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Introduction Date	6/29/22
Enactment Number	22-1303
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**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Board of Education**

June 29, 2022

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Veronica Garcia, Principal, Oakland International High School  
Tom Felix, Director, Newcomer / ELL Programs

Subject: District Submitting Grant Proposal

**ACTION REQUESTED:**

Approval and support by the Board of Education, pursuant to Board Policy 3290, of Oakland International High School's application to the City of Oakland, Oakland Fund for Children and Youth (OFCY), seeking funding in the amount of \$255,600.00 to support the wellness center at Oakland International High School in providing services that support the integration of immigrant and refugee youth and families, as described in the proposal, incorporated herein by reference as though fully set forth, for the period July 1, 2022 through June 30, 2025, and, if granted, in whole or in part, delegation to the Chief Academic Officer to sign on the Board's behalf to accept same, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant term, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the fiscal years 2022-2025 was submitted for funding as indicated in the chart below. The grant face sheet and grant proposal packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
22-1535	Yes	Grant	Oakland International High School	To connect newly-arrived immigrant youth to services that reduce health/wellness stressors and barriers to accessing school and higher education opportunities.	July 1, 2022 through June 30, 2025	City of Oakland / Oakland Fund for Children and Youth (OFCY)	\$255,600.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

**FISCAL IMPACT:**

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued \$255,600.00

**RECOMMENDATION:**

Approval and acceptance by the Board of Education, pursuant to Board Policy 3290, of Oakland International High School's grant application to the City of Oakland / Oakland Fund for Children and Youth (OFCY) for fiscal years 2022-2025, pursuant to the terms and conditional thereof, if any.

**ATTACHMENTS:**

Grant Face Sheet

Grant Proposal and Budget

## OUSD Grants Management Face Sheet

<b>Title of Grant: Newcomer Youth Wellness &amp; Leadership Initiative</b>	<b>Funding Cycle Dates: July 1, 2022-June 30,2025</b>
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) Mike Wetzel Oakland Fund for Children & Youth 150 Frank Ogawa Plaza, Suite 4216 Oakland, CA 94612 (510) 238-6379 SSKim@oaklandca.gov	<b>Grant Amount for Full Funding Cycle:</b>  \$255,600.00
<b>Funding Agency:</b> City of Oakland / Oakland Fund for Children & Youth	<b>Grant Focus:</b> Wellness Center
<b>List all School(s) or Department(s) to be Served:</b> Oakland International High School	

<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	The goal of this program is to connect newly-arrived immigrant youth to services that reduce health/wellness stressors and barriers to accessing school and higher education opportunities.
How will this grant be evaluated for impact upon student achievement?  (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.98% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	We will evaluate the programs' effectiveness on supporting our school community using Coordination of Services Team data, and baseline data from 2021/2022 school year on attendance/truancy, suspension, (in)equity, grades, crisis intervention instances, and dropout rates, as well as the annual OUSD Newcomer Program's survey, and the California Healthy Kids Survey data related to school connectedness measures and risk indicators. We will measure the rates in subsequent years with the expectation of steady improvement. We will track the truancy, grades, and office referral rates for the most at-risk students, and will regularly evaluate our participant data to ensure that we are equitably serving our community and that no student/ country/language/gender is underrepresented.
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  (If yes, include the district's indirect rate of 3.98% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	OIHS Principal - Veronica Garcia (through 6/22) - veronica.garcia@ousd.org - Tom Felix (starting 7/22) - tom.felix@ousd.org 4521 Webster Street, Oakland CA 94609 Phone: 510-684-4181
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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Veronica Garcia	<i>Veronica Garcia</i>	5/27/22
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera	<i>Sondra Aguilera</i>	5/30/22

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Lisa Grant Dawson		
Superintendent	Kyla Johnson-Trammell	<i>Kyla Johnson-Trammell</i>	6/30/2022
Board President	Gary Yee	<i>G. Yee</i>	6/30/2022

Approved as to form by OUSD Staff Attorney Joanna Powell on 5/26/22.

*Joanna J. Powell*

# PROGRAM INFORMATION

## Newcomer Youth Wellness & Leadership Initiative

### OFCY Funding Goals & Strategies

#### Funding Strategy

High School and Post-Secondary Student Success

### Overview

#### Program Name

Newcomer Youth Wellness & Leadership Initiative

#### Applicant Type

Collaborative

### Collaborative Partners

#### Collaborative Partner (1)

##### Agency Name

Soccer Without Borders

#### Collaborative Partner (2)

##### Agency Name

n/a

### Proposal Contact

Title	First Name	Last Name
Consultant	Lauren	Markham
Phone	Email	
617-699-5114	lauren.e.markham@gmail.com	

# STAFFING EXPERIENCE AND QUALIFICATIONS

## Newcomer Youth Wellness & Leadership Initiative

### Program Staff

#### Staff (1)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Community School Manager	Madenh	Hassan	7.00

#### Describe this staff's role in the proposed program

As the Community School Manager, Madenh Hassan will oversee all programs, program staff and partnerships, ensuring effective program design and implementation and ensuring all program goals, outcomes and reporting requirements are met. She will oversee our Coordination of Services Team, our Wellness Team, and our Community Partners association.

#### Resume

[Madenh Ali Resume2022.pdf](#)

#### Staff (2)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Case Manager	Karen	Carranza Moya	4.00

#### Describe this staff's role in the proposed program

As case manager, Karen Carranza Moya will serve as a central staff member of the Wellness Center (WC), responsible for staffing the WC front desk, connecting youth to critical wellness services, orienting new students, and running leadership programming and wellness sessions for OIHS youth.

#### Resume

[KCarranzaMoya'sResume.pdf](#)

#### Staff (3)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Case Manager	Ricardo	Jaramillo	2.00

#### Describe this staff's role in the proposed program

As case manager, Ricardo Jaramillo will serve as a central staff member of the Wellness Center (WC), responsible for staffing the WC front desk, connecting youth to critical wellness services, orienting new students, and running leadership programming and wellness sessions for OIHS youth.

#### Resume

[RFJ Resume Feb 2022.pdf](#)

#### Staff (4)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Dean of Students	Cormac	Kilgallen	14.00

#### Describe this staff's role in the proposed program

As the Dean of Students, Cormac Kilgallen will serve as a critical member of the school's Wellness Team and Coordination of Services Team, and will lead/train youth and staff to lead RJ community building and harm circles. Cormac will also work closely with program partner, Soccer Without Borders, to plan and successfully implement the manhood development sessions.

## Resume

[Resume OIHS.pdf](#)

### Staff (5)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Counselor	Jizabel	Navarrete	6.00

#### Describe this staff's role in the proposed program

In addition to serving as the school's part-time academic counselor, the rest of Jizabel Navarrete's time will be devoted to offering individual and group mental health sessions to OIHS's highest-need Spanish speaking youth, and planning/implementing college knowledge sessions and programming integrated throughout the Wellness Center's programs. She will serve on the school's Wellness Team and the Coordination of Services Team.

## Resume

[Resume\\_JN.pdf](#)

## Narrative

#### Describe the key program staff that are responsible for delivering the direct services. Describe key duties and roles and time devoted to the proposed program. Include information on staff experience, community connections, and cultural competence.

All non-academic programs, services partnerships and staff at Oakland International High School are supervised by our Community School Manager, Madenh Hassan, who will supervise all aspects of the Newcomer Youth Wellness & Leadership Initiative. Madenh has worked in public education in California for nearly twenty years. With deep community connections to Oakland's Yemeni-American community, Madenh joined OIHS in 2014 as a social studies teacher then as a CSM in 2021.

The day to day operations of the OIHS Wellness Center—the central hub of the Newcomer Youth Wellness & Leadership Initiative—are coordinated by two Case Managers: Ricardo Jaramillo and Karen Carranza Moya. Ricardo joined OIHS as an Americorps member in the fall of 2020 and was hired as a case manager the following school year. Ricardo is bilingual with extensive experience teaching in classroom and youth leadership settings, he is bilingual in Spanish and particularly skilled at connecting with youth and engaging youth as leaders. Karen Carranza Moya has worked at OIHS for the past four years, first as a classroom assistant and then formally joining our wellness team in 2020. As an OIHS graduate born and raised in El Salvador, Karen has a background in public health and brings her particular gifts of youth engagement and individual care to her work with the OIHS Wellness Team.

Other members of the Wellness Team include bilingual school counselor/therapist, Jizabel Navarrete, who has served at OIHS for six years and brings her expertise and training in crisis management, group and individual counseling, and college access to the team; Bilingual/bicultural Case Manager Luis Lopez, who came to the U.S. as a high school student himself, and oversees OIHS's Saturday school and coordinates school-career pathways and opportunities; and Cormac Killgalen, our Dean of Students, who has worked at OIHS since 2009 and will oversee emergency interventions and our partnership with Soccer Without Borders.

#### Describe the key knowledge, skills, and ability possessed by your staff or needed in the roles for your program to be successful, and how will your agency support staff to acquire and develop their knowledge, skills and ability.

Our staff members are dedicated to the principle that schools are places of learning inside and outside the classroom, that "success" in school is not an absolute or singular path, and that academic achievement cannot be separated from socio-emotional wellness and community connectedness. In addition to being deeply committed to working with young people and awed by the capacities that young people bring to learning environments and to communities, our staff are all trained in and committed to Restorative Principles and Practices, and have a great deal of knowledge of community resources and systems (such as the immigration legal system, social services institutions, health and mental health services, higher education options, and career pathways) so that they can successfully connect students to the support they need.

Meanwhile, our staff are deeply motivated to work with youth and motivated by youth, believing in their strengths and assets, and looking toward youth to guide our staff's work, the resources we offer, and the decisions we make.

While public education nation-wide struggles to recruit and retain culturally and linguistically diverse staff that come from and/or represent the communities their schools serve, OIHS has been dedicated to hiring practices that prioritize staff of color and staff from immigrant backgrounds; our school community also prioritizes hiring alumni. Currently, five alumni are employed as OIHS staff, one of whom (Karen Carranza) is a core member of our Wellness Team. The Wellness Team has consistently been one of the most diverse and representative bodies of our staff, employing alumni, Oakland natives and OUSD graduates, and staff from recent immigrant backgrounds who are bi/multilingual.

Our staff will engage in a cycle of professional development and continuous improvement, meeting weekly and attending regular workshops related to RJ, case management best practices, and sector-based knowledge (ex, immigration legal services

# PROGRAM DESIGN

## Newcomer Youth Wellness & Leadership Initiative

How many years has this proposed program operated in Oakland?

5.50

### Youth Participants Service Intensity

<b>1-25 hours</b>	<b>26-50 hours</b>	<b>51-75 hours</b>	<b>76-100 hours</b>
150	100	50	34
<b>101-125 hours</b>	<b>126-150 hours</b>	<b>151-175 hours</b>	<b>176-200 hours</b>
0	0	0	0
<b>201-250 hours</b>	<b>251-300 hours</b>	<b>301-350 hours</b>	<b>351 or more hours</b>
0	0	0	0

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**Total Youth Participants** **334**

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### Service Hours Projections

Only project services from July 1, 2022 to June 30, 2023.

#### Service Hours Projections (1)

##### Service Name

Newcomer Youth Wellness & Leadership Initiative

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
07/01/2022	06/30/2023

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
334	21.00	7014

##### Calculation

We estimate an average of 21 service hours/youth based on current rates of engagement with wellness center programming.

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**Total Service Hours** **7,014**

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## Narrative

**Provide a brief, high-level summary of your program. The summary should describe the program in terms of the number served, who will be served, type of services, duration, location, and goal. This Program Summary will be used to describe the proposed program throughout the review process.**

OIHS's Newcomer Wellness & Leadership Initiative will support over 334 newly-arrived, high-school aged immigrant students/year, providing on-campus wellness services, targeted interventions for high-risk youth, leadership training, restorative justice, college/career connections and non-traditional academic support, and family engagement throughout the school year and during weekends and school holidays. The goal of this program is to connect newly-arrived immigrant youth to services that reduce health/wellness stressors and barriers to accessing school and higher education opportunities.

**Describe the program and proposed services. Provide information on the program design, type of services, and how services will be delivered.**

The OIHS Newcomer Wellness & Leadership Initiative will deepen the ongoing wraparound services offered by the OIHS Wellness Center, and expand opportunities in student leadership training, cultural mentorship, restorative justice, and out-of-classroom academic supports and college/career access.

The OIHS Wellness Center is a dedicated space on OIHS campus that serves the wraparound, socio-emotional needs of OIHS students outside the classroom, including counseling/mental health, food insecurity, immigration legal services, dental and vision screenings, healthcare access, mentorship, crisis management, housing, and connections to off-campus resources—so that they are better able to thrive inside the classroom. We will also integrate more targeted academic interventions into our wellness center programming, including drop-in homework help, transcript analysis, truancy home visits, Saturday School and college/career readiness/information workshops, with a focus on particularly struggling and/or disengaged students. OIHS is often the only trusted institutional connection that families have in Oakland, and providing these on-campus resources better equips our newcomer students to make successful transitions to their new U.S. schools and homes.

These services are also designed to engage students as leaders in our school community and beyond. Too often young immigrants are either excluded from services or mere recipients of top-down services, without acknowledging or supporting their capacity and strengths as leaders. This project seeks to change that.

As in previous years, this project is designed according to the Restorative Model of progressively targeted tiers of support.

Tier One Interventions that support Community Wellness & Student Success:

- Student-Lead Wellness Events: OIHS student leaders will support in the planning and implementation of school-wide wellness events (ex International Festival, Sex Ed Week) and co-facilitate drop-in lunchtime sessions (ex healthy relationships, consent, safe technology use)
- College/Career Learning Sessions: The OIHS Wellness Team will hold targeted, language-based college/career sessions, and offer drop-in hours for students to discuss transcripts, goal setting and pathways toward graduation, college & career.
- "Saturday School": Saturdays, school will be open for students & families to receive case management support and academic support (including academic catchup, homework help, and transcript evaluation/planning), ensuring the school is more accessible to family members during the week and to working students and/or students who have missed school.
- Student Welcomes & Orientation: Student Wellness Ambassadors and School Staff will hold bi-weekly, multilingual student-leader-led "welcome circles" with newly-enrolling OIHS students to build community, offer advice and support, answer questions, provide a school tour/scavenger hunt, and connect them to the Wellness Center and SWB programs.
- Student Cultural Groups: Bi/multi-cultural OIHS staff and partners will support students with cultural and affinity groups such as Asian Club, a Black Girls Rock group, Arabic Club, Latinas with Dreams, Gay/Straight Alliance, and others.
- Team Wellness Workshops: SWB will provide regular health & socio-emotional workshops to teams, on goal-setting, healthy relationships, RJ/Community Building, sexual health, nutrition & constructive conflict resolution.

Tier Two Interventions that provided targeted support and training to build students' skills and capacities to support personal and community wellness:

- Wellness Ambassadors: Student Wellness Ambassadors will be elected by their advisories to serve as links to the Wellness Center, and to inform the Wellness Program design and activities. WAs will receive regular trainings that support leadership & personal and community wellness.
- Restorative Justice Training: Student leaders will receive a full-day training on becoming a Restorative Justice Circle Keeper
- Manhood Development: SWB & OIHS Dean of Discipline will provide ongoing Manhood Development workshops for students with chronic discipline and anger management issues, supporting goal-setting, conflict resolution skills, and community connectedness.

Tier Three – targeted, individualized support for particularly struggling/at-risk students to ensure they are connected to services and harm is repaired:

- Intensive Case Management & Crisis Intervention via the Wellness Team
- Academic/Attendance Case Management for struggling students/students at risk of dropping out: OIHS's Wellness Team will connect students to school-based mentors, academic support services (including tutoring and Saturday School), and creating a harm-reduction attendance plan to ensure graduation.
- Therapeutic Services: To supplement limited medical-funded therapy spots and ensure equitable language access, OIHS will work with partners to offer individual and group therapeutic services in Arabic, Tigrinya and our emerging Afghan student community.
- Tier 3 Restorative Justice Circles: OIHS will facilitate Tier 3 circles for repairing harm, supporting students who are re-entering after the JJC, suspension, expulsion or dropping out, or resolving high-intensity conflicts.
- Home Visits (Individual): OIHS staff will prioritize home visits for students struggling with attendance, school participation, or community connectedness, as needed and appropriate.

Combined, these services will both address the barriers to students' actively engaging in and being successful in school, and offer pathways toward active leadership and participation in decision making at OIHS and beyond.

**Describe how the program aligns with the funding strategy selected. in what ways are the services designed to implement the strategy identified?**

As a program under OFCY's Goal Area 2: Children's Success in School, OIHS's Newcomer Wellness & Leadership initiative will offer continuum of support in service of students' engagement in school, socio-emotional needs and wellness, and thus academic achievement during and after high school. Situated under Strategy 6: Post Secondary Student Success, the OIHS Newcomer Wellness & Leadership initiative will focus on providing scaffolded, school-based supports to ensure Oakland's non-white, newcomer immigrant youth make/maintain strong connections to their new school, their peers, and to trusted adults, such that they are best equipped to make successful transitions to post-high school college and career opportunities, and beyond.

Because our program is based at a low-income high school, it is particularly focused on working with youth who have experienced trauma in their home countries, on the way to the U.S., and in their current new homes. We are providing trauma-informed services to reduce barriers to school participation and graduation, while also offering youth-led programming focused on leadership, healthy decision making, community connectedness, and restorative practices. Meanwhile, the proposed program increases our Wellness Center's focus on offering college and career preparation. Combined, our proposed program will contribute to increased attendance, increased college and career readiness, deepened connection to school and self belief, a broader culture of youth leadership, and reduced exposure to violence at school and in their home communities.

**Describe what the successful completion of the program and services look like for the participants. How will you know your program has met its intended goals?**

OIHS's primary measurement of impact will be the number of students the Newcomer Wellness & Leadership Initiative successfully connects to services, opportunities, and programs on-and off-campus, and the equity and effectiveness of these services.

We will ensure that at least 334 OIHS students are supported by Tier 1 Interventions (including Wellness

Events, Welcome Circles and Orientations and Cultural Groups/Mentorship); 125 students are served by Tier 2 Interventions that focus on training, leadership and skill-building; and 75 of OIHS's highest-need students are provided targeted Tier 3 services to support their mental health, emergency and ongoing case management needs, and Restorative Conflict support. Given the drastically reduced attendance rate for newcomer city-wide as a result of Covid, our team will pay particular attention to attendance and dropouts/students at-risk of dropping out. We will also focus on our emerging population of Afghan students recently-resettled via emergency evacuation, ensuring our school provides them the academic and socio-emotional support they need to be successful in and connected to school.

We will evaluate the programs' effectiveness on supporting our school community using Coordination of Services Team data, and baseline data from 2021/2022 school year on attendance/truancy, suspension, (in)equity, grades, crisis intervention instances, and dropout rates, as well as the annual OUSD Newcomer Program's survey, and the California Healthy Kids Survey data related to school connectedness measures and risk indicators. We will measure the rates in subsequent years with the expectation of steady improvement. We will track the truancy, grades, and office referral rates for the most at-risk students, and will regularly evaluate our participant data to ensure that we are equitably serving our community and that no student/country/language/gender is underrepresented.

As a result of this program, we will see an improvement on the above indicators in our sphere of influence, along with a decrease in discipline referrals, fights/conflicts, suspension and expulsion. We also expect attendance rates to increase 15% as a result of our targeted interventions; for student-school connectedness indicators to rise at least 5-10%; an increase of 15% in connection to supportive services; and for our graduation rate to rise. Our increased focus on college and career interventions—and more intentionally mapping the college/career support to our other wellness services—will support increased academic achievement, investment in school, and a sense of self-belief among our most struggling students.

Finally, our program will also support youth leadership so that students are not merely recipients of services, but active agents in their own wellness and success, and in their communities. A continued investment in academic supports, youth leadership, health/wellness services, and Restorative Justice will further allow us to support healing and positive connections in our community at a time of unprecedented struggle, stress and fear among newcomer immigrant youth in the U.S., and in the wake of the financial struggles, social isolations, and fear during Covid-19 closures.

**Provide information on the program partners. What are their roles and what will they provide?**

As an award-winning Community School, OIHS builds strong partnerships across sectors in service of student and family engagement, support, and achievement.

In this program, OIHS will continue to partner with Soccer Without Borders (SWB), one of the school's oldest and most trusted program providers. The Soccer Without Borders mission is to use soccer as a vehicle for positive change, providing under-served youth with a toolkit to overcome obstacles to growth, inclusion, and personal success. With offices based on OIHS campus, SWB regularly supports and engages some of OIHS's most vulnerable youth—youth who would likely drop out of school or have significantly reduced school attendance and connection if it weren't for their participation in and connection to SWB's programs, team culture and supportive staff.

SWB will spearhead the bi-weekly manhood development circles, with a focus on under-engaged students who are most struggling in school/in their lives; they will also integrate team wellness workshops, conflict resolution support, and will sit on our weekly Coordination of Services Team meetings, working hand in hand with OIHS's wellness team to provide services, support and leadership opportunities for OIHS students.

In addition to our partnership with SWB, the following partnerships will support this project's work and will be funded either in-kind or through additional funding resources:

\* Partnerships in Trauma Recovery (PTR), La Familia, La Clinica de la Raza, Asian Health Services, and Diversity in Health Training Institute/SIDRA will provide group and individual mental health services in minority languages at OIHS/languages not served by district or county resources

\*The OUSD's ELLMA Office will support with orientation and coordination efforts for newly-arrived refugee and unaccompanied minor students

\*We will continue to partner hand in hand with Centro Legal, East Bay Sanctuary, and Immigrant Legal

Defense to provide individual legal services and legal trainings to students and staff

\*We will work with the Alameda County Food Bank to provide emergency food relief, provide wellness program snacks, and offer monthly community food pantries that build community and address food insecurity

# POPULATION AND GEOGRAPHY

## Newcomer Youth Wellness & Leadership Initiative

### Youth Participants

**Total Number of Unduplicated Participants**

334

### Projected # of Participants by Age

0-5	6-10	11-15	16-21
0	0	66	268

**Total Projected # of Participants by Age**

334

### Projected # of Participants by Race/Ethnicity

Afro-Caribbean or Afro-Latin(o/a), Afro-Latinx	American Indian or Alaskan Native	Asian, Asian American, Filipino	Black or African American	Hispanic or Latin(a/o), or Latinx
21	0	11	16	240
Arab and other Middle Eastern American	Pacific Islander or Native Hawaiian	South Asian, Indian, or Desi	White, European, or Caucasian	Two or More
44	0	2	0	0

**Other**

0

**Total Projected # of Participants by Race/Ethnicity**

334

### Projected # of Participants by Gender Identity

Female	Male	Non-Binary	Other
117	217	0	0

**Total Projected # of Participants by Gender Identity**

334

### Projected # of Participants by ZIP Code

94601	94602	94603	94605	94606
95	10	22	23	43
94607	94608	94609	94610	94611
31	21	28	2	2
94612	94613	94618	94619	94621
3	0	3	10	41
94704	94705	94720	Homeless/ Transitioning	
0	0	0	0	

**Total Projected # of Participants by ZIP Code**

334

**Service Site Locations**

Location (1)			
Service Site Name	Service Site Type	City Council District <a href="#">(Lookup)</a>	
Oakland International High School	OUSD High	1	
Street Address	Apt/Suite	City	Zip Code
4521 Webster St.		Oakland	94609

**Will you provide services remotely?**

Yes  No

**Describe the population that will be served in your program. What is your experience working with your target population?**

OIHS serves 369 newly-arrived immigrant students from 21 countries, ranging in age from 14-21. Over 96% of our students qualify for free/reduced lunch, the highest poverty rate of any OUSD high school. 10% of our students are refugees or asylees who have fled some of the world’s most violent conflicts (including 15 students recently evacuated from Afghanistan) and 50% are unaccompanied minors. At least 35% of our families speak a primary language at home that is considered a “minority language” in Oakland, including indigenous languages from Central America, Farsi, Urdu, Amharic and Tigrinya. These students and families often express a sense of isolation both in school and in Oakland at large.

OIHS’s students arrive with tremendous resilience, assets, intelligence, and skills, and also acute socio-emotional needs that have only been exacerbated during the social isolation and financial instability during Covid. According to recent California Healthy Kids Survey data, 28% of OIHS students report frequent sad/hopeless feelings, with 7% considering suicide in the last year and 22% having lost friends/family to violence. 7% identify as gang members, 33% work to support themselves (compared to 22% of OUSD newcomers), and 18% lack a trusted adult at home. 58% have either recently completed or are in active deportation proceedings, and 42% experienced a significant interruption in their formal education (some have never attended school). OIHS’ severe chronic absence rate is among OUSD’s highest. These factors adversely impact students’ abilities to succeed in school, or their ability to attend school at all. Our students and families face systemic barriers to accessing social services in the community and, often lacking other social networks, they come to OIHS seeking help. Since opening our doors in 2007, OIHS has been serving the wraparound needs of newcomer students and families and has been recognized locally and nationally for our work.

**Describe how you plan to recruit, engage, and retain participants. Describe the average length of time that your population participates in the program.**

To recruit students, program staff will conduct outreach to 100% of students/families during Fall registration & family events and issue regular advisory announcements; we will also engage student Wellness Ambassadors as key links between the student body and Wellness Programs. Throughout the year, program staff will triage referrals from teachers, office staff, partners, family members and outside providers, and continue to outreach and engage with students and student leaders toward continuous quality improvement. Throughout the year, all newly-enrolled students will receive a new student Orientation and Welcome Circle hosted by the Wellness Center staff and Wellness Ambassadors within two weeks of their arrival, to forge immediate links with the Wellness Center programs.

As we have demonstrated in current and past OFCY funding cycles, the strength and student-centered design of our program contributes to strong participation and student retention. Because our program is based on a school campus, recruitment takes up a limited amount of time, leaving our staff devoted to actual programming rather than time-intensive recruitment, and well-situated to maximize participation and retention. Students participate in our programs because they provide the support that they and their families most need, and/or offer engaging, youth-centered programming that centers their skills and insights as community members and leaders.

The vast majority of our programs and services are ongoing; at least 50% of participants will engage with Wellness Center programming for more than 10 hours throughout the course of the year, and engage with our programs/services regularly and in an ongoing fashion. The diverse programming options means that there is something engaging and needed for every single one of OIHS's students—making this a truly school-wide program central to the very fabric of our community.

**Describe the neighborhood or geography where services will be provided or where the majority of your target population resides. What are the stressors in the neighborhood that most affect your population? What are community and neighborhood assets that your program will utilize to support your target population?**

OIHS is a hub for newcomers city-wide, serving students from 14 Oakland zip codes, with the highest concentration living in East Oakland (from the Fruitvale to the San Leandro Border) and West Oakland. The neighborhoods where our students reside have long suffered from political neglect, which has led to community insecurity and violence, higher pollution rates, poor transportation options, and inequitable social services access. As newcomer immigrants, our students often feel disconnected from the communities in which they reside, lacking hubs for support and connection outside their homes. While OIHS itself is situated in a higher-income area, our students hail from across the city and bring the stressors of their communities with them to school each day.

Many of our students and their family members work in the service industry, which has been hit hard during Covid; as a result of these financial pressures and Covid-related learning gaps, newcomer youth city-wide are experiencing more barriers than ever before to regularly attend school, or to attend school at all—making them all the less likely to make successful transitions to college or upwardly-mobile careers that give them a sense of fulfillment and purpose.

In response to these community stressors, our program provides extensive connections to social services support not widely available in home communities or accessible to newcomers without navigational support. We also provide mental health services to grapple with past trauma, current trauma, and the stress of moving to a new country during adolescence, as well as Restorative Justice to navigate conflicts and groups that support healthy decision making. We also partner with community organizations based in the neighborhoods from which our students come and/or that support the particular cultural/linguistic communities to which our students belong (ex. cultural organizations, churches, mosques, resettlement agencies, temples, and community centers)

# PROGRAM DESIGN

## Newcomer Youth Wellness & Leadership Initiative

How many years has this proposed program operated in Oakland?

5.50

### Youth Participants Service Intensity

<b>1-25 hours</b>	<b>26-50 hours</b>	<b>51-75 hours</b>	<b>76-100 hours</b>
150	100	50	34
<b>101-125 hours</b>	<b>126-150 hours</b>	<b>151-175 hours</b>	<b>176-200 hours</b>
0	0	0	0
<b>201-250 hours</b>	<b>251-300 hours</b>	<b>301-350 hours</b>	<b>351 or more hours</b>
0	0	0	0

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**Total Youth Participants** **334**

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### Service Hours Projections

Only project services from July 1, 2022 to June 30, 2023.

#### Service Hours Projections (1)

##### Service Name

Newcomer Youth Wellness & Leadership Initiative

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date		Projected End Date	
07/01/2022		06/30/2023	
Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth	
334	21.00	7014	

##### Calculation

We estimate an average of 21 service hours/youth based on current rates of engagement with wellness center programming.

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**Total Service Hours** **7,014**

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## Narrative

**Provide a brief, high-level summary of your program. The summary should describe the program in terms of the number served, who will be served, type of services, duration, location, and goal. This Program Summary will be used to describe the proposed program throughout the review process.**

OIHS's Newcomer Wellness & Leadership Initiative will support over 334 newly-arrived, high-school aged immigrant students/year, providing on-campus wellness services, targeted interventions for high-risk youth, leadership training, restorative justice, college/career connections and non-traditional academic support, and family engagement throughout the school year and during weekends and school holidays. The goal of this program is to connect newly-arrived immigrant youth to services that reduce health/wellness stressors and barriers to accessing school and higher education opportunities.

**Describe the program and proposed services. Provide information on the program design, type of services, and how services will be delivered.**

The OIHS Newcomer Wellness & Leadership Initiative will deepen the ongoing wraparound services offered by the OIHS Wellness Center, and expand opportunities in student leadership training, cultural mentorship, restorative justice, and out-of-classroom academic supports and college/career access.

The OIHS Wellness Center is a dedicated space on OIHS campus that serves the wraparound, socio-emotional needs of OIHS students outside the classroom, including counseling/mental health, food insecurity, immigration legal services, dental and vision screenings, healthcare access, mentorship, crisis management, housing, and connections to off-campus resources—so that they are better able to thrive inside the classroom. We will also integrate more targeted academic interventions into our wellness center programming, including drop-in homework help, transcript analysis, truancy home visits, Saturday School and college/career readiness/information workshops, with a focus on particularly struggling and/or disengaged students. OIHS is often the only trusted institutional connection that families have in Oakland, and providing these on-campus resources better equips our newcomer students to make successful transitions to their new U.S. schools and homes.

These services are also designed to engage students as leaders in our school community and beyond. Too often young immigrants are either excluded from services or mere recipients of top-down services, without acknowledging or supporting their capacity and strengths as leaders. This project seeks to change that.

As in previous years, this project is designed according to the Restorative Model of progressively targeted tiers of support.

Tier One Interventions that support Community Wellness & Student Success:

- Student-Lead Wellness Events: OIHS student leaders will support in the planning and implementation of school-wide wellness events (ex International Festival, Sex Ed Week) and co-facilitate drop-in lunchtime sessions (ex healthy relationships, consent, safe technology use)
- College/Career Learning Sessions: The OIHS Wellness Team will hold targeted, language-based college/career sessions, and offer drop-in hours for students to discuss transcripts, goal setting and pathways toward graduation, college & career.
- "Saturday School": Saturdays, school will be open for students & families to receive case management support and academic support (including academic catchup, homework help, and transcript evaluation/planning), ensuring the school is more accessible to family members during the week and to working students and/or students who have missed school.
- Student Welcomes & Orientation: Student Wellness Ambassadors and School Staff will hold bi-weekly, multilingual student-leader-led "welcome circles" with newly-enrolling OIHS students to build community, offer advice and support, answer questions, provide a school tour/scavenger hunt, and connect them to the Wellness Center and SWB programs.
- Student Cultural Groups: Bi/multi-cultural OIHS staff and partners will support students with cultural and affinity groups such as Asian Club, a Black Girls Rock group, Arabic Club, Latinas with Dreams, Gay/Straight Alliance, and others.
- Team Wellness Workshops: SWB will provide regular health & socio-emotional workshops to teams, on goal-setting, healthy relationships, RJ/Community Building, sexual health, nutrition & constructive conflict resolution.

Tier Two Interventions that provided targeted support and training to build students' skills and capacities to support personal and community wellness:

- Wellness Ambassadors: Student Wellness Ambassadors will be elected by their advisories to serve as links to the Wellness Center, and to inform the Wellness Program design and activities. WAs will receive regular trainings that support leadership & personal and community wellness.
- Restorative Justice Training: Student leaders will receive a full-day training on becoming a Restorative Justice Circle Keeper
- Manhood Development: SWB & OIHS Dean of Discipline will provide ongoing Manhood Development workshops for students with chronic discipline and anger management issues, supporting goal-setting, conflict resolution skills, and community connectedness.

Tier Three – targeted, individualized support for particularly struggling/at-risk students to ensure they are connected to services and harm is repaired:

- Intensive Case Management & Crisis Intervention via the Wellness Team
- Academic/Attendance Case Management for struggling students/students at risk of dropping out: OIHS's Wellness Team will connect students to school-based mentors, academic support services (including tutoring and Saturday School), and creating a harm-reduction attendance plan to ensure graduation.
- Therapeutic Services: To supplement limited medical-funded therapy spots and ensure equitable language access, OIHS will work with partners to offer individual and group therapeutic services in Arabic, Tigrinya and our emerging Afghan student community.
- Tier 3 Restorative Justice Circles: OIHS will facilitate Tier 3 circles for repairing harm, supporting students who are re-entering after the JJC, suspension, expulsion or dropping out, or resolving high-intensity conflicts.
- Home Visits (Individual): OIHS staff will prioritize home visits for students struggling with attendance, school participation, or community connectedness, as needed and appropriate.

Combined, these services will both address the barriers to students' actively engaging in and being successful in school, and offer pathways toward active leadership and participation in decision making at OIHS and beyond.

**Describe how the program aligns with the funding strategy selected. in what ways are the services designed to implement the strategy identified?**

As a program under OFCY's Goal Area 2: Children's Success in School, OIHS's Newcomer Wellness & Leadership initiative will offer continuum of support in service of students' engagement in school, socio-emotional needs and wellness, and thus academic achievement during and after high school. Situated under Strategy 6: Post Secondary Student Success, the OIHS Newcomer Wellness & Leadership initiative will focus on providing scaffolded, school-based supports to ensure Oakland's non-white, newcomer immigrant youth make/maintain strong connections to their new school, their peers, and to trusted adults, such that they are best equipped to make successful transitions to post-high school college and career opportunities, and beyond.

Because our program is based at a low-income high school, it is particularly focused on working with youth who have experienced trauma in their home countries, on the way to the U.S., and in their current new homes. We are providing trauma-informed services to reduce barriers to school participation and graduation, while also offering youth-led programming focused on leadership, healthy decision making, community connectedness, and restorative practices. Meanwhile, the proposed program increases our Wellness Center's focus on offering college and career preparation. Combined, our proposed program will contribute to increased attendance, increased college and career readiness, deepened connection to school and self belief, a broader culture of youth leadership, and reduced exposure to violence at school and in their home communities.

**Describe what the successful completion of the program and services look like for the participants. How will you know your program has met its intended goals?**

OIHS's primary measurement of impact will be the number of students the Newcomer Wellness & Leadership Initiative successfully connects to services, opportunities, and programs on-and off-campus, and the equity and effectiveness of these services.

We will ensure that at least 334 OIHS students are supported by Tier 1 Interventions (including Wellness

Events, Welcome Circles and Orientations and Cultural Groups/Mentorship); 125 students are served by Tier 2 Interventions that focus on training, leadership and skill-building; and 75 of OIHS's highest-need students are provided targeted Tier 3 services to support their mental health, emergency and ongoing case management needs, and Restorative Conflict support. Given the drastically reduced attendance rate for newcomer city-wide as a result of Covid, our team will pay particular attention to attendance and dropouts/students at-risk of dropping out. We will also focus on our emerging population of Afghan students recently-resettled via emergency evacuation, ensuring our school provides them the academic and socio-emotional support they need to be successful in and connected to school.

We will evaluate the programs' effectiveness on supporting our school community using Coordination of Services Team data, and baseline data from 2021/2022 school year on attendance/truancy, suspension, (in)equity, grades, crisis intervention instances, and dropout rates, as well as the annual OUSD Newcomer Program's survey, and the California Healthy Kids Survey data related to school connectedness measures and risk indicators. We will measure the rates in subsequent years with the expectation of steady improvement. We will track the truancy, grades, and office referral rates for the most at-risk students, and will regularly evaluate our participant data to ensure that we are equitably serving our community and that no student/country/language/gender is underrepresented.

As a result of this program, we will see an improvement on the above indicators in our sphere of influence, along with a decrease in discipline referrals, fights/conflicts, suspension and expulsion. We also expect attendance rates to increase 15% as a result of our targeted interventions; for student-school connectedness indicators to rise at least 5-10%; an increase of 15% in connection to supportive services; and for our graduation rate to rise. Our increased focus on college and career interventions—and more intentionally mapping the college/career support to our other wellness services—will support increased academic achievement, investment in school, and a sense of self-belief among our most struggling students.

Finally, our program will also support youth leadership so that students are not merely recipients of services, but active agents in their own wellness and success, and in their communities. A continued investment in academic supports, youth leadership, health/wellness services, and Restorative Justice will further allow us to support healing and positive connections in our community at a time of unprecedented struggle, stress and fear among newcomer immigrant youth in the U.S., and in the wake of the financial struggles, social isolations, and fear during Covid-19 closures.

**Provide information on the program partners. What are their roles and what will they provide?**

As an award-winning Community School, OIHS builds strong partnerships across sectors in service of student and family engagement, support, and achievement.

In this program, OIHS will continue to partner with Soccer Without Borders (SWB), one of the school's oldest and most trusted program providers. The Soccer Without Borders mission is to use soccer as a vehicle for positive change, providing under-served youth with a toolkit to overcome obstacles to growth, inclusion, and personal success. With offices based on OIHS campus, SWB regularly supports and engages some of OIHS's most vulnerable youth—youth who would likely drop out of school or have significantly reduced school attendance and connection if it weren't for their participation in and connection to SWB's programs, team culture and supportive staff.

SWB will spearhead the bi-weekly manhood development circles, with a focus on under-engaged students who are most struggling in school/in their lives; they will also integrate team wellness workshops, conflict resolution support, and will sit on our weekly Coordination of Services Team meetings, working hand in hand with OIHS's wellness team to provide services, support and leadership opportunities for OIHS students.

In addition to our partnership with SWB, the following partnerships will support this project's work and will be funded either in-kind or through additional funding resources:

\* Partnerships in Trauma Recovery (PTR), La Familia, La Clinica de la Raza, Asian Health Services, and Diversity in Health Training Institute/SIDRA will provide group and individual mental health services in minority languages at OIHS/languages not served by district or county resources

\*The OUSD's ELLMA Office will support with orientation and coordination efforts for newly-arrived refugee and unaccompanied minor students

\*We will continue to partner hand in hand with Centro Legal, East Bay Sanctuary, and Immigrant Legal

Defense to provide individual legal services and legal trainings to students and staff

\*We will work with the Alameda County Food Bank to provide emergency food relief, provide wellness program snacks, and offer monthly community food pantries that build community and address food insecurity

# BUDGET

## Newcomer Youth Wellness & Leadership Initiative

### SETUP

- Personnel
- Other Direct Costs
- Youth Wages and Stipends
- Subcontractors
- Indirect Costs

### Budget Summary

Item	Total Program Cost	OFCY Request	% of Total Program Cost
Personnel	\$253,462.00	\$70,200.00	27.7%
Subcontractors	\$25,000.00	\$15,000.00	60.0%
<b>Total</b>	<b>\$278,462.00</b>	<b>\$85,200.00</b>	<b>30.6%</b>

### Budget Detail

#### PERSONNEL

- Create a separate line item for EACH individual staff working directly on the program.
- List all direct program staff responsible for the success of the project, even if their salaries or wages are being covered by other matching funds, and not OFCY funds. This will help OFCY better understand the total cost of operating your program.
- Do not include administrative staff not providing direct supervision of line staff or subcontractor.

#### personnel (1)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Case Manager	Ricardo Jaramillo	52000.00	100.0%	52000.00	52000.00

#### Budget justification and calculations

The Case Manager Position will be situated in the Wellness Center and devote 100% of time to Wellness programs and services

#### personnel (2)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Community School Manager	Madenh Hassan	102000.00	50.0%	51000.00	0.00

#### Budget justification and calculations

Madenh Hassan, Community School Manager, will devote 50% of her time to the OFCY-funded program, with her salary provided in-kind (salary and benefits included)

#### personnel (3)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Case Manager	Karen Carranza Moya	55000.00	80.0%	44000.00	0.00

#### Budget justification and calculations

Karen Carranza Moya, a Case Manager, will dedicate 80% of her time to OFCY programming, funded in-kind by additional grant sources

#### personnel (4)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed	Total Program	OFCY Request
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			program	Cost	
Dean of Students	Cormac Killgallen	120000.00	20.0%	24000.00	0.00

**Budget justification and calculations**

Dean of Students Cormac Killgallen will dedicate 20% of his time to Wellness Program/Services, funded in-kind through OUSD core funds (benefits included above)

**personnel (5)**

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Counselor	Jizabel Navarrete	67000.00	25.0%	16750.00	0.00

**Budget justification and calculations**

Jizabel will dedicate 25% of her time to Wellness Program/Services, funded in-kind through a grant from Salesforce via the OUSD ELLMA Office.

<b>Staff Subtotal</b>				<b>\$187,750.00</b>	<b>\$52,000.00</b>
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		Fringe Rate	Total Program Cost	OFCY Request
	Fringe Benefits	35.0%	65712.00	18200.00

**Budget justification and calculations**

Fringe benefits are calculated as 35% in the OUSD.

<b>Staff and Fringe Subtotal</b>			<b>\$253,462.00</b>	<b>\$70,200.00</b>
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**SUBCONTRACTORS**

**subcontractor (1)**

Contractor Name	Total Program Cost	OFCY Request
Soccer Without Borders	25000.00	15000.00
<b>Email Address</b>	<b>Phone Number</b>	
ben@soccerwithoutborders.org	6176995114	
<b>Street Address</b>		
4521 Webster St.		
<b>City</b>	<b>State</b>	<b>ZIP Code</b>
Oakland	California	94609

**Proposed services and activities**

SWB will spearhead the bi-weekly manhood development circles, with a focus on under-engaged students who are most struggling in school/in their lives; they will also integrate team wellness workshops, conflict resolution support, and will sit on our weekly Coordination of Services Team meetings, working hand in hand with OIHS's wellness team to provide services, support and leadership opportunities for OIHS students.

**Budget justification and calculations**

SWB will be paid \$25,000 for their services, with \$15,000 paid out of OFCY and \$10,000 supplemented from the 21st Century Grant

<b>Subcontractors Subtotal</b>			<b>\$25,000.00</b>	<b>\$15,000.00</b>
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**MATCHING FUNDS**

Matching Funds in Budget	Matching Funds in Budget as % of OFCY Request
\$193,262.00	226.8%

## Matching Funds

### matching funds (1)

Source	Amount	Funding Term Start	Funding Term End	Status
21st Century Funds	10000.00	01/01/2022	12/31/2026	Pending

### matching funds (2)

Source	Amount	Funding Term Start	Funding Term End	Status
Salesforce Grant	60000.00	07/01/2021	06/30/2022	Secured

### matching funds (3)

Source	Amount	Funding Term Start	Funding Term End	Status
Core District Funds	140000.00	07/01/2022	06/30/2023	Secured

### matching funds (4)

Source	Amount	Funding Term Start	Funding Term End	Status
Zellerbach Funds	20000.00	07/01/2022	06/30/2023	Pending

**Total**      **\$230,000.00**

## Narrative

### What were the total program expenses in the most recently completed calendar or fiscal year?

184000.00

### What is changing from the current year to what is proposed for 2022-2023?

Much of our proposed programming remains the same, though our priorities are shifting toward school re-engagement, attendance and retention in the wake of Covid-19 school closures, and to our emerging student populations, including students from Afghanistan. Out of the requested \$85,000/year, Soccer Without Borders will receive \$15,000/year, in contrast to \$13,000 in previous years. The rest (\$72,000) is devoted to paying for a full-time district case manager. (Unlike in previous years, our mental health program partners will be covered in-kind, and we are removing our \$500 food budget due to the challenges of group food events during Covid)

### Explain how funds requested are reasonable to support the proposed numbers of children to be served, hours of service to be provided, and overall program design.

The total project budget for the Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative is \$179,400; we are requesting \$87,000, allocated as follows:

- Case Manager (Ricardo Jaramillo) - \$70,200 (salary and benefits)
- Consultant: Soccer Without Borders - \$15,000

All other program staff, supplies and services will be offered in-kind and through additional funding sources.

This program offers both a high impact of services, as well as depth of services, with over 7,000 units of service for 334 students.

We have developed our program design in response to student- and family-identified needs. The proposed activities will create a high-impact, culturally-responsive program that reduce barriers to student engagement and success in school, and also in building upon the existing resilience and leadership skills of OIHS students—who are, as newcomer immigrant youth, tomorrow’s leaders. This funding will also ensure that we are effectively and equitably offering these services to our students, and that we are able to more deeply supporting our highest need students, as well as our most isolated students who have limited cultural connections in school and in Oakland.

Given the particular vulnerability of newcomer youth —in Oakland, in California, in the United States, and throughout the world—as well as the deleterious effects of the pandemic on low-income, newcomer communities’ economy, job prospects, community connections, and abilities to participate in school, we believe that an investment into their wellness, inclusion, leadership and healing is both a preventative investment in our community’s public health, and in our country’s more diverse and representative future.

**Are you collecting fees?**

Yes  No