



Oakland Literacy Coalition

Spring General Meeting

May 23, 2018



Spring 2018 Quarterly Meeting

May 23, 2018

9:30am – 12:30pm

Agenda

Breakfast	9:30-9:40
Welcome & Introductions	9:40-9:55
Advocacy Updates	9:55-10:10
<i>Supporting Early Childhood Education: Measure A & the Oakland Children's Initiative</i>	
Casey Farmer, Campaign Manager, Yes on Measure A	
Kym Johnson Luqman, Executive Director, Bananas	
Michael George, Oakland Children's Initiative	
LitMap Update & Tour	10:10-10:20
Rinat Fried, Data Analyst, OUSD	
Break	10:20-10:25
Panel	10:25-11:30
<i>Beyond Reading: Three approaches to literacy beyond the fundamentals</i>	
Lacy Asbill, Moving Forward Institute	
Rebecca Haskell, Science Is Elementary	
Janet Heller, Chapter 510 and the Department of Make Believe	
OUSD Partnerships Update	11:30-11:45
Martin Young, Community Partnerships Manager, OUSD	
Closing	11:45-12:00
Networking Lunch & Summer Reading Celebration Info Session	12:00-12:45

Please complete an evaluation before leaving

Measure A & Children's Initiative

Casey Farmer, Campaign Manager, Yes on Measure A

Kym Johnson Luqman, Executive Director, Bananas

Michael George, Oakland Children's Initiative

We have a childcare crisis in Alameda County. There is limited access to quality, affordable child care across the county. Only 31% of Alameda County children with working parents have a licensed child care or early education space available to them.

With the cost of childcare being so high (about 25% of a middle-income salary), many parents are forced to work two jobs, leave the workforce, or depend on poor quality child care.

Research shows that a child's brain develops most dramatically during the first five years of life – yet over 56% of Alameda County children are not fully prepared to start Kindergarten when they arrive, due in part to the lack of quality early childhood education options available to them.

Both Measure A and the Oakland Children's Initiative are ballot measures that seek to raise funds for early childhood education in Alameda County. Funds will be used to improve access, quality, wages, and oversight of the childcare system to help ensure that children receive quality care and that educators are well trained and certified. Both of these measures will help Oakland children enter school "Kindergarten ready."

- **Measure A** is a proposal on the June 5th ballot. Approval of Measure A will authorize a 0.5% countywide sales tax.
- **The Oakland Children's Initiative** is a proposal on the November ballot to complement Measure A. It will authorize a \$198 parcel tax on residents.

Questions to consider:

How does evidence of this early learning disparity show up in your work?

Quick Links:

- <http://acgov.org/ece/ballotmeasure/>
- <http://www.acchildcarecrisis.com>
- <http://oaklandchildrensinitiative.com>
- <https://bananasbunch.org>

2017 ALAMEDA COUNTY

Child Care and Early Education Crisis

Fact Sheet

The Problem:

Children, families and early educators in Alameda County are facing a crisis.

Limited access to quality, affordable child care and early education is taking its toll on families, educators, and communities across our county. Parents can't find child care that they can afford. Early educators' pay is so low that it's impossible to provide the basics for their own families. Children can't get the early learning they need to be ready for kindergarten.

Research shows that **a child's brain develops most dramatically during the first five years of life.** This critical period is a window of opportunity to lay the foundation for all of the years that follow. Yet thousands of Alameda County children are missing out. They need access to quality early educators and child care programs that will give them the very best start in life during this critical period of their development.

The Need Is Great:

- ✓ **Affordable child care is out of reach.** The average cost of child care for middle-class families in Alameda County is almost a quarter of family income. For many, these are exorbitant costs comparable to funding a college education, with little assistance from employers or others. Many parents are forced to work two jobs, leave the workforce entirely, or depend on poor quality child care because that's all that they can afford.
- ✓ **Children in homeless families can't get access.** The growing homeless population in Alameda County includes hundreds of children that can't get access to quality child care services.
- ✓ **Early educators are in poverty.** Early educators' pay has not kept up with the rising cost of living. The average Alameda County child care center worker salary is \$29,000 per year, hardly enough to make ends meet for child care workers and their families.
- ✓ **Access to care is limited.** More than 115,000 Alameda County children lack access to formal child care and early education. Only 31% of Alameda County children with working parents have a licensed child care and early education space available to them.
- ✓ **Thousands arrive NOT ready for kindergarten.** Fifty-six percent (56%) of Alameda County children are not fully prepared to start kindergarten when they arrive, and 20% of those are not even partially ready.



Thousands of Alameda County children are on waiting lists for subsidized child care and early education.

Alameda County Child Care and Early Education—Fast Facts:

- ✓ This crisis disproportionately affects low-income women of color. The child care workforce is almost exclusively female, with a large number of older women, women of color, recent immigrants, and first-generation college students and mothers.
- ✓ Poor compensation of early educators drives turnover and hampers the ability to attract and retain skilled educators. This in turn undermines stable, continuous relationships essential to young children.
- ✓ Seventy-five percent (75%) of Alameda County child care workers and early educators worry about paying monthly bills and fifty-four percent (54%) worry about putting food on their tables.

The Solution:

A Countywide Local Revenue Measure

WHAT is it?

A local sales tax measure on the June 2018 ballot.

Pending County Board of Supervisors action to place a measure on the ballot, as well as voter approval of the measure, up to \$140 million would be generated annually to:

- ✓ Provide child care and early education options for homeless families and children, and those who need it most.
- ✓ For families of thousands of children on waiting lists throughout the County, increase access to affordable, quality child care and early education.
- ✓ Raise early educator pay to \$15 per hour for participating providers.
- ✓ Attract and retain quality child care and early education providers.
- ✓ Increase programs that support child care providers and increase the quality of child care and early education.

WHO drives the process?

- ✓ **The Alameda County Board of Supervisors** is responsible for studying the crisis, developing policy solutions (including a local ballot measure) with robust community input, overseeing ballot measure preparation, and calling for an election.
- ✓ **An Independent Campaign Committee**, fueled with private funding, mobilizes early interest and support, and mounts a "YES campaign" (once the measure is on the ballot) to educate voters, build support and win the election.
- ✓ **Alameda County Voters** will decide the fate of the measure when they VOTE.

Q: Has something like this ever been attempted?

A: YES! In 2004, 2014, and 2016 Alameda County voters overwhelmingly approved healthcare, transportation, and affordable housing revenue measures with over 70% support.



Return on Investment:

Studies have shown that investing in quality early education yields a high return on investment of up to 13%. This means that new local investment could yield returns of \$819 million annually or \$8.2 billion over 10 years.

Current Status: (October 2017)

- ✓ Early support has been encouraging. All five members of the Alameda County Board of Supervisors have expressed interest and support.
- ✓ **Early voter research results are promising.** Additional polling will be conducted in December 2017.
- ✓ A County-sponsored "Steering Committee" has been established with participation from community members, to study effective policy solutions and costs, and draft an Expenditure Plan proposal that would be included in a 2018 ballot measure package.
- ✓ An extensive **Early Care and Education Listening Initiative** is planned for Fall 2017.
- ✓ The Board of Supervisors will weigh in, consider options, oversee the ballot measure preparation process, and vote yes or no to place a measure on the ballot in 2018.
- ✓ An independent Campaign Committee has been formed to begin raising resources and attracting EARLY support.



County of
Alameda

EMAIL: ece@acgov.org

PHONE: 510-208-9698

WEB: acgov.org/ece/crisis

This Fact Sheet has been prepared to share information about this evolving initiative with interested parties. All information listed here is subject to change. NO final decisions have been made and none are expected until after the 2018 New Year.

Alameda County Child Care and Early Education Initiative Measure A (June 5, 2018 ballot)

After consideration of community feedback, the Alameda County Board of Supervisors voted unanimously (5-0) to put a one-half percent sales tax on the June 5, 2018 Alameda County ballot. Information on the initiative is detailed below.

Ballot Measure text: *To expand access to childcare and preschool for low- and middle-income families; help homeless and at-risk children, including help preventing child abuse and neglect; attract and retain quality childcare workers; and add spaces for childcare at locations throughout the county, shall the County of Alameda enact a 30-year 0.5% sales tax providing approximately 140 million dollars annually with citizens' oversight, public disclosure of spending, and mandatory annual audits?*



PROGRAM COMPONENT 1: NEW SCHOLARSHIPS

Establish the Alameda County Child Care and Early Learning Scholarship program that would add thousands of new high quality child care and early education scholarships for Alameda County families by:

- Providing child care and early education and additional supports for **homeless families and children**, and those who need it most.
- **Reducing child care and early education waiting lists throughout the County**, especially for infants and toddlers.
- Directing **additional resources** to address local needs based on qualified families.
- Re-establish a **centralized eligibility list** for more equitable access to new and existing scholarships.

PROGRAM COMPONENT 2: IMPROVE QUALITY AND INCREASE WAGES

The goals for this component of the program are to:

1. **Increase the quality** of child care and early education by expanding programs throughout the County that provide training and coaching for the early childhood workforce.
2. **Raise early educator pay** to at least \$15 per hour for participating providers throughout the County, and address other work supports.
3. Assist in attracting and retaining **quality child care and early education providers**.
4. Improve **mental health** and parent, **family, friend and neighbor** support services.
5. Expand and maintain **high quality early childhood environments and facilities**.

Alameda County Child Care and Early Education Initiative Measure A (June 5, 2018 ballot)

WHO IS ELIGIBLE FOR SCHOLARSHIPS:

Low- and middle-income families with children birth to 12 years throughout the County who utilize:

- Child care centers and preschools
- Licensed family child care providers
- Family, friend and neighbor providers

Income Eligibility Cutoffs:

85% of California State Median Income

Families who earn less than the amounts below are eligible to apply for child care and early education scholarships through the initiative for the duration of the initial Plan.

Family of 1-2	Family of 3	Family of 4
\$58,728	\$63,240	\$71,064

GOVERNING BODY AND ORGANIZATIONAL STRUCTURE

The Board of Supervisors will designate:

1. Administering Entity
2. Citizen's Oversight Committee
3. Planning and Advisory Body

FIVE-YEAR PLANNING CYCLE

The Plan includes a **five year planning cycle** for the following components:

1. Community Needs Assessment
2. Services and Allocation Plan
3. Selection of Contractors



The Plan includes regular meetings to receive input on program development and implementation as well as **regular evaluations** of services and programs receiving grants or other funding allocations.

The Oakland Children's Initiative

Expanding Educational Equity Across Oakland

The Children's Initiative is a potential November 2018 ballot measure that would deepen our early investment in children and support them through college graduation, by dramatically expanding access to high quality preschool and providing college access, mentorship, and scholarship support services for students to obtain 4-year or 2-year college or technical degrees. It would leverage \$30 million in annual revenue to:

- **Dramatically expand access to and the quality of preschool**, impacting thousands of children annually at scale, with increased professional development and improved wages for teachers to attract talent and increase retention, family support, and prioritizing children furthest from opportunity.
- **Significantly increasing high school, college enrollment and college graduation rates** for 17,000 Oakland students annually with the Oakland Promise; removing barriers to college access from birth; increasing access to financial aid, scholarships and mentoring.

There is a moral imperative to reduce disparities in kinder-readiness and college completion by race and income, and to target resources to students who are traditionally underserved:

- **90% of children's brain development occurs before age 5**. By expanding access to quality preschool, OCI can ensure Oakland children get off to a strong start.
- **Just 43% of assessed OUSD students entered school ready for kindergarten**. While 82% of both white students and children from families making above \$100,000 entered kindergarten-ready, just 36% of African American students, 29% of Latino students, and 34% of students from families making below \$35,000 were kindergarten-ready. These inequalities compound over time: only 15% of OUSD students will have a 4-year degree within 6 years of graduating high school, and just 19% will have a 2-year and/or 4-year degree.
- **Education benefits all of us**. Research shows that public investment in early education programs produces returns on investment of **up to to \$9 in benefits for every public dollar spent** because of reduced costs for public safety, special education, health and welfare. Furthermore, over a lifetime, college graduates earn up to \$1,000,000 more than those with high school diplomas.



For more information, please contact oaklandchildrensinitiative@gmail.com

Champions of the Children's Initiative

Endorsers of the Children's Initiative*

Assemblyman Rob Bonta (D18)
Assemblyman Tony Thurmond (D15)
Alicia Contreras, ED, East Bay Spanish Speaking Citizens' Foundation
Amber Childress, Alameda County Board of Education (Area 2)
Bishop Bob Jackson, Acts Full Gospel
Chris Iglesias, CEO, the Unity Council
Congresswoman Barbara Lee
Councilmember and Vice Mayor Annie Campbell Washington (D4)
Councilmember Noel Gallo (D5)
Cynthia Adams, NAACP Oakland, VP & Education Chair
Diane Dodge, ED, East Bay College Fund
David Roach, Community Leader
David Harris, CEO & President, Urban Strategies Council
Dr. Bert Lubin, UCSF President Emeritus
Emma Roos, Educational Coalition for Hispanics in Oakland
Eric Johnson, ED, Oakland Housing Authority
George Holland, NAACP Oakland, President
Jane Garcia, CEO, La Clinica de la Raza
Janis Burger, former CEO, First 5 Alameda
Josh Simon, ED, East Bay Asian Local Development Corporation

Jim Wunderman, President, Bay Area Council
Jorge Lerma, Educational Coalition for Hispanics in Oakland
Jowel Laguerre, Chancellor of Peralta Community College District
Kristin Spanos, CEO, First 5 Alameda
L Karen Monroe, Superintendent of Alameda County Office of Education
Leroy Morishita, President of Cal State University East Bay
Lieutenant Governor Gavin Newsom
Mayor Libby Schaaf
Mark Friedman, Board Chair, East Bay Community Foundation
Michael McAfee, President, PolicyLink
OUSD Director Jumoke Hinton-Hodge (D3)
OUSD Director Nina Senn (D4)
OUSD Director Roseann Torres (D5)
OUSD Student Director Gema Quetzal Cardenas
President, Alameda County Board of Supervisors, Wilma Chan (D3)
Sanam Jorjani, Co-Director, Oakland Literacy Coalition
Scott Moore, CEO, Kidango
Senator Nancy Skinner (D9)
Ted Lempert, CEO, Children Now

Organizations Supporting our Vision & Goals

Latino Education Network
NAACP Oakland
The Unity Council
First 5 Alameda
4 C's Alameda
Alternatives in Action
Bay Area Council
Kidango
Bananas
Bay Area Community Services
Building & Construction Trades Council of Alameda
Black Women Organized for Political Action
Child Care Links
Children Now
East Bay College Fund
East Bay Asian Local Development Corporation
Latino Education Taskforce

La Clinica de la Raza
LitLab
Mills College
ACORN Woodland
New Hope Church
Healthy Havenscourt Collaborative
Oakland Literacy Coalition
Oakland Education Fund
Oakland Housing Authority
PG&E
OUSD All City Council Student Union
Oakland Housing Authority Resident Advisory Board
Oakland Parents Together
SPAAT
SEIU 1021
Urban Strategies Council
PolicyLink

* Titles for identification purposes only

Paid for by the Oakland Fund
Committee major funding from:
Arthur Rock
East Bay Community Foundation
Marc Benioff
Kaiser Permanente

LitMap

Rinat Fried, Data Analyst, OUSD

LitMap is a tool designed to help Oakland schools and external partners better collaborate with each other, and to make transparent and accessible to our schools and community stakeholders the resources that are deployed at schools in support of student reading across the city.

Questions to consider:

How can you see this information being used by various stakeholders?

Your organization:

Other organizations:

Schools:

Families/the larger community:

Other Notes:

Quick Links:

- <https://oaklandliteracycoalition.org/resources/litmap/>

Panel – Beyond Reading

Janet Heller - Chapter 510 and the Department of Make Believe

Lacy Asbill - Moving Forward Institute

Rebecca Haskell - Science is Elementary

Questions to consider:

What is your definition of literacy?

How does writing intersect with your definition of literacy?

How does social emotional learning impact the work you do?

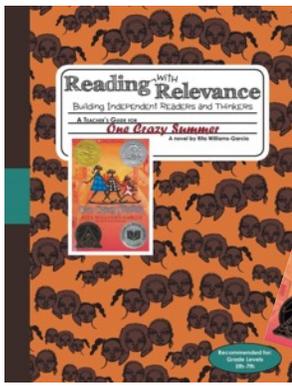
How might science be a bridge to literacy for students with whom you work?

What opportunities do you see for collective collaboration across organizations?

Other notes:

Quick Links:

- www.chapter510.org
- www.movingforwardinstitute.org
- www.elementaryschoolscience.org



Turning great books into **GREAT INSTRUCTION.**

By integrating intentional social/emotional development into every lesson,
we turn barriers to learning into the very tools that accelerate literacy.

Lesson Planning for Impact.



Reading with Relevance breaks each of our selected novels into a series of thoughtful lesson plans. Each lesson is designed to **support teachers** to meaningfully explore the social and emotional themes of the day's reading.

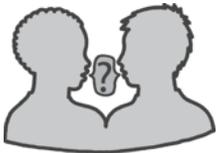


Beginning with Intention.

Each lesson begins with a social/emotional theme that informs every aspect of the lesson and sets out a guiding question for students to consider. We also preview vocabulary and recap the prior day's reading.

SEL Theme in Action:

Ask your students about a time when they have had to take charge of a situation in order to get their needs met. What did it feel like to take **initiative** in their lives?



Discussion That Engages.

Intentional discussion questions allow educators to invite meaningful conversations with students about the themes and content in each day's reading.

Discussion In Action:

- Delphine says there is a difference between a mother and a mom. What do you think about this?
- Why does Cecile keep calling Fern "Little Girl"? How do you think this makes Fern feel?
- Why do the white tourists ask to take a picture of the sisters? How would this make you feel?



Inspired, Reflective Writing.

Thoughtful writing prompts and essay tasks provide opportunities for students to connect the story to their own lives, while developing their writing skills.

Inspired Writing In Action:

Delphine says, "We all have our la-la-la song. The things we do when the world isn't singing a very nice tune to us. We sing our own nice tune to drown out the ugly."

What helps you drown out the unpleasant things in life?

- What do you do to cope with difficult moments and experiences?
- How do these things make you feel better?
- What suggestions do you have for someone else going through a difficult time?



Creative Activities.

Help students bring the story to life with engaging extension and appendix activities - a way to ensure that every student finds a way to connect with the text. These illustrated, designed, and reproducible student worksheets provide another avenue for exploring the book's themes.

Creativity In Action:

The students at the center are going to a rally to support the ideas of the Black Panther Party. Today, it's your turn to take a stand! Create a poster to voice your support for a cause that feels important to you. Make sure to write about why this cause matters to you so much!

to learn more, visit readingwithrelevance.org

- CHILDREN - ARE BORN EXPERIMENTERS

LET'S TRANSFORM SCIENCE EDUCATION FOR EVERYONE

THE CHALLENGE



PRINCIPALS

- 56% -

say students **don't** receive high quality science



TEACHERS

- 17% -

feel prepared to teach physical science



STUDENTS

- 1/2 -

students of color are **proficient** on the national science test vs White peers.

OUR IMPACT



CONFIDENCE

- 50% -

more likely to say **they** are good at science

CAREERS



- 45% -

more likely **to want to** work in a STEM field

GENDER EQUALITY



- 2x -

as likely if they are girls

RETENTION



- 85% -

increase in **content** knowledge

OUR PROGRAMS

TEACHING STUDENTS SCIENCE

Science taught by scientists: our staff and volunteers are all scientists and engineers who share their passion and expertise with students

Teacher partnerships: combining our science expertise with teachers' pedagogy expertise provides the highest quality science education

Student mentoring: the same team stays with each class throughout the year to form close relationships and deepen students' fascination with science

EMPOWERING TEACHERS

Whole-group training: introducing pedagogical practices and content

Building interdisciplinary connections: bridging between science and other subjects

One-on-one coaching: supporting teachers in improving their practice in a consistent and ongoing way

A BOLD INITIATIVE

Industry partnerships: distilling best practices about effective teams and team building

Classroom partnerships: deploying unique teams comprised of passionate content experts - scientists - and experts in literacy and elementary pedagogy experts - teachers

Transformative learning: this combination of industry expertise, content expertise, and professional teachers is unique and will increase student learning



NOW IN OUR 10TH YEAR, WE SERVE 6000 STUDENTS AND OVER 100 TEACHERS

Visit us at: elementaryschoolscience.org

OUSD Partnerships Office Update

Martin Young, Community Partnerships Manager, OUSD

Many organizations here today work closely with OUSD. In order to increase communication and alignment between programs and schools, they have developed a Partnership Process. We will hear an update on the process for partnering with OUSD and walk through the necessary steps needed to take in order to partner.

Questions to consider:

Does your organization currently use this tool? Why or why not?

What challenges have you experienced, or can you foresee, in using this system?

Other notes:

Quick Links:

- www.ousd.org/partnerships
- ousd.communitypartnerplatform.org

The Annual Partnership Process



Partnership Process Intro

What is the [Annual Partnership Process](#)?

OUSD is connecting with all partners at the district level. We hope to increase communication & alignment, uplift Community School outcomes, and adhere to California Education Code.

Who is subject to the Partnership Process?

- All **Current Site-Based Partners** of OUSD. This means all outside organizations or individuals entering OUSD schools or interacting with students to provide services during the current school year and/or summer.
 - ★ Includes **After-school Subcontractors** entering OUSD schools under lead agencies.

Who is *not* subject to the Partnership Process?

- **External Partners** that do not enter OUSD schools or interact with OUSD students.
- **Volunteers (individuals)** that are not working on behalf of an outside partner organization are not subject to the Partnership Process. They should register as volunteers with the [Oakland Ed Fund](#).

How does the Partnership Process work?

Beforehand: School or central office department selects partner. School or department staff report activity to partnerships office.

Steps A & B: Once confirmed, partners verify their board-approved contract and register in database.

Completion: Partners are cleared and added to [Approved Partner List](#). *(The process is explained in greater detail in the next section.)*

Step-by-Step Detail

Beforehand: Partner is Selected

1. After school or central office department selects partner, school or department staff should send email introduction to Martin.Young@ousd.org (Cc: partner contact), including the following information:

- Confirmation of partnership
- Name of partner organization
- Partner contact information

2. Partner is added to [Pending Approval List](#). Schools and departments can monitor list for status of partner's deliverables. Partner is cleared to begin steps A & B.

Step A: Verify or Create Contract

1. OUSD Partnerships will verify existing **board-approved contract** (*No-Cost MOU or Professional Services Contract submitted to Board of Education*).

(or)

2. Download and complete [MOU template](#) (*No-Cost MOU where no money is exchanged*) or **Professional Services Contract** is created by school(s); prepare **required documents**.

- Certificate of Insurance & Endorsement
- Clearance Letter (TB & Fingerprinting)

Step B: Register/Update [Partner Database](#)

1. **Returning users:** Please **log-in** and update. Your username is your email. Password reset is available.

2. **New users:** After a formal agreement with OUSD has been verified, complete the **Orientation Agreement** to receive your invitation to register.

3. Email us when you're done, and we'll add you to the [Approved Partner List](#). You're done!



Important Information about Your Oakland Public Libraries

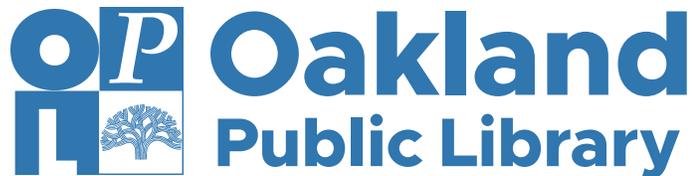


The Oakland Public Library provides critical services for our community, including early literacy programs.

Oakland Public Libraries are an important community resource.

Our libraries provide after-school spaces for teens, literacy services for children and adults, and early childhood reading programs for our youngest Oaklanders.

To increase funding for our libraries, city leaders and library advocates have placed Measure D on the June 2018 ballot. All registered Oakland voters will be eligible to vote on Measure D, and it will require a two-thirds yes vote to prevail.



AT-A-GLANCE in 2017:

- ▶ 30,000 Oakland teenagers attend nearly 1500 teen programs.
- ▶ Total attendance at children's programs is over 150,000 Oakland children.
- ▶ More than 1 million children's books or other materials are checked out each year.
- ▶ 28 story time programs each week help our youngest children, ages 0-5, get ready to read.
- ▶ 24,000 adults attended a literacy or other workshop at the library in the past year.
- ▶ Over 2 million people visit the libraries.



The Oakland Public Library provides services to thousands of Oakland seniors each year—including the Lawyers in the Library program, free tax preparation services and many other offerings.



The Oakland Public Library provides programs for families and young children, including story time, music, and play time.



Contact OPL or your local librarian for more information about this important initiative:

email: answers@oaklandlibrary.org ph: 510-238-3134

www.oaklandlibrary.org

The Oakland Public Library Preservation Measure

What is this Measure D?

Measure D is a \$75 parcel tax that would raise nearly \$10 million annually to:

- ▶ Allow the library to expand service hours.
- ▶ Help to prevent library closures.
- ▶ Maintain children's reading programs.
- ▶ Increase library access for Oakland seniors and families.

TAXPAYER PROTECTIONS ARE REQUIRED.

- ▶ Measure D will include exemptions for low-income seniors and very low-income households.
- ▶ Measure D creates an oversight committee comprised of community members to ensure that funds are spent properly to support Oakland libraries.
- ▶ Measure D will sunset after 20 years.
- ▶ Funds will be subject to ongoing audits.

Oakland Reads Summer Reading Mini Grants



A Campaign of the
Oakland Literacy Coalition

SUMMER 2018 APPLICATION GUIDELINES

OVERVIEW

Mini grants will fund one-time or recurring activities/events that encourage reading with young children and families over the summer months. Applications will be prioritized that demonstrate how the project will create interactive experiences for families, remove barriers (such as access to books), and expand opportunities for summer reading.

The following are examples of possible projects, and we welcome new fun and creative ideas!

- **Family Reading Celebrations** with a read aloud and fun activities, information for parents to support reading, and a book giveaway.
- **Book Clubs** where children are given a book to read at home with their families and then come together during program hours for discussions and related activities.
- **Read-Ins** where children and their families read together at drop-off or pick-up time and select books to keep.

GRANT REQUIREMENTS

All projects must take place in Oakland, CA between June and August 2018 and achieve the following:

- Promote reading with children ages 0-8 (though older students may be included).
- Engage children's families and share strategies for reading together at home.
- Give all participating children at least one age-appropriate book to keep and read at home.

ELIGIBILITY

Organizations must serve predominantly low-income families in order to receive a grant. The opportunity is open to:

- **Public Elementary Schools** (district and charter). Grants cannot be made directly to district schools, so these schools will need a nonprofit partner (such as the Oakland Public Education Fund) to serve as the grant recipient.
- **Preschools & Child Care Centers** run by the school district, Head Start, or another public or nonprofit agency.
- **Community and Faith-Based Organizations** with current 501(c)3 status or a fiscal sponsor, serving children ages 0-8. Organizations do not need to focus on literacy or education as part of their core programming to be eligible.

GRANT AMOUNTS

Grants of up to \$1,000 will be awarded to organizations with a clear and compelling case for funding. Applications should demonstrate how funds will be used to connect families with new books and resources to support reading at home. Funds may be used for project expenses, including but not limited to: food, materials, workshop presenter or entertainer fees, raffle prizes and giveaway books.

APPLICATION PROCESS

Interested programs are required to submit a short online application, available at: <https://tinyurl.com/SRMG2018>. Applications are due by Friday, June 1st. Funding decisions will be announced by Friday, June 8th. Applications received after this deadline will be awarded only if funds are still available. We strongly encourage applications be received before the June 1st deadline.

FOLLOW-UP REQUIREMENTS

Participants will be required to submit a short online report including a brief write-up (including the actual budget and number of participants) and photos (with photo releases) no later than 1 month after the project is complete.