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Susan E. Little

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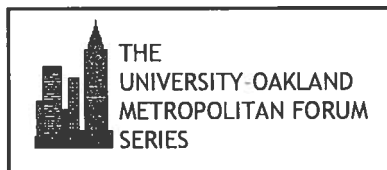
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A Sampling of Community Resources in the Oakland Public Schools

Susan E. Little



The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley
Institute of Urban and Regional Development

A SAMPLING OF COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

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Introduction

The purpose of this report is to respond to questions posed by the Schools in the Larger Community Panel, a working group of the Commission for Positive Change in the Oakland Public Schools. The questions are:

- o What types of resources and services are being provided by the community to students in the Oakland Public Schools?
- o Which organizations are working with schools?
- o What is the extent of the community's involvement in the schools?
- o How do organizations view their participation in schools and under what circumstances would they expand their involvement?

This report contains descriptions of 21 programs serving Oakland Public Schools students during 1989-90. Because there are myriad programs involving community resources, it was not possible to present a complete picture in the limited research time available. While this report describes only a sampling of programs, it does reflect the diverse nature of available resources.

Overview of Resources

It would appear that there are abundant community resources in the schools and available to schools. Because it was beyond the scope of this review to provide a definitive list of resources and how they are being used, it is not possible to set a dollar figure on the value of these resources, draw any conclusions about the relative involvement of various sectors of the community (arts, business, etc.) or say to what degree the needs of students are being met by these resources. However, it is apparent that the community of Oakland does have resources which can and do contribute the education of students.

The resources described here are basically in two forms: dollars and services. These two components may stand alone or in combination. In summary: 1) Dollars are provided directly by private philanthropy (foundations, corporate giving programs) to the District or a school to support a program; 2) Special initiatives of private organizations provide dollars and services, sometimes over a specified period of time; and 3) Community organizations provide services to schools and students. The services of these organizations are made possible, in turn, by dollars from various sources.

Consequently, when looking at the dollars supporting programs in the schools, there are two levels of financial support: that going directly to schools and that being provided to community organizations which work in the schools, often at no cost to

schools, although in some cases the District does pay fees or contribute to a program's costs. Support for community organizations comes from both private and public sources. All levels of government -- federal, state and local -- provide funds. In addition, foundations, corporations and individuals contribute to the financial base of various programs. Each source of funds has its own priorities and guidelines and these change; although a nonprofit organization may have been providing a service to students for many years (for example, the Oakland Museum), the source of funds for those services is constantly changing.

Summary of Programs in the Schools

The programs and services described in the report are offered by nonprofit community organizations and institutions of higher education. They reflect a diversity of goals and activities, as well as scale of operation. There are efforts to improve student achievement by changing schools in fundamental ways and programs to address social and physical problems that impede learning. Some programs represent collaborations in which schools and community organizations plan, implement and assess services.

The report is organized by type of program. The categories are:

- o School Improvement
- o Social and Physical Health
- o Cultural Programs
- o Work Preparation
- o College Encouragement and Preparation
- o Teacher Support
- o Parent Involvement
- o Materials

Each category starts with a brief overview; programs are described in charts with the following sections: purpose, target population and schools served, services, cooperating agencies, additional information, volunteer component, and funding. No attempt was made to evaluate the programs. However, organizations were asked how services are assessed, and information provided is included.

This report does not include information on the following: parent groups, such as the PTA, SOS, PACER, STOMP, etc.; programs for which the District directly contracts with a community organization, such as the Emiliano Zapata Street Academy, a high school administered by the Bay Area Urban League since 1982, or organizations providing substance abuse education, special education and the like; government agencies created solely to support elementary and secondary schooling; and programs operating outside the schools which serve the educational needs of children and youth. There is a large number of the latter; a few are mentioned in Appendix B.

Comments and Views of Community Resources

The comments in the findings section are based solely on the comments made by interviewees, and do not include the views of other participants in these programs (school personnel, parents, students.) There was no attempt to develop consensus among the interviewees. It may be helpful to read this in conjunction with "Partnerships with the Oakland Schools: Lessons from the Past" by Raphael Fischler, March 21, 1990, a paper commissioned by the panel. Comments heard in the course of preparing this report echo those described and analyzed by Fischler.

1) Barriers to the use of community-based organizations.

Staff of community-based organizations described the barriers they perceived which prevent productive relationships with schools. Many respondents feel there is a lack of understanding about the substance and value of community resources. In particular, community-based organizations said that they offer expertise not available in the schools, either at all or in sufficient quantities, and that it would not necessarily be cost-effective or efficient to add certain types of services to the District's operations. A general feeling of frustration over this untapped potential was expressed.

Several reasons for this lack of clarity about the value and possible roles of community-based organizations were mentioned: absence of clear mission statement from schools which could serve as a basis for discussion, turf issues, over-worked school staff without the time or energy to devote to taking advantage of outside resources, and turnover of staff which both disrupts established relationships and makes it difficult to establish new ones.

There was a sense that because of the general situation in the schools, community-based organizations and the schools cannot, at this time, come to the table as equals to discuss joint projects.

When a school does commit to developing and implementing a cooperative relationship with a community-based resource, there can still be various hurdles to overcome. These were discussed in "Partnerships" -- adequate time for pre-planning and assessment after project start-up, difficulty for nonprofits in penetrating the maze of bureaucracy on and off the school site, defining the parameters of responsibilities for all involved.

2) Lack of coordination of available resources.

As described in "Partnerships", there is a lack of information available about resources. Several interviewees would like to know more about resources available to the schools so that they do not duplicate services, and can consider possible cooperative efforts. In many cases, a capacity to coordinate outside resources is not available at the school site.

3) Lack of appreciation for those organizations providing services in schools.

While interviewees are aware that it is difficult for a beleaguered institution to recognize the contributions of others, some commented that a little appreciation from schools could go a long way in improving relationships.

4) Advantages and disadvantages to being "outside" the system.

As described by interviewees, there are advantages and disadvantages to existing outside the school system. It's sometimes easier for those organizations to "break the rules" (because no one told them the rules), but it also means that they are sometimes treated like outsiders -- with resentment or indifference.

5) Motivation for cooperating with the schools and potential expansion of programs.

Interviewees often described their commitment in terms of youth, not in terms of schools. Their interest in providing youngsters with the support needed to become healthy, responsible and productive adults keeps them involved despite what they view as considerable obstacles. There are agencies that would be pleased to formalize or expand relationships with the schools because they feel both the programs and students would benefit from such collaborations. Many made mention of the factors described in "Partnerships" which make for productive relationships.

Marcus A. Foster Educational Institute, Oakland Chamber of Commerce Clearinghouse Project, Oakland Partners in Education and Oakland School Volunteers

Special mention should be made of three organizations and a Chamber project which are dedicated exclusively to channelling community resources into the Oakland Public Schools. They are distinguished by the inclusive nature of their activities, their flexibility in matching resources with needs, and their recruitment of assistance from broad segments of the community.

Marcus A. Foster Educational Institute

The Institute's mission to link resources with schools is fulfilled through many activities, including developing and operating programs, and serving as an incubator and fiscal agent. While some efforts are described on the following charts, this review does not include all the programs under the Institute's umbrella.

Oakland Chamber of Commerce Clearinghouse Project

The Chamber has active programs in the schools. The Clearinghouse Project, a newly-formed effort, will solicit materials and match them to the needs of schools throughout the District.

Oakland Partners in Education

In the early stages, this organization's intent is to link businesses with schools. Co-chairs are Gala Mowat of the Junior League and Manuel Perry from Lawrence Livermore National Laboratory. Partners, working entirely on a volunteer basis, has been deeply involved in the STRETCH middle school improvement program (see chart).

Oakland School Volunteers

A collaborative effort led by Clorox and the Junior League, the purpose is to re-develop a full-fledged program of volunteers in the schools. Drawing on the expertise of many people, and the model of the San Francisco School Volunteers, this new organization is seeking funding to continue planning and implementation.

Data Collection

In general, the information presented was provided by the community organizations providing services in the schools, either through telephone interview of responses to a written survey. Information was also provided by school district personnel and by funders of particular projects.

SCHOOL IMPROVEMENT

This category covers programs aimed at producing substantial change in one or more schools. The programs described vary in scale, from work in one elementary school, to a comprehensive effort to change three middle schools, to a university-based program which has been in operation for many years and provides a variety of offerings to teachers and other school personnel. In all three cases, outside resources are used to help bring about permanent change by providing ideas, support, instruction, and expertise.

The programs described are:

- o Inside Out Academy/Parker Elementary School & American Youth Hostels
- o OUSD/STRETCH Middle School Program
- o UC Berkeley, ACCESS/CCPP

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

SCHOOL IMPROVEMENT

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Inside Out Academy/Parker Elementary School and American Youth Hostels	To restructure the core curriculum (language, arts, math, and science) to improve student achievement, and to develop an environmental studies magnet program.	Parker Elementary School, k-6, 520 students.	AYH Coordinator trains and serves as resource and consultant for teachers on environmental curricula; coordinates field trips; runs Environmental Studies Lab; with the Environmental Studies Leadership Team, is responsible for guiding and implementing the overall environmental studies program.	Field trips to various locations around the Bay Area may include teaching by staff of other community and public agencies.		Academy uses parent volunteers and AYH volunteers for overnight trips.	OUSD and private (\$50,000 from The San Francisco Foundation and \$5,000 from Citicorp Savings).
1989		18 teachers.					
Gwen DeBow Principal							
Running-Grass AYH Academy Coordinator							

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

SCHOOL IMPROVEMENT
(Continued)

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
<p>OUSD/STRETCH (Students and Teachers Raising Expectations to Challenging Horizons)</p> <p>Summer 1989</p> <p>Barbara J. Daniels Assistant Superintendent, Secondary Education 836-8402</p>	<p>To enable all middle school students, especially disadvantaged youth, to graduate and pursue life goals. This will be accomplished by restructuring the curriculum and support services to meet the needs of adolescents and "at-risk" urban youth.</p>	<p>Middle school students. Pilot program, expected to last five years. Includes Frick, King Estates, and Roosevelt Junior High Schools, Grades 7-9. These three schools have 2,200 students and 110 certificated personnel.</p> <p>The intent is to institutionalize these reforms throughout the District.</p>	<p>This is a comprehensive school reform effort; is one of five sites in the country chosen to participate in the Edna McConnell Clark Foundation Program for Disadvantaged Youth. STRETCH has been planned by and will involve principals, teachers, staff, parents, colleges/universities, community organizations, and industry. Multiple activities will be taking place in order to change attitudes, expectations, and accomplishments.</p> <p>Highlights include: Summer Professional Development Institute, at which teachers will practice new techniques and develop new curricula; in addition to instruction, students participate the one day each week in assemblies, field trips, or clubs organized by Oakland Partners in Education.</p>	<p>Oakland Partners in Education involves businesses in the Summer Institute. In 1989, 28 businesses involved in teaching students about the world of work, through field trips, lectures, etc.</p> <p>In fall 1989, Marcus A. Foster Educational Institute mentors have been matched with 50 students for a minimum of two years. The Program will be evaluated to determine if it improves student achievement. Parents are involved through support groups.</p> <p>Interface Institute is spearheading a Science Enrichment Collaborative, aimed at using community resources and working professionals in improving science education and preparing students for meaningful work.</p>	<p>As noted, this is a comprehensive, multi-year program aimed at involving all aspects of the community. Documentation, evaluation, the ability to make mid-course corrections, and to learn from other sites is built into the project.</p>	<p>Junior League of Oakland-East Bay: involved in planning and implementation. Oakland Partners in Education</p> <p>Marcus A. Foster Educational Institute: Mentor Program</p> <p>(see cooperating agencies)</p> <p>Numerous other agencies and businesses involved.</p>	<p>\$400,000 (two years) from Edna McConnell Clark Foundation and OUSD funds.</p> <p>MAFEI raises funds to support Mentor Program (\$25,000 from Crescent Porter-Hale Foundation and individuals).</p>

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

SCHOOL IMPROVEMENT
(Continued)

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
<p>OUSD/STRETCH (Students and Teachers Raising Expectations to Challenging Horizons)</p> <p>(Continued)</p>				<p>National: The Clark Foundation is providing resources through numerous education organizations, including the Center for Corporate Community Relations, the National Committee for Citizens in Education, and the Center for Early Adolescence at the University of North Carolina.</p>			
<p>U. C. Berkeley ACCESS/CCPP</p> <p>1980</p> <p>Louis Schell Lawrence Hall of Science 642-6280</p>	<p>To improve minority student access to college by assisting schools to strengthen Math and English curriculum and instruction, and to help schools develop organizational structures and practices that support teachers and sustain reforms.</p>	<p>All secondary schools (21).</p> <p>High Schools: Castlemont, Fremont, McClymonds, Oakland High, Oakland Tech, and Skyline.</p> <p>Junior High Schools: Brewer, Bret Harte, Frick, Havenscourt, King Estates, Montera, Roosevelt, Simmons, and Westlake.</p> <p>Middle Schools: Carter, Claremont, Elmhurst, Foster, Lowell, and Madison.</p> <p>Total: 6,600 students.</p>	<p>Coordinate and serve as resource for teacher efforts to develop top curriculum and improve teaching skills; includes workshops, small group instruction and support in the classroom.</p> <p>Assess and help teachers and other staff to solve organizational problems and improve management practices through collaborative problem-solving and planning.</p> <p>Before and after school study groups; in-class instruction and college advising from teaching assistants.</p>		<p>Increase in completion rates for advanced math courses and for U.C. math eligibility requirement; higher scores on various standard tests; improved curriculum and instruction.</p>		<p>OUSD - \$260,000; UCB - \$400,000</p>

SOCIAL AND PHYSICAL HEALTH

This section covers programs that deal with social, mental and physical health. It includes services that promote positive development of children and youth in terms of self-esteem, responsible behavior, relationships with others, and physical health. Programs may attempt to prevent problems or to deal with problems that have already surfaced and which interfere with social development, individual learning or which disrupt the school environment.

The Oakland Unified School District operates programs in this arena which are not within the purview of this report, including: child development centers, preschools, at risk services (divided into intervention, maintenance and recovery), and a range of health services. The District's Student Services unit is in the midst of developing a comprehensive plan, based on case management, which will involve multiple public and private agencies in assisting students. Currently, the District does contract with private agencies to deliver services; for example, Oakland Community Counseling and Xanthos Inc. provide on-site programs.

A new collaborative effort to enable teen-age mothers to complete high school while learning how to be good parents began in September 1989 after two years of planning. The combined efforts of the District's Comprehensive Teen-Age Pregnancy and Parenting Program, East Bay Perinatal Council, Urban Strategies Council, Alameda County Office of Education, West Oakland Health Center and Booth Memorial Center have attracted funding from AT&T (\$300,000 over three years) for a portion of the costs of a case management program which includes child care, support services, academic and vocational education, counseling and tutorials. The three sites for this project are McClymonds and Oakland Tech high schools and Ralphe Bunche Center for Redirection (continuation school).

Several nonprofit organizations receive private funding for services in the schools. The following incomplete list provides some examples: Teens Kick Off, substance abuse education through drama; Teens on Target, started by a teacher and operating under the aegis of the Trauma Foundation, this project trains young people to be resources for their peers on issues of violence, drugs and firearms at Fremont and Castlemont high schools); the Spanish Speaking Citizens' Foundation counsels students and their families in several schools; the Center for Family Counseling, through its family enrichment network, aims to prevent families from entering or remaining in a cycle of failure by working with children and parents at Brookfield Elementary School; the YWCA of Oakland operates two programs, Teens Talking to Teens, a peer education program for teen parents and Life Opportunities,

designed to help youth clarify values, make decisions and develop leadership skills.

In addition, there are nonprofit organizations which receive public funds to provide programs in the schools. For example: With Alameda County Revenue Sharing funds, the Alameda County YMCA, through its Eastlake YMCA Youth Intervention Project, provides individual and group counseling and other activities, both in and out of five schools. The YWCA of Oakland provides AIDS education in junior and senior high schools with a grant from the California State Department of Health, and conducts a program, WARM, designed to assist males in taking responsibility for preventing unplanned teen pregnancies.

The following chart includes these programs:

- o EPIC West
- o OUSD/Tiger Medics Health Clinic at Fremont High School
- o Conciliation Forums of Oakland/Student Panels

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

SOCIAL AND PHYSICAL HEALTH

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
EPIC West/Project Oakland 1989 Leslie Medicine 436-4466	To reduce self-destructive behavior in young people and foster qualities that will help them develop into effective parents.	General. Pilot program reflects mix of Oakland schools: six elementary schools - Brookfield, Howard, Carl Munck, John Swett, Webster, and one other. 2,700 students in Pre-K-6; 150 teachers; 180 parents.	Train teachers to present curriculum in classrooms - encompasses 23 skill areas in a self-concept/self-esteem, b) rules, rights, and responsibilities, c) problem-solving and decision-making. Train parents in six-session workshops aimed at increasing confidence, improving relationships with children and encouraging exchange among parents. Parent manuals in Spanish and English.		Offshoot of program started in New York in 1980. Intended to be on-going - teachers trained to train others, curriculum combined with usual classroom activities. Evaluations from teachers, student pre- and post-tests, parents survey, in-depth interviews, etc.	Recruit in community for volunteer facilitators for parent workshops. Parents co-lead workshops and recruit participants. Volunteers trained in the curriculum assist with child care during workshops.	OUSD - teachers time for training. \$80,000 Foundations and individuals.
OUSD/Fremont High School Tiger Medics Health Clinic 1987 Dorothy Patterson 836-8111	To help students reduce risk-taking behavior, increase awareness of life options, and have access to health and social services.	Fremont High School, Grades 10-12, 1,740 students.	Assessment, counseling, referral, workshops for students, parents, and teachers; liaison with community service providers; medical care and health education.	OUSD, Oakland YMCA, Planned Parenthood, Alameda Health Care Agency, Children's Hospital, UCSF Institute for Health Policy Studies; also receive referrals from La Clinica, Marcotics Education League, and Conciliation Forums.	Model program - one of only eight school-based clinics in State. Evaluation by UCSF.		\$176,650 cash plus in-kind from several agencies. Cash from OUSD (\$47,100) and foundations (San Francisco, Stuart).

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

SOCIAL AND PHYSICAL HEALTH
(continued)

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Conciliation Forums of Oakland/Student Panels CF0 - 1983; Panels - 1985 Richard Cowan Executive Director 736-2117	To enable students to resolve conflicts through mediation and to expand awareness of alternatives to violence.	General student population. Castlemont, Fremont, and Oakland Technical High Schools. 4,900 students; reach all once each month. 1988-89: 226 disputes; of 516 potential disputants, 457 participated.	1) Outreach and five workshops on sources of conflicts reach all students through Physical Education Department; 2) Training for volunteer students in accordance with the guidelines of the California Dispute Resolution Advisory Committee. Referrals for cases received from administrators, teachers, counselors, health personnel and students. CF0 staff meets with all disputants prior to Student Panel; trained students serve as mediators.		Outside evaluation.		\$85,000 (half from OUSD, half from court filing fees).

CULTURAL PROGRAMS

This section includes programs which develop an appreciation for creative and performing arts of all types -- visual, drama, music, dance, writing -- by exposure to art and artists and by active participation.

The Oakland Arts Council cultural plan addresses the basic value and need for arts education; a task force on the subject concluded that although various arts-related activities are available, a model arts curriculum program should be instituted in the schools. Consequently, the Council funds a new project at Martin Luther King, Jr. Elementary School (see chart).

The Oakland Unified School District has several magnet schools in the arts: Arts School (K-8), performing arts at Cole (4-6), academy for young authors at Grass Valley (K-6), fine arts and music at Kaiser (K-6), language arts at Washington (K-6), and performing arts academy at Skyline (10-12).

There are numerous programs in the community designed to serve students. The arts curriculum coordinator at King, Jr. plans on publishing a directory in fall 1990; to date, 73 organizations have been queried regarding their programs. In addition, of course, there are many organizations providing children and youth with involvement in the arts through activities not taking place in or related to schools. To give an idea of the breadth of available resources, here is a just a sample of organizations working both in and out of schools: California Poets in the Schools, East Bay Symphony, Ebony Museum of Art, Mandaleo Institute, Museum of Children's Art, Oakland Arts Council's Artists-in-the-Schools, Oakland Ballet, Oakland Ensemble Theater, Oakland Youth Chorus, Oakland Youth Orchestra, Pacific Film Archive, Word Conjurers, Young Musicians' Program at UC Berkeley.

The following chart includes information on three programs:

- o Martin Luther King, Jr. Elementary School arts curriculum
- o Oakland Museum School Programs (includes history and natural environment programs)
- o Oakland Festival of the Arts/Blues in the Schools

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

CULTURAL

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SCHOOLS</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Martin Luther King, Jr. Elementary School 1989-90 Nancy Walton Arts Curriculum Coordinator 465-5146	To develop and implement a model elementary arts curriculum which can be replicated. To foster an appreciation for the arts through exposure to and participation in art, music, drama, dance, and creative writing activities.	Martin Luther King, Jr. K-3, 560 students, 22 teachers. Students receive approximately two hours/week of instruction and hands-on activities.		Arts curriculum provided to teachers who choose activities for their classroom; curriculum is organized around various holidays and is presented by teachers, coordinator, and/or guests.	Numerous community resources used in classroom activities.	Teachers and principals participated in planning this pilot project. Coordinator will prepare written evaluation in May. Teachers have asked that curriculum be part of school's three-year plan.	Parents help in classroom, on occasion.	Oakland Arts Council funds coordinator; OUSD provides music specialist and supplies in addition to school's usual operating expenses.
The Oakland Museum 1971 Barbara Henry Curator of Education 273-3820	To provide students with an understanding of California's cultural and natural heritage by using the Museum's collections in art, history, and ecology.	General student population. Program serves nine Bay Area counties; first priority is underserved Oakland students.		Gallery tours and classes at the Museum, curriculum materials, special events, and teacher workshops. Suitcase exhibits and collections available to borrow for classroom use. 6,555 students served in classes. Will provide bus transportation; many programs accessible for learning disabled, visually impaired, deaf, and physically challenged.		Teachers evaluate programs; Museum brings together teachers, principals, resource teachers, and community organizations to plan programs; Museum working to improve services for bilingual students, and to expand peer teaching and programs for secondary school students; and year-round programs for children, youth, and families.	Docents. Parents serve as chaperon and participate in teaching exercises.	\$75,000 raised for nine Bay counties plus in-kind from Museum. Supported by fees (can be waived), foundations, and businesses.

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

CULTURAL
(continued)

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SCHOOLS SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Oakland Festival of the Arts/Blues in the Schools 1985 Russ Jennings 444-5588	To educate students about the importance of the blues in musical history and its role in Oakland's cultural life.	Grades 7-12; 22 schools.		1) Artists-in-Residence at six comprehensive high schools. Artists present six-week blues program, focus on lyric writing. Culminates in concert of student work; 2) Annual concerts at 22 schools. Offer teacher training in the multi-disciplinary curriculum using written, visual, and audio materials.			Advisory Committee guides program.	\$57,000; Oakland Arts Council, California Arts Council, National Endowment for the Arts, Redevelopment Agency, and Skaggs Foundation.

WORK PREPARATION

The scope of research on the topic of work preparation was quite limited. The School District has six high school magnets, also known as academies, which are schools-within-schools and intended to prepare students for jobs and/or further study. The University-Oakland Metropolitan Forum sponsoring a series of sessions in spring 1990 on job preparation for youth and the function of these special programs. The programs do make use of outside resources. For example: the Health Academy at Oakland Tech makes extensive use of community resources -- students work at Kaiser Permanente and other health facilities both during the academic year and in the summer; the Port of Oakland runs an internship program (temporarily suspended for 1989-90) for 6 to 8 high school students to expose them to various professional fields; Port tenants help develop curriculum at the Oakland High academy; the Oakland Public Library, responsible for the City's cable channel, helps train and pays students at Fremont's Media and Communications Academy.

In addition, the St. Elizabeth Youth Employment Corporation (SEYEC) is worth noting because its formal relationship with Oakland Tech, now in its eighth year, is based on space and equipment. SEYEC conducts an 11-week after-school computer training program for 11th and 12 graders which teaches job skills, and provides a paid internship as well as assistance in finding permanent employment. The program uses District teachers, but they are paid by SEYEC. In addition, SEYEC donates funds to the school (in lieu of rent), and SEYEC owns the computers which the school may use during the day. In April 1990, SEYEC expanded to serve Castlemont High.

Included on the chart are are two programs not directly related to the magnets:

- o East Bay Conservation Corps/Project YES
- o Marcus A. Foster Educational Institute/Role Model Program

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

<u>WORK PREPARATION</u>								
<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SCHOOLS SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
East Bay Conservation Corps/ Project YES-Youth Engaged in Service Summer 1989 Mary Marx 811-3900	To provide basic literacy and work skills and to conduct community improvement projects.	Junior Highs: Westlake and Frick. Middle Schools: Carter and Claremont. Ages: 12-14	Academic Year: At each school, teacher sponsors after-school Environmental Club, assisted by Corps members (18-24). Teach basic skills, set up in-school recycling, conduct monthly Saturday work project. Summer: Environmental education, community service projects, field trips. Project 250 students for 1990 (200 in 1989).	Teachers paid during school year and summer; students receive \$40/week during summer. U. C. Berkeley professors designing an evaluation which will assess and track students.				\$112,000 (2-6/90); \$470,000 (Summer, 1990). State Department of Conservation.
Marcus A. Foster Educational Institute/Role Model Program 1983 Ada Cole, Executive Director 835-0391	To provide a pool of volunteer role models available to share their career preparation experiences with small groups of students and classes.	Elementary through high school. 10,000	Role models speak to groups, in classrooms, assemblies, career conferences, and Role Model Days; individual discussion with students as time allows. MAFEI recruits role models and publishes a Directory. Teachers request role models from Directory.			Parents and OUSD administration participated in program design. Teachers and students assess program.	All role models volunteer their time.	\$10,000 Individuals

COLLEGE ENCOURAGEMENT AND PREPARATION

The goal of the programs described here is to encourage and prepare students, especially those underrepresented in higher education, to pursue a college degree after completing high school. With one exception, these programs are based at and run by universities. They are aimed not at "exceptional students", but at "average" students for whom a program consisting of additional classes, tutoring, counseling and enrichment activities can make a difference in their attitude towards education and their ability to compete for a place in college. Programs vary in their intensity throughout the year, but several have a summer component.

Federal and state funds provide the majority of support for these programs, although the School District does provide in-kind assistance or funds to some programs.

The programs described are:

- o East Bay Consortium of Educational Institutions
- o UC Berkeley, Partnership Early Outreach Program
- o UC Berkeley, Professional Development Program
- o Mills College, Upward Bound
- o California State University, Hayward
- o UC Berkeley, MESA

It should also be noted that the Peralta Community College District provides extensive information to school counselors, direct assistance to students in helping them plan for and finance further education, concurrent enrollment in courses for high school students during the year, and a joint summer program with the District.

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

COLLEGE ENCOURAGEMENT AND PREPARATION

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
East Bay Consortium of Educational Institutions/ CAL-SOAP (Student Opportunity and Access Program)	To encourage and assist students who are low-income and from traditionally underrepresented groups to pursue postsecondary education.	Low-income and under-represented students. Services provided in junior and senior high schools.	For groups and individuals: Tutorials, workshops, college advising regarding eligibility, applications, and finances, college visits, parent conferences, and publications. The Hispanic Academic Program provides junior high students, in the Fruitvale area of Oakland, with five weeks of summer classes in writing, college preparation, and test-taking skills. Bret Harte Junior High Mid-City Writing Program trains teachers in how to teach writing skills needed for college. Majority of programs are carried out in partnership with at least one member agency.	Consortium has 19 members.	The six CAL-SOAP projects are evaluated by the California Post-secondary Education Commission. In 1985-86, the college-going rate of participants was higher than that for all high school graduates in Alameda County (68.5% vs. 52.8%).		\$200,000; \$118,000 cash and \$82,500 in-kind.
1979		1988-89: 4,592 East Bay students served directly; over 4,000 served when Consortium worked with other programs.					Cash from State, University of California, The Clorox Company Foundation. Membership: in-kind from member agencies and OUSD (office space and related expenses).
Dolores Jaquez Executive Director 836-8367	The Consortium has 19 members, including high schools, community colleges, universities, the Oakland and Richmond school districts and the Spanish Speaking Citizens' Foundation.						

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

COLLEGE ENCOURAGEMENT AND PREPARATION

(continued)

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
U. C. Berkeley/Partnership Early Outreach Program 1976 Linda Gallego Director, Academic Preparation and Articulation 642-7677 Donna Brown Oakland Coordinator 642-2364	To increase the number of minority and economically disadvantaged students who qualify for admission to the University of California.	African-American, Mexican-American, Latino, Native American, and low-income. Grades 7-12 High Schools: Castlemont, Fremont, McClymonds, Oakland High, and Oakland Tech.	Saturday Academy (10 weeks, two semester credit) at Merritt College; advising and campus visits; Pre-College Academy during summer (with MESA and PDP); parent meetings.	Saturday Academy takes place at Merritt College.	From Class of 1989: 85 graduates - 21% to U.C., 18% to CSU, 25% to community colleges, 24% to private or out-of-state, four-year colleges.		
U. C. Berkeley/Professional Development Program Stephen Chin 643-6620	To prepare women and minority students for successful college-level study in professional fields at U. C. Berkeley and comparable institutions.	African-American, Mexican-American, Native American, Asian, and other students underrepresented in their fields. High School: Oakland Tech.	Two-year, pre-college program of Math, English, and Science; field trips; college pre-admission; career and academic counseling. Math and Science workshops before and after school; six-week summer session between 10th and 11th grades; Pre-College Academy during summer (operated with MESA and Early Outreach).				

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

COLLEGE ENCOURAGEMENT AND PREPARATION

(Continued)

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Upward Bound/Mills College 1968 Lakanda McCullom Program Director 430-2177	To provide low-income and/or first generation students with the academic support that will enable them to pursue education beyond high school.	Average students meeting requirements (as defined by federal government) with potential to continue their education. Senior High: Castlemonst, Fremont, McClymonds, Oakland Tech, and Oakland High. Jr. High: Calvin Simmons, Foster, Frick, King Estates, Westlake, Lowell Middle, and Madison.	Year-round sequential program (9-12) at Mills. Summer residential academic program including individual tutoring, art, and athletics; academic and career counseling year-round; Saturday academic instruction, study halls and tutoring after-school; College tours. Summer bridge program for graduates.	OUSD - Teachers and counselors refer students; district pays teachers who serve as instructors. Variety of community agencies provide enrichment activities.	Parent participation required. Program conducts self-evaluation; track retention; academic growth of students, progress through college. Two target school principals also conduct reviews. Low drop-out rate (4%).	Parent Advisory Committee raises funds, participates in program review, solicits parent involvement.	\$400,000 U. S. Department of Education; OUSD payment to teachers.
California State University Hayward	To encourage African-American and Mexican-American students to aim towards college and to take the appropriate courses.	Brewer Jr. High 7th and 8th graders achieving at grade level who need additional assistance to be successful in college preparatory classes. Teachers identify students.	Tutoring by Cal State Hayward students in Math and English; three Saturdays per year on campus. Parent Information Nights.				Total unavailable; \$13,000 for tutors provided by State.
1) College Readiness Program 1986 Maria de Anda-Ramos 881-3982							

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

COLLEGE ENCOURAGEMENT AND PREPARATION
(Continued)

<u>PROGRAM</u>	<u>TARGET POPULATION/SERVED</u>	<u>SCHOOLS SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
California State University Hayward (Continued)							
2) Minority High School Program 1986-87 Valeri Nii 881-3982	To encourage ethnic minorities to pursue higher education by providing information about high school requirements.	Six comprehensive high schools: Castlemont, Fremont, McClymonds, Oakland Tech, Oakland High, and Skyline; 9th and 10th graders; 800. Teachers donate classroom time; teachers and guidance counselors identify students.	Cal State Hayward students make classroom presentations and speak individually with students.			No.	\$20,000 State (lottery).
U. C. Berkeley/MESA (Mathematics, Engineering, Science Achievement Program) 1971 Victor Cary School of Engineering 642-2041	To increase the number of underrepresented minorities in math/science professions.	African-American, Mexican-American, Puerto Rican, and Native American. Senior MESA High Schools: Castlemont, Fremont, McClymonds, Oakland Tech, and Skyline (Oakland High has no program at this time). Junior MESA Middle: Carter, Claremont, Lowell, and Madison. Junior: Brewer and Montero. Elementary: Cox	Senior MESA: 101 students. College and career advising, study group classes, workshops recognition awards, summer enrichment through the Pre-College Academy with UCB's Professional Development and Early Outreach Programs). Summer employment opportunities. Junior MESA: 180 students. Saturday Academy Sessions focused on Math, English, and hands-on Science; after-school enrichment and tutoring; six-week summer program.	OUSD Math and Science teachers serve as MESA sponsors at school site. During the past two years, 47 graduates have enrolled in four-year schools.	State-wide program. During the past two years, 47 graduates have enrolled in four-year schools.		\$350,000 for East Bay Center. OUSD provides \$40,000. No breakdown for costs of serving OUSD.
			For both programs, UCB minority students serve as tutors/teachers and role models.				

TEACHER SUPPORT

Because this report omits ongoing programs in the professional development arena, many means of providing teachers with support fall outside the scope of this review. However, teacher support in the form of training in new curriculum is a part of several programs described in the report, especially those falling under school improvement.

The chart describes one program:

- o Marcus A. Foster Educational Institute/New Notions for Excellence

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

TEACHER SUPPORT

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Marcus A. Foster Educational Institute/New Notions for Excellence 1973 Ada Cole Executive Director 835-0391	To provide support for special projects designed to enhance teaching and learning.	All OUSD: pre-school to Adult Education.	Mini-grants between \$25 and \$2,000 for projects which, among other criteria, benefit students in the classroom, demonstrate potential for district-wide use, involve as many persons at school site as possible and have support of site administrator.	Community organization(s) may be involved in a project.	Projects are assessed by participants; evaluations have been conducted on particular projects. Program has been replicated across country.	New Notions Committee of teachers, parents, students, various school personnel, and others (total is 15) reviews applications, makes site visits, and recommends awards to MAFEI board. Volunteers often participate in projects; parents involved in 40% of 1987 projects.	\$70,000 Individuals and businesses. (Foundations provided initial funding.)

PARENT INVOLVEMENT

Parent involvement is a component of other programs, such as EPIC West's work in enhancing the social development of children. However, none of the other programs describes itself as aimed primarily at parents. The organization shown here describes strong parent participation as a major goal and the means to increase student achievement.

The program described on the chart is:

- o Quality Education Project (QEP)

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

PARENT INVOLVEMENT

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Quality Education Project (QEP) 1985-86 Joe Ryan 457-2723; 921-8673	To increase student achievement through a strong parent involvement program and effective communications between parents and schools.	General student population. K-3 Martin Luther King, Jr.; K-4 Hoover; K-5 Emerson; K-6 Allendale, Cleveland, Crocker Highlands, Glenview, Golden Gate, Grass Valley, Horace Mann, John Swett, La Escuelita, Laurel, Lazear, Lincoln, Maxwell Park, Piedmont, Prescott, and Sequoia. Total is 7,800 students in 19 elementary schools.	Training principals, staff, and parents in ways to positively engage parents. Activities include parenting skills workshops, back-to-school night, weekly folders of student work sent home for review, parent-teacher conferences, and newsletters. Parents sign pledge committing to supporting learning and study skills at home, and to reading with their children every day.		Data collection at each school site includes standardized test results, as well as teacher, parent, and principal participation. Beginning in 1989-90, a highly structured research and evaluation system designed by UCLA has begun. Program is under current review by all participating principals. Results will be forthcoming for review by the OUSD Board and Superintendent Mesa in April, 1990.		Supported through grant funds - Kaiser Permanente, Grand Lake, Oakland Kiwanis, Carnegie Corporation, Citicorp, Wells Fargo, Marcus A. Foster Educational Institute.

MATERIALS

The Chamber of Commerce and its Education Committee has been the guiding force behind two projects which are aimed at assisting the school with its material needs. The first provides new books for elementary school libraries (as well as funds for consulting assistance because of the absence of school librarians), and the other is a recently launched program which will match donations from all segments of the community with appropriate schools.

The programs shown on the following chart are:

- o Oakland Chamber of Commerce Library Project
- o Oakland Chamber of Commerce Clearinghouse Project

COMMUNITY RESOURCES IN THE OAKLAND PUBLIC SCHOOLS

MATERIALS

<u>PROGRAM</u>	<u>PURPOSE</u>	<u>TARGET POPULATION/SERVED</u>	<u>SERVICES</u>	<u>COOPERATING AGENCIES</u>	<u>ADDITIONAL INFORMATION</u>	<u>VOLUNTEER COMPONENT</u>	<u>FUNDING</u>
Oakland Chamber of Commerce Library Project 1986-87 Pat Marino Education Committee 271-7743	To update elementary school libraries and to recruit volunteers to help in libraries. To show the correlation between good library services and improved skills for economically disadvantaged youth; to demonstrate the need to restore trained librarian services.	Elementary schools located in low-income neighborhoods, students with relatively low test scores in reading and language, and proximity of a nearly public library. Completed or in process: Brookfield, Lafayette, Cox, Webster, Horace Mann, Lazeur, La Escuelita, Hoover, Cole, Piedmont, Bella Vista, Jefferson, Allendale, Fruitvale, Parker, and Burckhalter.	Consultant evaluates current collection; books are discarded and new books ordered. Teacher and parent input solicited. Promote use of public library.	OUSD chooses schools. Oakland Public Library evaluates consultants. OUSD orders books. Marcus A. Foster Educational Institute serves as fiscal agent.			\$6,000 per school. Chamber Education Committee raises funds, OUSD matches book purchase costs.
Oakland Chamber of Commerce Clearinghouse Project 1990 Electra Price 832-7327	To assist public schools by soliciting surplus materials from civic, business, religious, and government groups, and providing a process for distribution.	All OUSD schools.	To solicit, collect, and distribute surplus furniture, books, instructional supplies and other items for use in the public schools. Community resources are matched with school needs.	Chamber of Commerce solicits materials and program support; Marcus A. Foster Educational Institute serves as fiscal agent.		All materials are donated.	Chamber and The Clorox Company will raise funding to support staff needed to operate program.

CASTLEMONT CORRIDOR PROJECT

(Many thanks to Rita Sklar who provided the information contained in this section.)

In 1987, Alameda County Supervisor Don Perata started the Castlemont Corridor Substance Abuse Project. The purpose is to focus and coordinate the resources of public and private agencies in combatting the effects of the drug crisis on youth and the community. Schools are seen as the center of neighborhood life and a vehicle for change.

The following projects are part of this effort (some have been mentioned elsewhere in the report):

- o Substance abuse education and counseling provided in all 12 elementary schools and five middle schools by Xanthos and Oakland Community Counseling. Funds are provided by the California State Office of Criminal Justice Planning (\$75,780).
- o Teens-on-Target, through which high school students serve as peer educators on issues of violence in four elementary schools and one middle school. Funds total \$64,000, provided by both the county and private organizations.
- o Dispute Resolution training and implementation provided by Conciliation Forums (see chart). Cost is \$40,000 and funds are allocated by Alameda County.
- o Referrals to mental health services and/or substance abuse therapy and special education. Funded by the state at \$40,000 under AB 3632.
- o Enhanced after-school recreation program at four elementary schools (Brookfield, Sobrante, Highland, Webster) operated by the Oakland Parks and Recreation Department and funded, in part, with \$14,000 from the Clorox Company Foundation.
- o After-school athletic activities offered at Sobrante and Madison by the Police Activities League. The Police Department provides \$300,000, Shearson Foundation, \$15,000, and Clorox Company Foundation, \$25,000.
- o Student-adult mentor program matches Castlemont High students with role models. They meet once a week at the East Oakland Youth Development Center. Funds are provided by the county and private organizations.
- o Theatre Arts for Young Adults, an after-school program conducted by the Oakland Ensemble Theatre, teaches students at

Castlemont High and two middle schools to write and produce plays about drugs and how they affect their lives. Funds are provided by the Skaggs Foundation (\$5,000), Clorox Company Foundation (\$4,500) and CitiCorp (\$3,500).

o Adopt-A-Class was initiated by an individual who sets aside \$10,000 in an account dedicated to the college education of a class at the Brookfield Elementary School.

o Juvenile Probation Reduced Caseload Unit, in which probation officers carry a reduced workload of wards of the court in order to reduce the recidivism rate. The Probation Department spends \$653,000 on this program.

o Mutual Response Team is a group of city and county agencies which respond to neighborhood concerns and work closely with six neighborhood organizations. Clorox Company Foundation provides \$50,000 and the county, \$20,000.

o Castlemont Corridor Field Services, community organizers who assist neighborhood associations, are funded by the county (\$20,000) and the Skaggs Foundation (\$15,000).

NOTE ON PROGRAMS OPERATING OUTSIDE SCHOOLS

As the introduction noted, there are many activities sponsored by community agencies which are meeting the educational needs of students outside the school setting. In the course of conducting research, the following programs were mentioned by interviewees and other contacts. It probably represents only a smattering of activities.

Tutoring: Positive Impact at Beth Eden Church, Saint Augustine's Church, Black Engineering Students from UC Berkeley at Parker, US Navy Saturday program at Brookfield Elementary, programs of the LINKS, Black Students Health Association at UC Berkeley, Jubilee West, East Oakland Youth Development Center, Interface Institute (also involved with STRETCH, see chart).

In addition, of course, numerous community agencies are concerned with health, social services and recreation through after-school, week-end and summer programs.

INFORMATION SOURCES

Information was collected through phone interviews and written surveys. The following organizations and people were generous in providing the information which is the substance of this report.

Junior League of Oakland-East Bay

-Gala Mowat, Lisa Dell'Osso

Marcus A. Foster Educational Institute

-Ada Cole, Executive Director

Oakland Chamber of Commerce

-Don Barber, President
-Electra Price, consultant
-Pat Marino, Education Committee

Oakland City Departments

Oakland Arts Council

-Mary Ann Hedderson

Oakland Human Resources, Volunteers for Oakland

-Jerry Leo

Oakland Museum

-Education Curator, Barbara Henry

Oakland Office of Economic Development and Employment

-Susan Caldwell

Oakland Public Library

-Lee White, City Librarian and Julie Odofin, Supervisor,
Children's Services

Oakland Parks and Recreation Department

-Eileen Frankel, Dennis Flannery, Mary Joseph

Oakland Unified School District

Central Office

-Barbara Daniels, Assistant Superintendent, Secondary
Education
-Cluster Director Alan Young

Comprehensive Teen Pregnancy and Parenting Program

-Lois Reid

Martin Luther King, Jr. Elementary School
-Nancy Walton, Arts Coordinator

Student Services
-Paul Brekke-Meisner

Port of Oakland
-Darrien Louie

Community Organizations

A Better Chance
-Rochelle Lester

American Youth Hostels
-Running-Grass

Conciliation Forums of Oakland
-Richard Cowan

Epic West
-Leslie Medine

East Bay Conservation Corps
-Mary Marx

East Bay Perinatal Council
-Pamela George

Oakland Festival of the Arts
-Russ Jennings

Oakland Men's Project
-Charles Jones

Quality Education Project
-Judith Johnson and Joe Ryan

Richard Allen Institute
-Phebia Richardson

Saint Elizabeth Youth Employment Corporation
-Michelle Clark-Clough

Spanish Speaking Citizens' Foundation
-Jose Arredondo

University Art Museum
-Nancy Goldman

Urban Strategies Council
-Susan Lubeck, George Washington

YMCA, Alameda County
-Seth Goldman and Cheryl Russell

World Affairs Council
-Carol Marquis

Funders (Foundations, Corporations, Federated Charities)

Bay Area Black United Fund
-Arnold Swope, Executive Director

Foundations: Irvine, Koret, Pacific Telesis, San Francisco,
Stuart, Zellerbach Family Fund

United Way of the Bay Area, Alameda County Office
-Adele Negro

Clorox Company
-Pat Marino, Rita Sklar

Kaiser Permanente
-Dan Scannell, Edith Davis

Colleges and Universities/Related Programs

California State University, Hayward
-Valeri Nii, Danni Vilas, Maria de Anda-Ramos

Mills College
-LaWanda McCullom

Peralta Community Colleges
-Evon Anderson

University of California, Berkeley
-Linda Gallego, Donna Brown, Marcia Jaeger, Nina Gabelko,
Victor Cary, Louis Schell

East Bay Consortium of Educational Institutions
-Dolores Jaquez

Educational Guidance Center
-Norris Sanders, Les Morehouse, Maria Lazcon