</p> <p>Crisis Intervention Strategies - Participants will develop an understanding of the escalation cycle and learn how to choose and implement in-the-moment behavioral interventions. Additional areas of focus include determining logical consequences, repairing relationships, and team debriefs</p>		
<b>Program Goals:</b>		

The goals of this program include providing all educators with psycho-education regarding the identified topic, thus improving and/or increasing their overall understanding of the topic; Providing concrete tools that educators can leave with and implement in their daily practice.

The outcomes of the program include: Improvement and/or development in understanding of the training topic; Ability to apply the training material across cultures; Increased skill in the area of topic; and increased school community

Successes will be evaluated through staff sign-in sheets, and training evaluations.

#### **Program Delivery:**

The program can take place during and after school and can occur at a frequency that is most supportive of the school community.

<b>Population Served:</b>	<b>Delivery Method:</b>	<b>Number of clients:</b>
Parents, Staff	Group Setting	The anticipated number of students/staff/parents varies depending on the size of the school community. Training and professional development can be geared toward the entire school community or specific identified persons.

<b>Cost Structure:</b>	<b>Limitations:</b>
\$185 per hour	There are no limitations to who the program can serve.

#### **Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Amber Fretwell	amber_fretwell@senecacenter.org	(925)586-0314

[www.senecafoa.org](http://www.senecafoa.org)

Organization:	Program Name:	Program #:
Seneca Family of Agencies	Unconditional Education - Student and Family Services	169
Program Description:		
<p>It is essential that all students and families receive the supports they need to thrive. Student and Family services can be provided through individual counseling provided to individual students and their families who currently do not qualify for ERMHS. This can include weekly one on one counseling, case management, crisis management, safety planning, etc by a BBS certified Seneca clinician.</p> <p>Student and Family Services can also include the facilitation of social skills groups. Social skills groups are focused on students that lack social skills or have a harder time socializing appropriately than others. Seneca believes that all students can be supported with social skills training and groups.</p> <p>Identification of social skills groups and individual counseling participants will be determined by students who meet criteria according to the Social Emotional Screener and MTSS process; Students who have had COST referrals and individual counseling or social skills group was identified as an intervention; Students who seem "out of place", ostracized, or isolated (have difficulty making friends); Students who exhibit poor social routines, like taking turns, sharing, waiting in line, shaking hands, poor eye contact, etc; and students who do or say odd, silly, inappropriate, or out of place comments</p> <p>The Seneca employee will coordinate and facilitate social emotional skill-building groups (2-5 students/group) for 6-8 week cycles. Examples of social skills group curriculum can include: Superflex, Strong Start, Zones of Regulation, Mindfulness, Lunch Buddies although each group will be tailored to meet the needs of its participants.</p>		
Program Goals:		
<p>The program goals include: ability to utilize pro-social skills and replacement behaviors; Increase in the use and understanding of replacement behaviors; Increased caregiver/teacher ability to implement interventions implemented in individual and/or social skills groups; Improved daily functioning in student; Skills to help students make friends and to teach essential life skills; Increase in student's self-confidence, self-concept, and self-esteem.</p> <p>The outcomes of the program include: Improved scores on the Strengths and Difficulties" Questionnaire (SDQ) implemented pre and post each social skills group; Increased ability to tolerate triggers and engage in pro-social ways with others as evidenced by their use of learned social-skills and replacement behaviors; Decreased behavioral referrals; Increase in instructional time; Improved student interactions; Improved student productivity.</p> <p>Services will be evaluated through the pre and post SDQ as well as progress monitoring of goals on a consistent basis using a database such as the APRICOT database. In addition, regular communication will be maintained with the students' caregivers and teachers in order to gather data and assess progress toward treatment goals. Data will be shared with team members on a consistent basis in order to coordinate services and ensure interventions are consistent amongst caregivers and staff.</p>		
Program Delivery:		
<p>The program can take place during and after school. The program can vary in frequency of days per week, ranging in frequency from 1 day to 5 days per week.</p> <p>A confidential space is required to provide individual counseling and social skills groups.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	The number of students/staff/parents impacted ranges depending on the service identified but it can range from 4 individual students and families per

		day to 16 students (4 students per group and 4 groups per day) per day
--	--	--

<b>Cost Structure:</b>	<b>Limitations:</b>
\$28,000 per year for 8 hours a week \$14,000 for each additional 4 hours a week after the initial 8 hours	There are no limitations to who the program can serve

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Amber Fretwell	amber_fretwell@senecacenter.org	(925)586-0314

[www.senecafoa.org](http://www.senecafoa.org)

Organization:	Program Name:	Program #:
Seneca Family of Agencies	Unconditional Education - Unconditional Education (UE) Coach	<b>170</b>
Program Description:		
<p>The Unconditional Education (UE) Coach is dedicated to leading school teams in the pursuit of Unconditional Education for all students. The Unconditional Education model dismantles the traditional education and mental health systems in which children receive support in separate settings, replacing it with a comprehensive model where schools and families collaborate to promote the achievement of all children within inclusive environments. The UE Coach supports school leaders in implementing school-wide positive behavior systems and approaches to trauma informed practice, and strengthening the overall school culture and climate. Areas that the UE Coach typically supports with are:</p> <ul style="list-style-type: none"> <li>Positive Behavioral Supports</li> <li>Implementing Trauma Informed Practices</li> <li>Service Coordination Systems and Protocols</li> <li>School-wide behavior intervention planning and MTSS process</li> <li>Progressive Discipline and logical consequences</li> <li>Collaborative data analysis process (Social Emotional Screener, CICO, ODR)</li> <li>Problem solving process to support Tier 1 programs and interventions</li> <li>Planning staff professional development opportunities</li> </ul>		
Program Goals:		
<p>The goals of the program include: Implementation of school-wide positive behavior systems and approaches to trauma informed practice; Development of a trans-disciplinary Coordination of Services Team, aimed at identifying, referring, and tracking progress of students needing additional school supports; Strengthening the overall school culture and climate through creating necessary and sustainable systems; Relevant staff and/or parent professional development and training</p> <p>The outcomes of the program include: 80% of staff and parents who attend trainings will report that the training increased their knowledge and skills in their ability to support the diverse needs of their students; Schools will demonstrate &gt;80% implementation of PBIS; Schools will demonstrate increased implementation of Trauma-Informed practices; Schools will demonstrate 3% annual reduction in ODRs which will lead to a reduction in the number of suspension and expulsions; Partnership staff report that services are responsive, integrated, effective, coordinated, individualized , and data driven.</p> <p>Successes will be evaluated through: Monitoring and tracking of ODRs (office discipline referrals); Social Emotional Screeners; Positive Behavior Intervention Supports Tiered Fidelity Index; Trauma Informed Index; Professional Development and Training sign-in sheets and evaluations; and Partnership/staff surveys</p>		
Program Delivery:		
<p>The program will primarily take place during the school day and sometimes after school. The frequency of the program depends on the need identified by the school and how many days the school would like. The frequency can range from 1 day to 5 days per week.</p> <p>A desk is required for the UE Coach (the desk can exist in a shared space). If determined that the UE Coach is needed 3-5 days per week, an enclosed space is most desirable.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	The number of students/staff/parents impacted is the entire school community

<b>Cost Structure:</b>	<b>Limitations:</b>
\$30,000 per year for 8 hours a week \$15,000 for each additional 4 hours a week after the initial 8 hours	There are no limitations to who the program can serve

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Amber Fretwell	amber_fretwell@senecacenter.org	(925)586-0314

[www.senecafoa.org](http://www.senecafoa.org)

Organization:	Program Name:	Program #:
City of San Pablo	San Pablo's Community Schools Initiative	49
Program Description:		
<p>The San Pablo Community Schools Initiative works to ensure San Pablo children and families have the tools and support they need to be successful in school and in life. The Initiative facilitates a collaborative, integrated, and comprehensive continuum of supports and services to ensure the children and families of San Pablo thrive. The City of San Pablo's (COSP) CS Initiative has five strategic areas: 1) Coordination of Community Schools, 2) Family Engagement, 3) Out of School Time, 4) Violence Prevention and Intervention, 5) Youth Leadership and Development. In the 2017-2018 COSP is going to scale up it's CS Initiative by providing funding (in collaboration with WCCUSD) for CS Coordinators for all six San Pablo schools.</p>		
Program Goals:		
<p>The SP CS Initiative leads with the implementation of Health and Wellness Services, Community and Family Engagement and School Culture and Climate. Goals have not been identified for the 2017-2018 as of yet. Information can be shared at the start of the new school year. In terms of evaluation, the COSP has a comprehensive evaluation system that is in alignment with the 40 Developmental Assets. COSP staff is currently in the process of developing the evaluation rubric for the new school year and we are happy to share that information when it is available.</p>		
Program Delivery:		
<p>During the School Day, M-F, Office Space for the Coordinator and shared space for support programs that fit COSP five strategic areas.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Individual Setting (1:1), Group Setting	School Wide Approach: 1000-3000

Cost Structure:	Limitations:
N/A	Students who live or attend school in San Pablo's Public Schools

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Teodora Ildefonso-Olmo	teodorai@sanpabloca.gov	415-425-0800 (cell)

[www.sanpabloca.gov](http://www.sanpabloca.gov)

Organization:	Program Name:	Program #:
Community Violence Solutions	Brave Week	50
Program Description:		
An Elementary School wide, week long campaign for faculty, parents and students to engage with better ways of being active bystanders in anti-violence efforts. Prevention Educators prepare packets with daily classroom activities that contain information about Sexual Assault Awareness Month for teachers, and grade appropriate, anti-bullying activities that correlate with SAAM for students, and letters for parents with activities that are sent home. Prevention Educators also conduct lunch time tabling activities.		
Program Goals:		
Our goal is to increase the personal safety and prevent bullying of elementary school children while teaching appropriate behavior. Students will demonstrate understanding of positive bystander intervention. Post program questionnaires will be used for evaluation.		
Program Delivery:		
Lunch time, Monday-Friday, One Week		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	1100

Cost Structure:	Limitations:
N/A	Elementary Only

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Liliana Gonzalez	lgonzalez@cvsolutions.org	(510) 237-0118

[www.cvsolutions.org](http://www.cvsolutions.org)



Organization:	Program Name:	Program #:
Community Violence Solutions	Bullying and Touching Safety	<b>51</b>
Program Description:		
Using Second Step and Talking About Touching curriculum, Prevention Educators facilitate half hour in-class workshops, once a week, four weeks for the 3rd and 5th grades and 5 weeks for 1st grade. We cover Emotions and Communication, Bullying and Assertiveness, Touching Safety, Problem Solving and Seeking Help.		
Program Goals:		
Goals are to increase personal safety and prevent bullying of elementary school children while teaching appropriate behavior. Students will be able to identify safe, unsafe, and unwanted touches; be able to articulate the "Safe Touching Rule" and identify three safety steps to get help. Pre and post questionnaires will be used for evaluation.		
Program Delivery:		
During School, in classroom, once a week, 30 minutes.		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff	Group Setting	900

Cost Structure:	Limitations:
N/A	Elementary 1 <sup>st</sup> , 3 <sup>rd</sup> , and 5th grades only

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Liliana Gonzalez	lgonzalez@cvsolutions.org	(510) 237-0118

[www.cvsolutions.org](http://www.cvsolutions.org)

Organization:	Program Name:	Program #:
Community Violence Solutions	MyStrength Club	52
Program Description:		
The MyStrength Club is designed to develop leadership abilities among male club members; to reclaim the concept of strength as non-violent; and to develop in group members the skills to move from a by-stander to harassment or violence to one who can become an ally to young women. Our program provides young men with a safe space to analyze the messages they receive concerning traditional masculinity, and how these concepts can promote violence among men and between young men and women.		
Program Goals:		
<p>Program Goals:</p> <ol style="list-style-type: none"> <li>1. To help empower young men to create problem solving plans and be able to create a positive image of manhood.</li> <li>2. To help change the school culture around treatment of their peers, particularly female students, and turn these young men from passive to active bystanders.</li> </ol> <p>Expected Outcomes:</p> <ol style="list-style-type: none"> <li>1. Participants will be able to identify positive examples of masculinity.</li> <li>2. Participants will be able to identify de-escalation strategies to prevent violence and identify methods of becoming allies to young women.</li> <li>3. Participants will be able to define consent and understand the importance of affirmative consent</li> <li>4. Participants will be able to serve as active bystanders in their school community.</li> </ol>		
Program Delivery:		
<p>Program schedule: 1x a week, 1 hour during the school day.</p> <p>Need: Space for small group (10 students).</p>		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	(District wide) High School Level: 80-120 students; Middle School Level: 60-80 students

Cost Structure:	Limitations:
N/A	Male Middle and High School students (primarily high school students)

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Javier Lopez	jlopez@cvsolutions.org	(510) 307-4122

[www.cvsolutions.com](http://www.cvsolutions.com)

Organization:	Program Name:	Program #:
Community Violence Solutions	Brave Week	53
Program Description:		

A week long campaign where Educators table during lunch time bringing awareness to Teen Dating Violence (February) and Sexual Assault (April) through interactive walls and scenario role-playing.

**Program Goals:**

Eliminate/Decrease the incidents of interpersonal violence amongst teens and increase respectful relationships, communication and positive behavior. Students will be able to recognize and express their role in ending interpersonal violence and will demonstrate understanding positive bystander behavior. We will use Post-program questionnaires.

**Program Delivery:**

Lunch Time, One week, any common area

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	150

Cost Structure:	Limitations:
n/a	High School Only

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Liliana Gonzalez	lgonzalez@cvsolutions.org	510 237-0113

[www.cvsolutions.org](http://www.cvsolutions.org)

Organization:	Program Name:	Program #:
Community Violence Solutions	Young Womens Empowerment Circle	<b>54</b>
Program Description:		
16 week High School program for young women where we look inward at communication styles, relationships: healthy, unhealthy, and abusive, stress and coping skills, media stereotypes, oppression, boundaries, self care and healing.		
Program Goals:		
Our goal is to eliminate/decrease incidents of interpersonal violence among teens and increase respectful relationships, communication, and positive bystander intervention. Young women will demonstrate strategies to be active bystanders and be able to express their roles in ending interpersonal violence among peers and other youth beginning with themselves as an outcome. We will Evaluate with pre and post-questionnaires.		
Program Delivery:		
During School, 1 hour session, once a week, 16 weeks		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	45

Cost Structure:	Limitations:
n/a	Young Women in High School

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Liliana Gonzalez	lgonzalez@cvsolutions.org	(510) 237-0118

[www.cvsolutions.org](http://www.cvsolutions.org)

Organization:	Program Name:	Program #:
Contra Costa Kops For Kids	Positive Mental Attitude Seminars & Sports Clinics Program	55
<b>Program Description:</b>		
<p>Contra Costa Kops For Kids Positive Mental Attitude Seminars &amp; Sports Clinics are provided for students from 6th grade through high school at no charge. We concentrate on 6th grade and freshmen students, but have done all grades from 6th grade through seniors at some time or other. Sports clinics are reserved for alternative and continuation schools without PE programs after the seminar.</p> <p>Active and retired law enforcement personnel volunteer their time and use a PowerPoint presentation with video and music to promote the objectives of the seminar. Sessions last from 45 minutes to one hour, depending on the class period. The presentations are made in classrooms (preferred) little theaters, gymnasiums, and school libraries. This program reaches thousands of students every year and is well received by students and staff alike. We have been doing this in the West Contra Costa Unified School District for the past ten years for free.</p> <p>The seminar covers the importance of a positive attitude to achieve success in life. We promote class achievement, anti-bullying, anti-drug, and anti-violence behaviors. We talk about dealing effectively with clinical depression and suicide prevention. Other topics include putting together a successful resume using only unpaid work experience and preparing for an oral interview. We have students think about their personal, educational, and professional/vocational goals.</p> <p>Participants receive a card from the Contra Costa Crisis Center with 24-7 telephone numbers for community resources, a crisis and suicide hotline, grief counseling, and homeless assistance. They also get a handout on bullying prevention websites on the Internet.</p> <p>Finally, we ask students and teachers alike to fill out a one page evaluation of the program and use this information to update our curriculum every year. Schools that participate are listed in our annual report that is distributed throughout Contra Costa County annually.</p>		
<b>Program Goals:</b>		
<p>The goal of this program is to provide students with ideas, thoughts, and resources that they can use to be successful in life. It encourages them to stay positive, do well in school, and plan for their future. It provides staff and peers with tools to help themselves and others to deal successfully with difficult issues.</p> <p>We have a one page evaluation form that is used to receive feedback from participants in the seminars. These are reviewed and used to update future presentations.</p> <p>We also receive testimonials from teachers about students who have come to them for help with personal troubles after our program, because they were encouraged by the presentation to do so. Some of these incidents have been life saving for the student.</p>		
<b>Program Delivery:</b>		
We do this program during school hours and after school.		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Group Setting	We reach over 6,000 students a year countywide with this program. About 2,500 would be expected to be from the West Contra Costa Unified School District

<b>Cost Structure:</b>	<b>Limitations:</b>
N/A	6th grade through high school students are eligible for this program. The sports clinics are reserved for continuation and alternative schools without PE programs. Sometimes we also provide sports equipment for these schools.

**Contact Information:**

<b>Point Person:</b>	<b>E-Mail:</b>	<b>Phone Number:</b>
Neil Stratton	neil.cckopsforkids@gmail.com	925-687-2635

[www.contracostakopsforkids.org](http://www.contracostakopsforkids.org)

Organization:	Program Name:	Program #:
The Latina Center	Young Latina Future Leaders (YLFL)	56
Program Description:		
Young Latina Future Leaders YLFL provides roles models and culturally specific mentoring offered in an environment of trust to teach communication, conflict resolution, anger management, goal setting and skills while providing opportunities for pro-social behavior and developing activities that help young Latinas incorporate caring, helpfulness, understanding and cooperation into their lives.		
Program Goals:		
<p>The goal of the Young Latina Future Leaders is to give support to 45 Latina, low income girls from DeJean and Helms Middle Schools.</p> <p>The expected outcomes are: 1) to increase leadership skills among middle schools young to advocate for improved safety and school climate as evidenced by: -increase self-reported knowledge among students about bullying, harassment, safety, violence, health care, and other issues impacting young students, their families, neighborhoods and schools environments. 2) Increased self-reported sense of self-confidence, self-esteem and cultural pride. 3)Increased personal and academic skills (i.e. set and achieve goals, public speaking, time management, conflict resolution) 4)Increased participant and leadership by 50% from baseline by Latina youth in activities at schools and in the community. 5)At least one youth led event or presentation each year to raise awareness and build support to address bullying and improve school climate. 6)-One youth produced educational video related to bullying. Ways to address and prevent bullying and harassment are included in both the student and parent handbook.</p> <p>To evaluate success we will use:</p> <ul style="list-style-type: none"> <li>-Pre and Post assessment.</li> <li>-Testimony</li> <li>-Project Presentation.</li> </ul>		
Program Delivery:		
The YLFL Program is offer it on Wednesdays after school at DeJean Middle school and on Thursdays after school on Helms Middle school for two hours, once a week every week for the school year.		

Population Served:	Delivery Method:	Number of clients:
Students	Group Setting	25 per school

Cost Structure:	Limitations:
N/A	The YLFL Program aims to serve only Latino low income girls from Helms and DeJean Middle schools

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Gloria Alvarez	info@thelatinacenter.org	510-689-6935

[www.thelatinacenter.org](http://www.thelatinacenter.org)

Organization:	Program Name:	Program #:
YES Nature to Neighborhoods	Community Leadership Pathway	57
Program Description:		
<p>YES strives to cultivate both youth and adult leaders in Richmond who lead, healthy connected lives; motivate change in their neighborhoods; and inspire a safe, thriving community. Exposure to and interactions in nature play a vital role in realizing our vision and YES offers several programs and entry points so that community residents across the age spectrum can participate.</p> <p>YES's community pathway includes the coordination of the North Richmond Network, a Collective Impact model, for which YES acts as the backbone agency. On a monthly basis, YES staff convenes multiple community partners and stakeholders to identify and coordinate priorities for Verde Elementary School in North Richmond.</p>		
Program Goals:		
<p>80% members will be able to identify 4 out of the 5 pillars of a Collective Impact model</p> <p>80% of members will be able to cite the correct priority areas of the NRN</p> <p>85% of members will be involved in at least two events or initiatives beyond regular monthly meetings</p> <p>90% will agree that their voice and opinion are being heard and considered in the meetings and working groups.</p> <p>95% of members will agree that the NRN is making a positive impact for students at Verde and in North Richmond</p>		
Program Delivery:		
<p>North Richmond Network meetings typically occur on the second Thursday of every month. We need access to the Verde Elementary Library from 3:00pm-4:30pm, as well as access to the parking lot for agency partners.</p>		

Population Served:	Delivery Method:	Number of clients:
Students, Parents, Staff, Community Residents	Group Setting	15-20 community partners and residents, Verde Elementary students & parents

Cost Structure:	Limitations:
N/A	Verde Elementary students & families, and community partners

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Blanca O. Hernandez	blanca@yesfamilies.org	510-232-3032

[www.yesfamilies.org](http://www.yesfamilies.org)



<b>Organization:</b>	<b>Program Name:</b>	<b>Program #:</b>
WCCUSD, YMCA of the East Bay, Bay Area Community Resources, Center for Restorative Solutions, Catholic Charities of the East Bay, California School Based Health Alliance	Young Men's Collaborative	58
<b>Program Description:</b>		
With funding from the Office of Victims of Crime at the U.S. Department of Justice, the California School-Based Health Alliance (CSHA), West Contra Costa Unified School District (WCCUSD), the YMCA of the East Bay, Bay Area Community Resources, Center for Restorative Solutions Restorative Solutions, Catholic Charities, and several other community organizations have created YMEC to promote justice and healing among boys and young men of color who have been victims of violence.		
<b>Program Goals:</b>		
<p>The Young Men's Empowerment Collaborative</p> <ol style="list-style-type: none"> <li>1. Create a supportive school climate for young male survivors of violence by enhancing restorative, trauma-informed systems of care and strengthening the ability of school staff to recognize trauma, respond effectively, and refer for appropriate services.</li> <li>2. Increase the portion of young male survivors of violence who are identified and served by expanding screening and outreach focused on young men.</li> <li>3. Create an effective response to violence for young men of color by implementing the evidence-based, Trauma and Grief Component Therapy for Adolescents (TGCT-A) intervention, Restorative Justice, and parent/family care plans focused on the healing process.</li> </ol>		
<b>Program Delivery:</b>		
School Hours or After school at School Based Health Centers/ School. Confidential space for groups and individual case management sessions.		

Population Served:	Delivery Method:	Number of clients:
Students, Staff	Individual Setting (1:1), Group Setting	90

Cost Structure:	Limitations:
N/A	Young men of of color attending DeJean, Helms, or any WCCUSD comprehensive high school.

**Contact Information:**

Point Person:	E-Mail:	Phone Number:
Elizabeth Carmody	elizabeth.carmody@wccusd.net	510-231-1194