

File ID Number	14-2150
Introduction Date	11-5-14
Enactment Number	14-1886
Enactment Date	11/5/14
By	o.a.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

November 5, 2014

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: District Submitting Grant Award - Full Service Community Schools - Fund for the Improvement of Education

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant award for OUSD schools to the U.S. Department of Education, Office of Innovation and Improvement, Oakland Full Service Community Schools Grant Award for the support of Oakland Unified School District's Community Schools Initiative to provide support and resources to students and families so that they focus on academics to increase attendance, family engagement, and academic achievement, pursuant to terms and conditions thereof, if any., for fiscal year 2014-2019 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant award for OUSD schools for the 2014-2019 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
14-2150	Yes	Grant	Oakland Unified School District Schools: New Highland Academy, Rise Community School, Garfield Elementary, Alliance Academy, Elmhurst Community Prep	To support the position of Specialist to provide support services and service coordination for Unaccompanied Immigrant Minors.	10/01/2014 - 09/30/2019	U.S. Department of Education, Office of Innovation and Improvement	\$2,526,899.00

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 at: \$2,526,899.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant award for OUSD schools for fiscal year 2014-2019 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Award Notification

Oakland Full Service Community Schools Application

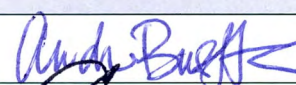
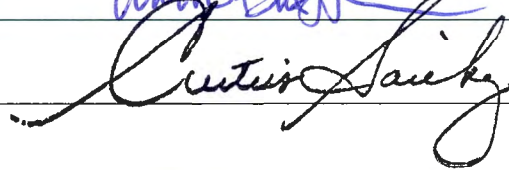
Abstract Narrative

OUSD Grants Management Face Sheet

Title of Grant: Oakland Full-Service Community Schools	Funding Cycle Dates: October 1, 2014 – September 30, 2019
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Adrienne F. Hawkins U.S. Department of Education Office of Innovation and Improvement 400 Maryland Avenue, SW Washington, D.C. 20202-5970 Adrienne.hawkins@ed.gov 202-453-5638	Grant Amount for Full Funding Cycle: \$2,526,899.00 Award Budget Allocation: Period 1 10/01/2014 – 09/30/2015 \$499,684.00 (front load portion, Year 2) + \$ 28,479.00 \$528,163.00 Period 2 10/01/2015 – 09/30/2016 \$499,684.00 Period 3 10/01/2016 – 09/30/2017 \$499,684.00 Period 4 10/01/2017 – 09/30/2018 \$499,684.00 Period 5 10/01/2018 – 09/30/2019 \$499,684.00
Funding Agency: U.S. Department of Education	Grant Focus: Full Service Community Schools
List all School(s) or Department(s) to be Served: New Highland Academy, Rise Community School, Garfield Elementary, Alliance Academy, Elmhurst Community Prep, and Roosevelt Middle School.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Community Schools provide supports and resources to students and families so that they can focus on academics. The schools included in the grant will have additional resources to increase attendance, family engagement, and academic achievement.
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 5.94% 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.)	Participating schools will undergo a formal evaluation to determine if programs provided have a positive impact on student attendance and academic achievement. The Gardner Center will provide the formal evaluation for the project.
Does the grant require any resources from the school(s) or district? If so, describe.	The Project Director's time is matched by the District utilizing existing resources.
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 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes. Per grant indirect has been budgeted at a rate of 5.17%.
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.)	Andrea Bustamante, Grant Project Director Director, Community Partnerships Community Schools and Student Services 746 Grand Avenue, Oakland, CA 94610 Andrea.bustamante@ousd.k12.ca.us 510-273-1569

Applicant Obtained Approval Signatures:

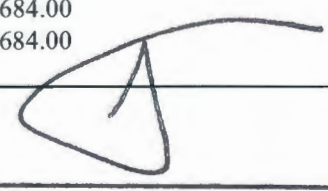
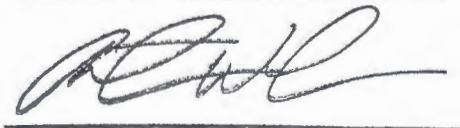
Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		

File ID Number: 14-2150
 Introduction Date: 11/5/14
 Enactment Number: 14-886
 Enactment Date: 11/5/14
 By: OS

**US Department of Education
 Washington, D.C. 20202
 GRANT AWARD NOTIFICATION**

<p>1 RECIPIENT NAME</p> <p>Oakland Unified School District 1000 Broadway, Suite 680 Oakland, CA 94607 - 4099</p>	<p>2 AWARD INFORMATION</p> <p>PR/AWARD NUMBER U215J140085 - 14A ACTION NUMBER 1 ACTION TYPE Revision AWARD TYPE Discretionary</p>																			
<p>3 PROJECT STAFF</p> <p>RECIPIENT PROJECT DIRECTOR Andrea Bustamante (510) 273-1569 andrea.bustamante@ousd.k12.ca.us EDUCATION PROGRAM CONTACT Adrienne F Hawkins (202) 453-5638 adrienne.hawkins@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov</p>	<p>4 PROJECT TITLE</p> <p>84.215J OUSD will transform 3 high-need elementary schools into FSCSs and expand FSCS models at 3 middle schools they feed into, to ensure students and families have a continuum of support across grades K-8.</p>																			
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US Department of Education
Washington, D.C. 20202

U215J140085 - 14A

GRANT AWARD NOTIFICATION

CFDA/SUBPROGRAM NO: 84.215J

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0204A	2014	2014	EU000000	B	UC1	000	215	4101C	\$28,479.00

10

PR/AWARD NUMBER: U215J140085 - 14A
RECIPIENT NAME: Oakland Unified School District

TERMS AND CONDITIONS

- (1) THIS ACTION INCREASES THE AMOUNT OF FUNDS AUTHORIZED FOR THE CURRENT BUDGET PERIOD AND PERFORMANCE PERIOD AS SHOWN IN BLOCK 7.
- (2) This action is to front-load a portion of the year 2 (FY 2015) award, in the amount of \$28,479.00, for approved activities.

Validity unknown

Digitally signed by Anna Hinton

Date: Fri Sep 26 13:44:52 EDT 2014

AUTHORIZING OFFICIAL

DATE

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

1. RECIPIENT NAME - The legal name of the recipient, name of the primary organizational unit that

2. AWARD INFORMATION - Unique items of information that identify this notification.

PR/AWARD NUMBER - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."

ACTION NUMBER - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"

ACTION TYPE - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)

AWARD TYPE - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.

3. PROJECT STAFF - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.

***RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

EDUCATION PROGRAM CONTACT - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department.

EDUCATION PAYMENT CONTACT - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.

4. PROJECT TITLE AND CFDA NUMBER - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.

5.* KEY PERSONNEL - Name, title and percentage (%) of effort the key personnel identified devotes to the project.

6. AWARD PERIODS - Project activities and funding are approved with respect to three different time periods, described below:

BUDGET PERIOD - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.

PERFORMANCE PERIOD - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.

***FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.

7. AUTHORIZED FUNDING - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.

***THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

***BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.

***PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.

RECIPIENT COST SHARE - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.

RECIPIENT NON-FEDERAL AMOUNT - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.

8. ADMINISTRATIVE INFORMATION - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

DUNS/SSN - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

***REGULATIONS** - *REGULATIONS - The parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the Code of Federal Regulations that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS -

The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

U215J140085

Andrea Bustamante
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607 - 4099

U215J140085

Gary Yee
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607 - 4099



**US Department of Education
Washington, D.C. 20202**

U215J140085

GRANT AWARD NOTIFICATION

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**US Department of Education
Washington, D.C. 20202**

U215J140085

GRANT AWARD NOTIFICATION

CFDA/SUBPROGRAM NO: 84.215J

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0204A	2014	2014	EU000000	B	UC1	000	215	4101C	\$499,684.00

10

PR/AWARD NUMBER: U215J140085
 RECIPIENT NAME: Oakland Unified School District

TERMS AND CONDITIONS

- (1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If you subaward under this grant, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

- 1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
- 2. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation on the principles that can be used in identifying a procurement as distinct from a subaward, see Sec. ---- .210(b)-(d) of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").
- 3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

- (2) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT: (1) THE RECIPIENT'S APPLICATION (BLOCK 4), (2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS (BLOCK 8), AND (3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS (BLOCK 8).

THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, THE DEPARTMENT OF EDUCATION WILL CONSIDER CONTINUED FUNDING IF: (1) CONGRESS HAS APPROPRIATED SUFFICIENT FUNDS UNDER THE PROGRAM, (2) THE DEPARTMENT DETERMINES THAT CONTINUING THE PROJECT WOULD BE IN THE BEST INTEREST OF THE GOVERNMENT, (3) THE RECIPIENT HAS MADE SUBSTANTIAL PROGRESS TOWARD MEETING THE OBJECTIVES IN ITS APPROVED APPLICATION, AND (4) THE RECIPIENT HAS SUBMITTED REPORTS OF PROJECT PERFORMANCE AND BUDGET EXPENDITURES THAT MEET THE REPORTING REQUIREMENTS FOUND AT 34 CFR 75.118 AND ANY OTHER REPORTING REQUIREMENTS ESTABLISHED BY THE SECRETARY.

IN ACCORDANCE WITH 34 CFR 74.25(c)(2), OR 34 CFR 80.30(d)(3) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 5 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.

- (3) IN ACCORDANCE WITH 34 CFR 75.234(b), THIS AWARD IS CLASSIFIED AS A COOPERATIVE AGREEMENT AND WILL INCLUDE SUBSTANTIAL INVOLVEMENT ON THE PART OF THE EDUCATION PROGRAM CONTACT IDENTIFIED IN BLOCK 3. A COOPERATIVE AGREEMENT IS ATTACHED TO THIS AWARD WHICH DELINEATES THE SPECIAL PROVISIONS OF THIS COOPERATIVE AGREEMENT BETWEEN THE U.S. DEPARTMENT OF EDUCATION AND THE GRANTEE.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

- (4) THE RECIPIENT IS REQUIRED TO PAY THE PERCENTAGE OF TOTAL PROJECT COSTS SHOWN IN BLOCK 7.
- (5) THE RECIPIENT IS REQUIRED TO CONTRIBUTE TO TOTAL PROJECT COSTS THE DOLLAR AMOUNT SHOWN IN BLOCK 7.
- (6) Draw-downs may only occur with the prior approval of the ED program contact until the final revised budget has been approved by that individual for this grant. That person will contact the grantee within 30 days of the grant award to explain the budget reductions and to seek clarification on the questions/issues that arose during ED s budget review. All budget items must be approved as allowable, allocable and reasonable for the purposes of this grant program. As applicable, grantees may need to submit updated budgets for the approved budget period.

Validity unknown

Digitally signed by Anna Hinton

Date: Fri Sep 26 09:34:15 EDT 2014

AUTHORIZING OFFICIAL

DATE

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

1. RECIPIENT NAME - The legal name of the recipient, name of the primary organizational unit that

2. AWARD INFORMATION - Unique items of information that identify this notification.

PR/AWARD NUMBER - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."

ACTION NUMBER - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"

ACTION TYPE - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)

AWARD TYPE - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.

3. PROJECT STAFF - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.

***RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

EDUCATION PROGRAM CONTACT - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department.

EDUCATION PAYMENT CONTACT - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.

4. PROJECT TITLE AND CFDA NUMBER - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.

5.* KEY PERSONNEL - Name, title and percentage (%) of effort the key personnel identified devotes to the project.

6. AWARD PERIODS - Project activities and funding are approved with respect to three different time periods, described below:

BUDGET PERIOD - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.

PERFORMANCE PERIOD - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.

***FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.

7. AUTHORIZED FUNDING - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.

***THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

***BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.

***PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.

RECIPIENT COST SHARE - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.

RECIPIENT NON-FEDERAL AMOUNT - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.

8. ADMINISTRATIVE INFORMATION - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

DUNS/SSN - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

***REGULATIONS** - *REGULATIONS - The parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the Code of Federal Regulations that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS -

The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER
& CHIEF INFORMATION OFFICER

Andrea Bustamante
Oakland Unified School District
1000 Broadway, Suite 680

Oakland, CA 94607 - 4099

SUBJECT: Payee Verification for Grant Award U215J140085

This is to inform you of the payee for the above listed grant award issued by the United States Department of Education

Grantee DUNS/SSN: 076554500

Grantee Name: OAKLAND UNIFIED SCHOOL DISTRICT

Payee DUNS/SSN: 076554500

Payee Name: OAKLAND UNIFIED SCHOOL DISTRICT

If any of the above information is not correct, please contact a Payee Customer Support Representative at 1-888-336-8930. Please send all the correspondence relating to the payee or bank information changes to the following address:

U.S. Department of Education
550 12th Street, SW
Room 6087
Washington, DC 20202

Attn: Stephanie Barnes
Phone: 202-245-8006

SPECIAL GRANT CONDITIONS FOR PAYMENTS

THE G5 PAYMENTS MODULE

Payments under this award will be made through the G5-Payments module of the U.S. Department of Education's (Department) electronic payments system. The G5 payments module within the Education Central Automated Processing Systems (EDCAPS) is administered by the Office of the Chief Information Officer, Financial Systems Services.

The internet address for G5 is <https://www.g5.gov>. To access the G5 Payments module, you must first have a G5 User Id and Password. You will need to request a G5 User Id and Password from the Department of Education by submitting an **External Access Security Form**. This form is electronically available during online registration under "*Not Registered? Sign Up*", when you access the website. The Department will issue G5 User IDs and Passwords to those individuals authorized by the payee to access G5 to request funds and report expenditures. User IDs and Passwords cannot be faxed or given over the phone, and may not be shared by multiple users. The External User Access Request Form must be completed and mailed to the following address:

U.S. Department of Education
Office of the Chief Information Officer
Mail Stop – 4138
Attn: G5 Functional Application Team
400 Maryland Avenue, SW
Washington, DC 20202

New grantees will be requested to provide pertinent information before they may begin requesting funds. Information to be provided includes:

- Designation of payee;
- Payee contacts and mailing addresses;
- Depositor account information; and
- Individuals authorized by the payee to access G5 to request funds - these individuals will be provided User IDs and passwords to access G5.

The payee is the entity identified by the grantee to handle the financial aspects of the grant (e.g., request payments, report expenditures, etc.). While a grantee may designate an entity to be its payee, alternatively, a grantee and payee may be the same entity.

Payees may begin requesting funds for the grantee once their award authorization is entered into G5 and the award start date is reached.

A copy of the Department of Education G5 Training Guide (*Guide*) is available on the G5 website at the "Help" link. The guide provides detailed instructions on all electronic payment processes. If you are not Internet capable, please contact the G5 Payee Hotline at toll free 1 (888) 336-8930 to request a hard copy of the Guide.

REQUESTING FUNDS USING THE G5 MODULE

Payees can access the G5-Payments Module on-line to request funds. To access the G5 Payments Module, payees need a Web browser (such as Microsoft Internet Explorer) and Internet connectivity. Payees will request funds by award using **the PR/Award Number** found in **Block 5** of the **Grant Award Notification**. Instructions for navigating through the G5-Payments screens to make a payment request are given in the G5 Training Guide and in the G5 On Demand training located under the "Help" link. Instructions for modifying payment requests, adjusting drawdown amounts, and viewing award and authorization histories are also included in the Guide.

Those payees who do not have the technology to access G5-Payments on-line may request funds by calling ED's G5 Payee Hotline by at 1-888-336-8930.

AWARD INFORMATION

Payees can get information on this award on-line, or by calling ED's G5Payee Hotline Staff at 1-888-336-8930.

➤ On-Line:

Payees may access G5 via the Internet at <https://www.G5.gov> to retrieve and view information on their awards, such as:

- Net authorization and authorization history;
- Net draws;
- Available balance;
- History of pending and completed payments;
- Award status; and
- Award history - including detailed transactions on drawdowns, returns, refunds, and adjustments.

➤ ED's G5 Payee Hotline Staff:

Payees can contact a G5 Payee Hotline Staff for information on any award. Because award information is organized in G5 by a unique identifier - the Dun & Bradstreet Number (DUNS Number) - payees should have their DUNS number, identified in **Block 8** of the **Grant Award Notification**, available when contacting a G5 Payee Hotline Staff Representative.

FINANCIAL REPORTS:

When a Payee requests a drawdown of funds by grant award, the Department records this drawdown as an expenditure against the specified grant award. This method of identifying expenditures, at the time of drawdown, and the capability to make adjustments on-line, eliminates the need for the submission of the Federal Cash Transactions Report Form 272. Thus, additional financial reporting generally will not be required, unless otherwise specified by ED.

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**ATTACHMENT B
SPECIAL GRANT TERMS AND CONDITIONS FOR
FINANCIAL AND PERFORMANCE REPORTS**

PERFORMANCE REPORTS:

ALL RECIPIENTS are required to submit a final performance report within 90 days after the expiration or termination of grant support.

ALL RECIPIENTS of a multi-year discretionary award must submit an annual Grant Performance Report. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118)

***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR PERFORMANCE REPORT SUBMISSIONS, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

Refer to the item(s) checked below for other reporting requirements that may apply to this grant:

1. A performance report is due before the next budget period begins. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118)

The continuation report is due on _____.

The Department will provide recipients with additional information about this report, including due date, at a later time.

2. An interim performance report is required because of the nature of this award or because of statutory or regulatory provisions governing the program under which this award is made. The report is due more frequently than annually as indicated:

Quarterly Submit within 30 days after the end of each quarter.

Semiannually Submit within 30 days after the end of each 6-month period.

3. Other Required Reports:

***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. IF A FINANCIAL REPORT IS REQUIRED, YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR FINANCIAL REPORT SUBMISSION, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

FINANCIAL REPORTS:

Unless an item down below is checked, a Standard Form 425 Federal Financial Report (FFR) is not required for this grant. The Department will rely on the drawdown of funds by grant award and record such drawdowns as expenditures by grantees. (34 CFR 75.720)

Quarterly FFRs are required for reporting periods ending on 12/31, 03/31, 06/30, 09/30, and are due within 45 days after each reporting period.

_____ Semi-annual FFRs are required for reporting periods ending on 03/31 and 09/30, and are due within 45 days after each reporting period.

_____ An annual FFR is required for reporting period ending 09/30, and is due within 45 days after the reporting period.

_____ A final FFR is due within 90 days after the project or grant period end date.

A quarterly, semi-annual, annual, and/or final FFR as noted hereinabove is due for this grant because:

_____ (34 CFR 74.14 or 80.12) Special Award Conditions or Special grant or subgrant conditions for "high-risk" grantees:

_____ Statutory Requirement or Other Special Condition

When completing an FFR for submission in accordance with the above referenced selection, the following must be noted:

1. While the FFR is a government wide form that is designed for single grant and multiple grant award reporting, the U.S. Department of Education's (EDs) policy is that multiple grant award reporting is not permitted for ED grants. Thus, an ED grantee that is required to submit an FFR in accordance with any of the above referenced selections must complete and submit one FFR for each of its grants. The FFR attachment (Standard Form 425A), which is available for reporting multiple grants, is not to be used for ED grants. As such, references to multiple grant reporting and to the FFR attachment in items 2, 5 and 10 of the FFR are not applicable to ED grantees. With regards to item 1 of the note found in the Federal Financial Report Instructions, it is EDs policy that a grantee must complete items 10(a) through 10(o) for each of its grants. The multiple award, multiple grant, and FFR attachment references found in items 2, 5, 6, before 10(a), in item 10(b), before 10(d), before 10(i) and before 10(l) of the Line Item Instructions for the Federal Financial Report are not applicable to ED grants.
2. Unless disallowed by statute or regulation, a grantee will complete item 10(m) or 10(n) in accordance with the options or combination of options as provided in 34 CFR 74.24(a)-(h) and 34 CFR 80.25(a)-(h). A grantee is permitted, in accordance with 34 CFR 74.24(a)-(h) and 34 CFR 80.25(a)-(h), to add program income to its Federal share to further eligible project or program objectives, use program income to finance the non-Federal share of the project or program; and deduct program income from the Federal share of the total project costs.
3. A grantee will complete item 11(a) by listing the rate type identified in its indirect cost rate agreement, as approved by its cognizant agency. An ED grantee that does not have an indirect cost rate agreement approved by its cognizant agency, and that is using the ED approved temporary rate of 10% of budgeted direct salaries and wages, must list its rate in 11(a) as an ED Temporary Rate. A training program grantee whose recovery of indirect cost is limited to 8% of a modified total direct cost base in accordance with EDGAR § 75.562 (c), must list its rate as an ED Training Grant Rate. A restricted rate program grantee (such as one with a supplement-not-supplant grant provision) that has not negotiated an indirect cost agreement with its cognizant agency and that has limited the recovery of indirect costs in accordance with 34 CFR 75.563 and 76.564 (c), must list its rate as an ED Restricted Rate.
4. Quarterly, semi-annual, and annual interim reports shall be due within 45 days after the end of the reporting period. Although the Office of Management and Budget (OMB) published in its December 7, 2007 Federal Register Notice (72 FR 69236) that interim reports are due within 45 days of the interim reporting end dates instead of within 30 days as originally identified, OMB has not revised the FFR instructions to reflect this change. Grantees are, nevertheless, permitted to exercise the 45 day period as published by OMB

within the Federal Register. Final reports shall be due no later than 90 days after the project or grant period end date. Extensions of reporting due dates may be approved by the program office upon request by the grantee.

5. If grantees need additional space to report financial information, beyond what is available within the FFR, they should provide supplemental pages. These additional pages must indicate the following information at the top of each page: Federal Grant or other identifying number, recipient organization, Data Universal Number System (DUNS) number, Employer Identification Number (EIN), and period covered by the report.

One original and one copy of all reports should be mailed to:

12/2012

**ATTACHMENT B
SPECIAL GRANT TERMS AND CONDITIONS FOR
FINANCIAL AND PERFORMANCE REPORTS**

PERFORMANCE REPORTS:

ALL RECIPIENTS are required to submit a final performance report within 90 days after the expiration or termination of grant support.

ALL RECIPIENTS of a multi-year discretionary award must submit an annual Grant Performance Report. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118)

***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR PERFORMANCE REPORT SUBMISSIONS, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

Refer to the item(s) checked below for other reporting requirements that may apply to this grant:

1. A performance report is due before the next budget period begins. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118)

The continuation report is due on _____.

The Department will provide recipients with additional information about this report, including due date, at a later time.

2. An interim performance report is required because of the nature of this award or because of statutory or regulatory provisions governing the program under which this award is made. The report is due more frequently than annually as indicated:

Quarterly Submit within 30 days after the end of each quarter.

Semiannually Submit within 30 days after the end of each 6-month period.

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***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. IF A FINANCIAL REPORT IS REQUIRED, YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR FINANCIAL REPORT SUBMISSION, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

FINANCIAL REPORTS:

Unless an item down below is checked, a Standard Form 425 Federal Financial Report (FFR) is not required for this grant. The Department will rely on the drawdown of funds by grant award and record such drawdowns as expenditures by grantees. (34 CFR 75.720)

Quarterly FFRs are required for reporting periods ending on 12/31, 03/31, 06/30, 09/30, and are due within 45

days after each reporting period.

____ Semi-annual FFRs are required for reporting periods ending on 03/31 and 09/30, and are due within 45 days after each reporting period.

____ An annual FFR is required for reporting period ending 09/30, and is due within 45 days after the reporting period.

____ A final FFR is due within 90 days after the project or grant period end date.

A quarterly, semi-annual, annual, and/or final FFR as noted hereinabove is due for this grant because:

____ (34 CFR 74.14 or 80.12) Special Award Conditions or Special grant or subgrant conditions for "high-risk" grantees;

____ Statutory Requirement or Other Special Condition

When completing an FFR for submission in accordance with the above referenced selection, the following must be noted:

1. While the FFR is a government wide form that is designed for single grant and multiple grant award reporting, the U.S. Department of Education's (EDs) policy is that multiple grant award reporting is not permitted for ED grants. Thus, an ED grantee that is required to submit an FFR in accordance with any of the above referenced selections must complete and submit one FFR for each of its grants. The FFR attachment (Standard Form 425A), which is available for reporting multiple grants, is not to be used for ED grants. As such, references to multiple grant reporting and to the FFR attachment in items 2, 5 and 10 of the FFR are not applicable to ED grantees. With regards to item 1 of the note found in the Federal Financial Report Instructions, it is EDs policy that a grantee must complete items 10(a) through 10(o) for each of its grants. The multiple award, multiple grant, and FFR attachment references found in items 2, 5, 6, before 10(a), in item 10(b), before 10(d), before 10(i) and before 10(l) of the Line Item Instructions for the Federal Financial Report are not applicable to ED grants.
2. Unless disallowed by statute or regulation, a grantee will complete item 10(m) or 10(n) in accordance with the options or combination of options as provided in 34 CFR 74.24(a)-(h) and 34 CFR 80.25(a)-(h). A grantee is permitted, in accordance with 34 CFR 74.24(a)-(h) and 34 CFR 80.25(a)-(h), to add program income to its Federal share to further eligible project or program objectives, use program income to finance the non-Federal share of the project or program; and deduct program income from the Federal share of the total project costs.
3. A grantee will complete item 11(a) by listing the rate type identified in its indirect cost rate agreement, as approved by its cognizant agency. An ED grantee that does not have an indirect cost rate agreement approved by its cognizant agency, and that is using the ED approved temporary rate of 10% of budgeted direct salaries and wages, must list its rate in 11(a) as an ED Temporary Rate. A training program grantee whose recovery of indirect cost is limited to 8% of a modified total direct cost base in accordance with EDGAR § 75.562 (c), must list its rate as an ED Training Grant Rate. A restricted rate program grantee (such as one with a supplement-not-supplant grant provision) that has not negotiated an indirect cost agreement with its cognizant agency and that has limited the recovery of indirect costs in accordance with 34 CFR 75.563 and 76.564 (c), must list its rate as an ED Restricted Rate.
4. Quarterly, semi-annual, and annual interim reports shall be due within 45 days after the end of the reporting period. Although the Office of Management and Budget (OMB) published in its December 7, 2007 Federal Register Notice (72 FR 69236) that interim reports are due within 45 days of the interim reporting end dates instead of within 30 days as originally identified, OMB has not revised the FFR instructions to reflect

this change. Grantees are, nevertheless, permitted to exercise the 45 day period as published by OMB within the Federal Register. Final reports shall be due no later than 90 days after the project or grant period end date. Extensions of reporting due dates may be approved by the program office upon request by the grantee.

5. If grantees need additional space to report financial information, beyond what is available within the FFR, they should provide supplemental pages. These additional pages must indicate the following information at the top of each page: Federal Grant or other identifying number, recipient organization, Data Universal Number System (DUNS) number, Employer Identification Number (EIN), and period covered by the report.

One original and one copy of all reports should be mailed to:

Assigned Program Officer
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue, SW, Room 4W203
Washington, DC 20202-5930

**An Overview of Single Audit Requirements of States,
Local Governments, and Non-Profit Organizations**

To meet audit requirements of U.S. Office of Management and Budget (OMB) Circular A-133, grantees must use the version published by OMB in the Federal Register on June 30, 1997 (62 F.R. 35278) amended June 27, 2003 (68.F.R. 38401). Grantees must submit all documents required by OMB Circular A-133, including Form SF-SAC: Data Collection Form, to:

Federal Audit Clearinghouse
1201 East 10th Street
Jeffersonville, Indiana 47132
(301) 763-1551 (voice)
(800) 253-0696 (toll free)
(301) 457-1540 (fax)

Below is a summary of the single audit requirements:

- (1) Non-Federal entities that expend \$500,000 or more in a year in Federal Awards are required to have a single audit conducted for that year except when they elect under paragraph (2) to have a program specific audit conducted for that year (A-133 § __.200 (a & b)).
- (2) When an auditee expends Federal awards under only one Federal program (excluding R&D) and the Federal programs laws, regulations, or grant agreements do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted. A program-specific audit may not be elected for R&D unless all of the Federal awards expended were received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit (A-133 § __.200 (c)).
- (3) Non-Federal entities that expend less than \$500,000 a year in Federal awards are exempt from Federal audit requirements under A-133 for that year, except where noted in the circular, but records must be available for review or audit by the appropriate officials of the Federal agency, pass-through entity, and General Accounting Office (GAO). If a program statute requires audits of grants under that program, either at a lower threshold or in all cases, grantees must comply with the program statute (A-133 § __.200 (d)).
- (4) A grantee must submit the audit results to the audit clearinghouse within the earlier of 30 days after the receipt of the auditors report(s), or within nine months after end of the audit period, unless a longer period is agreed to in advance by the Federal agency that provided the funding or a different period is specified in a program-specific audit guide (A-133 § __.320 (a)).

Grantees are strongly urged to obtain the "OMB Circular A-133 Compliance Supplement" and to contact their cognizant agency for single audit technical assistance.

The designated cognizant agency for single audit purposes is "the Federal awarding agency that provides the predominant amount of direct funding to the recipient." Grantees should obtain a copy of the OMB Circular A-133 Compliance supplement. This supplement will be instructive to both grantees and their auditors. Appendix III of the supplement provides a list of Federal Agency Contacts for A-133 Audits, including addresses, phone numbers, fax numbers, and e-mail addresses for technical assistance.

If the U.S. Department of Education is the cognizant agency, grantees should contact the Non-Federal Audit Team in the Departments Office of Inspector General, at the address, phone, or fax number provided in page 2 of this attachment.

Grantees can obtain information on single audits from:

The OMB Publications Service, (202) 395-7332. (To obtain OMB Circular A-133, Circular A-133 Compliance Supplement, and Form SF-SAC: Data Collection Form)

The OMB web site. Look under OMB Documents, then OMB Circulars. (To obtain OMB Circular A-133, Circular A-133 Compliance Supplement, and Form SF-SAC: Data Collection Form)

The Federal Audit Clearinghouse, 1-888-222-9907. (to obtain Form SF-SAC: Data Collection Form), or The American Institute of Certified Public Accountants (AICPA). AICPA has illustrative OMB Circular A-133 report examples that might be of interest to accountants, auditors, or financial staff. The examples can be obtained by their fax hotline: (202) 938-3797, request document number 311; or from their Internet page. The Internet address is <http://www.aicpa>.

If the U.S. Department of Education is the cognizant agency for the grantee organization, the following chart shows, according to the location of the grantee entity, which location of the Office of Inspector General to contact for single audit-related questions. For programmatic questions, grantees should contact the Education Program Contact shown on the Departments Grant Award Notification

U.S. Department of Education Non-Federal Audit Teams

Director, Non-Federal Audits

Office of Inspector General

U.S. Department of Education

Wanamaker Building

100 Penn Square East., Suite 502

Philadelphia, PA 19107

Phone: Voice (215) 656-6900

FAX (215) 656-6397 NATIONAL OFFICE CONTACT and audits in Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Virginia, West Virginia, Puerto Rico, and the Virgin Islands.

National Office Contact

Web page:

Non-Federal Audit Team

Office of Inspector General

U.S. Department of Education

1999 Bryan St., Suite 2630

Dallas, TX 75201-6817

Phone: Voice (214) 880-3031

FAX (214) 880-2492 For audits in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, and Texas.

Non-Federal Audit Team

Office of Inspector General

U.S. Department of Education

8930 Ward Parkway, Suite 2401

Kansas City, MO 64114-3302

Phone: Voice (816) 268-0502

FAX (816) 823-1398 For audits in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, North Dakota, Ohio, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming, and the Pacific Islands.

Limitations on Indirect Cost Recovery

The conditions in this attachment must be used for grantees that do not have a current, negotiated indirect cost rate agreement at the time the grant is made.

This grant is

- * Subject to a regular indirect cost rate (ICR).
 - * Subject to a supplement-not-supplant requirement under the program statute, requiring use of a restricted ICR.
 - * Subject to training grant limitation on indirect costs.
1. The grantee shall submit an indirect cost rate proposal to its cognizant agency within 90 days after the award of this grant. If the grantee is not a governmental agency and receives grants only under programs subject to a supplement, not supplant requirement, it has the option of not negotiating an ICR, as described under paragraph 4.
 2. If this grant is made to a government under a program subject to a supplement-not-supplant requirement, the grantee must notify the cognizant agency that the grant is subject to a restricted indirect cost rate, as calculated under 34 CFR 75.563 and 76.564 76.569, and negotiate a restricted ICR with ED (the applicant should ask its cognizant agency to contact EDs Indirect Cost Group in order to coordinate a review of the restricted indirect cost proposal).
 3. The grantee shall provide proof of its negotiated indirect cost rate agreement to ED as soon as it has signed such an agreement with its cognizant agency.
 4. A non-governmental grantee under a program that contains supplement-not-supplant provisions may choose not to negotiate a rate if it receives grants only under these types of programs. If a non-governmental grantee chooses not to negotiate a rate, it must limit the recovery of indirect costs in accordance with 34 CFR 75.563 and 76.564 (c), and maintain documentation that it has incurred indirect costs of at least 8% of Modified Total Direct Costs (MTDC).
 5. If the grantee is a training grant recipient, the grantee shall negotiate a rate under 34 CFR 75.562 (see paragraph 7).
 6. A grantee that does not have a federally recognized indirect cost rate may recover indirect costs at a temporary rate, which is limited to 10 percent of budgeted direct salaries and wages. If the grantee has not submitted its indirect cost proposal to its cognizant agency

within the 90-day period, it may no longer recover indirect costs on the grant until it has negotiated an indirect cost rate with its cognizant agency, or has met the conditions of paragraph 4 in the case of grants that contain supplement-not-supplant provisions. Once a grantee obtains a federally recognized indirect cost rate that is applicable to this grant, the grantee may use that indirect cost rate to claim indirect cost reimbursement. The recovery is subject to the following limitations:

- i. The grantee may only recover indirect cost incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency or at the start of the of the project period, whichever of the two occurs later.
 - ii. The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the temporary indirect cost rate on or after the date specified in subparagraph 6 (i) of this Attachment D.
 - iii. The grantee must obtain prior approval from the Secretary to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
 - iv. The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.
7. Recovery of indirect costs under training grants is subject to the requirements of 34 CFR 75.562, which limits recovery of indirect costs to eight percent (8%) of modified total direct costs, as defined in §75.562, or the amount which would be recovered under the grantees negotiated indirect cost rate, if that rate would produce a smaller recovery than the eight percent rate.
8. Recovery of indirect costs under grants that are prohibited from using Federal funds to supplant non-Federal funds is subject to the requirements of 34 CFR 75.563 and 76.564 76.569, which establish a restricted indirect cost rate for these programs.

Attachment D
Page 3 of 3

9. Based on the indirect cost request included in the budget for this grant, ED has obligated sufficient funds for this budget period to recover indirect costs at a rate we estimate is appropriate, and which is subject to adjustment as described in paragraph 6 of this Attachment D.

10. If this grant only has one budget period, or ED has decided not to make a continuation grant at the end of the first budget period, the funds obligated by ED to this grant for indirect costs that have not been obligated for those costs by the grantee shall be de-obligated by ED at the end of the budget/project period.

11. (i) Any funds allocated for indirect costs that have not been drawn for those costs of a single-budget project period or the end of a multi-year project period shall be deobligated by ED at the end of the project period unless ED permits the grantee to use these funds for allowable direct costs incurred during the project period.
(ii) Any funds allocated for indirect costs that have not been drawn for those costs at the end of any budget period of multi-year project shall be deobligated by ED at the end of the budget period unless ED permits the grantee to use these funds for allowable direct costs incurred during the project period.
(iii) If a grantee has a multi-year project period and does not meet the requirements for continuation of the grant under 34 CFR 75.253, any funds allocated for indirect costs that have not been drawn for those costs shall be deobligated by ED at the end of the final funded budget period unless ED permits the grantee to use these for allowable direct costs incurred during the project period.

PREAGREEMENT (PREAWARD) COSTS

PR/Award Number: _____

The costs identified below that have been incurred by the grantee in anticipation of receiving this grant are allowable only if the costs are specifically included in the approved activities and budget and were incurred

from _____ to _____

_____ All approved project costs for the period identified above.

_____ Specific approved items listed below (omit cost per item):

ENCLOSURE1

TO: Project Directors and Fiscal Management Staff for ED
Discretionary Grants

FROM: Philip A. Maestri
Director, Risk Management Service

SUBJECT: Key Financial Management Requirements for Discretionary
Grants Awarded by the Department of Education (ED)

As part of the Department's on-going efforts to make you aware of your responsibilities associated with managing Federal funds, I am writing to remind you of important financial management requirements that apply to discretionary grant awards.

In general, the Department expects that you will administer ED grants in accordance with generally accepted business practices, exercising prudent judgment so as to maintain proper stewardship of taxpayer dollars. This includes using fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. In addition, you may use grant funds only for obligations incurred during the funding period.

The Education Department General Administrative Regulations (EDGAR) contain the general requirements for administering discretionary grants made by this Department. The most recent version of the regulations [34 CFR 74-99] may be accessed at the website the Government Printing Office (GPO) has established for the Code of Federal Regulations (CFR), at the following URL:

http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrv1_08.html

Please note that this URL shows ALL the parts associated with Volume One of 34 CFR. EDGAR is comprised ONLY of Parts 74 - 99. In addition, the following link to the Federal Register issue of December 7, 2007, contains a final regulation that modified certain sections of Part 75 (Direct Grants) regarding indirect cost rates:
<http://edocket.access.gpo.gov/2007/pdf/E7-23817.pdf>

The attached document, "Selected Topics in Administering ED Discretionary Grants," highlights major administrative requirements of EDGAR in parts 74 and 80. Part 74 applies to institutions of higher education, non-profit organizations, and hospitals. Part 80 applies to States, local governments, and federally recognized Indian tribal governments. In addition, a few of the topics discuss requirements that this Department imposes on its discretionary grantees under Part 75. The specific sections of EDGAR that address the topics discussed are shown in parentheses. I urge you to read the full text of these and other topics in EDGAR.

Please keep in mind that a particular grant might be subject to additional requirements of the authorizing statute for the program that awarded the grant and/or any regulations issued by the program office. You should become familiar with those requirements as well, because program-specific requirements might differ from those in EDGAR.

In closing, I recommend that the project director and the fiscal management staff of a grantee organization communicate frequently with each other about the grant budget. Doing so will help to assure that you use Federal funds only for those expenditures associated with activities that conform to the goals and objectives approved for the project.

You should direct any questions you might have about the topics discussed in the attached document or about any other aspect of administering your grant award to the ED program staff person named in Block 3 of the Grant Award Notification.

Attachment

Selected Topics in Administering ED Discretionary Grants

I. Financial Management Systems (§74.21, §80.20)

In general, grantees are required to have financial management systems that:

- * provide for accurate, current, and complete disclosure of results regarding the use of funds under grant projects;
- * provide adequate source documentation for Federal and non-Federal funds used under grant projects;
- * contain procedures to determine the allowability, allocability, and reasonableness of obligations and expenditures made by the grantee; and
- * enable the grantee to maintain effective internal control and fund accountability procedures, e.g., requiring separation of functions so that the person who makes obligations for the grantee is not the same person who signs the checks to disburse the funds for those obligations.

State systems must account for funds in accordance with State laws and procedures that apply to the expenditure of and the accounting for a State's own funds. A State's procedures, as well as those of its subrecipients and cost-type contractors, must be sufficient to permit the preparation of reports that may be required under the award as well as provide the tracing of expenditures to a level adequate to establish that award funds have not been used in violation of any applicable statutory restrictions or prohibitions.

II. Payment (§74.22, 80.21)

Under parts 74 and 80,--

- * the Department pays grantees in advance of their expenditures if the grantee demonstrates a willingness and ability to minimize the time between the transfer of funds to the grantee and the disbursement of the funds by the grantee;
- * grantees repay to the Federal government interest earned on advances; and
- * grantees subject to Part 74 deposit grant funds in interest-bearing accounts (grantees subject to part 80 are encouraged to also deposit grant funds in interest-bearing accounts).

In general, grantees should make payment requests frequently, only for small amounts sufficient to meet the cash needs of the immediate future.

The Department has recently encountered situations where grantees failed to request funds until long after the grantee actually expended its own funds for the costs of its

grant. Grantees need to be aware that, by law, Federal funds are available for grantees to draw down for only a limited period of time, after which the funds revert to the U.S. Treasury. In some cases grantees have requested funds too late for the Department to be able to pay the grantees for legitimate costs incurred during their project periods. The Department urges financial managers to regularly monitor requests for payment under their grants to assure that Federal funds are drawn from the ED G5 Payment System at the time those funds are needed for payments to vendors and employees.

III. Personnel (§§74.27, 75.511-75.519 and 80.22)

The rules in Part 75 cover issues such as paying consultants with grant funds, waiving the requirement for a full-time project director, making changes in key project staff, and prohibiting dual compensation of staff. General rules governing reimbursement of salaries and compensation for staff working on grant projects are addressed in the cost principles located in Title 2 of the Code of Federal Regulations (2 CFR) (See **Cost Principles**, below). In all cases, payments of any type to personnel must be supported by complete and accurate records of employee time and effort. For those employees that work on multiple functions or separately funded programs or projects, the grantee must also maintain time distribution records to support the allocation of employee salaries among each function and separately funded program or project.

IV. Cost Principles (§74.27, §80.22)

All costs incurred under any grant are subject to cost principles found in 2 CFR that are applicable to particular types of organizations that serve as grantees under Federal grant programs. The applicable cost principles provide lists of selected items of allowable and unallowable costs, and can be found on the Web at the following URLs:*)

2 CFR, Part 220 - Cost Principles for Educational Institutions (relocated to 2 CFR, Part 220 from **OMB Circular A-21**):

http://www.whitehouse.gov/omb/fedreg/2005/083105_a21.pdf

2 CFR, Part 225 - Cost Principles for State, Local and Indian Tribal Governments (relocated to 2 CFR, Part 225 from **OMB Circular A-87**):

http://www.whitehouse.gov/omb/fedreg/2005/083105_a87.pdf

2 CFR, Part 230 - Cost Principles for Non-Profit Organizations (relocated to 2 CFR, Part 230 from **OMB Circular A-122**):

http://www.whitehouse.gov/omb/fedreg/2005/083105_a122.pdf

V. Procurement Standards (§§74.40-48, §80.36)

Under §80.36, States are required to follow the procurement rules the States have established for purchases funded by non-Federal sources. Under both parts 74 and 80, when procuring goods and services for a grant purposes, all other grantees may follow their own procurement procedures, but only to the extent that those procedures meet the minimum requirements for procurement specified in the regulations. These requirements include written competition procedures and codes of conduct for grantee staff, as well as requirements for cost and price analysis, record-keeping and contractor compliance with certain Federal laws and regulations. These regulations also require grantees to include certain conditions in contracts and subcontracts, as mandated by the regulations and statutes.

VI. Indirect Costs (§§75.560-564)

A. A grantee must have a current indirect cost rate agreement to charge indirect costs to a grant. However, if a grantee does not have a federally recognized indirect cost rate agreement on the date ED awards its grant, ED generally will authorize the grantee to use a temporary rate, of 10% of budgeted salaries and wages subject to the following limitations:

1. The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues the GAN.
 - i. The cognizant agency is generally the Federal department or agency providing the grantee with the most direct Federal funding subject to indirect cost support (or an agency otherwise designated by OMB).
 - ii. If an organization receives most of its Federal funding indirectly as a sub-recipient via another entity (for example, a State Education Agency [SEA]), the conduit organization that provides the most pass-through Federal funding is responsible for establishing indirect cost rates for the sub-recipient.
2. If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency. However, under exceptional circumstances, ED may allow the grantee to continue using the temporary indirect cost after the end of the 90-day period even though the grantee did not submit an indirect cost proposal within the 90-day period. Before ED approves continued use of the temporary rate, the grantee must provide documentation satisfactory to ED that exceptional circumstances exist.
3. Once a grantee that has used a temporary rate obtains a federally recognized cost rate, the grantee may use the federally recognized rate to claim indirect costs reimbursement. The recovery is subject to the following limitations:
 - i. The grantee may only recover indirect costs incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency or at the start of the of the project period, whichever of the two occurs later.

- ii. The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the temporary indirect cost rate on or after the date specified in subparagraph 3 (i).
- iii. The grantee must obtain prior approval from the Secretary to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
- iv. The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.

4. If an organization receives a combination of direct Federal funding and pass-through funding as a sub-recipient, and the entity does not have a rate established by some other cognizant agency, the Federal agency providing the most direct funding (or otherwise designated by OMB) is the cognizant agency for cost negotiation.

The only exceptions to the general rules about which agency is the cognizant agency for a grantee are indirect cost negotiations with institutions of higher education that are subject to 2 CFR, Part 220, G.11.a., "Cognizant agency assignments" (relocated to 2 CFR, Part 220 from OMB circular A-21, "Cognizant agency assignments").

B. ED imposes limitations on indirect cost rates for certain types of grants, depending on the nature of the grant or the program under which the grant was funded. For example, grantees in specific programs with legislation containing "supplement-not-supplant" provisions are subject to a "restricted" indirect cost rate. Restricted indirect cost rates are lower than the negotiated indirect cost rates because the restricted rate excludes certain general management and fixed costs that would otherwise be included in the standard indirect cost rate calculation. Sections 75.563 and 76.564-569 in EDGAR describe how to calculate restricted rates in more detail. The ED program officer for any grant program can verify whether that program is covered by restricted rate requirements. See Attachment D of this GAN for more specific information.

C. Section 75.562 of EDGAR limits the indirect cost rate to 8% for training grants, regardless of the rate negotiated with the cognizant agency. (This 8% limitation does not apply to federally recognized Indian tribes or agencies of States or local governments.) The difference between the 8% limit and the grantee's negotiated rate may not be used for cost sharing or matching purposes, charged to direct cost categories, or charged to another Federal award.

D. Some programs contain prohibitions against recovery of any indirect costs. Under grants received from one of these programs, a grantee may not charge to a direct cost category in its budget a cost that would be treated as an indirect cost in other situations, nor may those unrecovered indirect costs be charged to other Federal awards.

E. In connection with reporting indirect costs under a grant, grantees will need to review the cover sheet of the ED Grant Performance Report (ED 524B). The section, "Indirect Costs," contains four questions related to claiming indirect costs under a grant.

Grantee personnel should be sure to answer these questions accurately so that the Department can exercise properly its responsibility for fiscal oversight of its grant awards.

More extensive discussion of indirect cost rates and their relationship to ED grants can be found on the website of the Office of the Chief Financial Officer (OCFO) at:

<http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>

VII. Audit Requirements (§74.26, §80.26)

The Single Audit Act requires that grantees obtain a non-Federal audit of their expenditures under their Federal grants if the grantee expends more than \$500,000 in Federal funds in one fiscal year. OMB Circular A-133 contains the requirements imposed on grantees for audits done in connection with the law. The full text of the most recent version of the circular can be found at:

<http://www.whitehouse.gov/omb/circulars/a133/a133.html>

The Department recommends hiring auditors who have specific experience in auditing Federal awards under the circular and the Compliance Supplement, which can be found at:

http://www.whitehouse.gov/omb/circulars/a133_compliance/01/01toc.html

OTHER CONSIDERATIONS

Some other topics of financial management covered in EDGAR that might affect particular grants include program income (§§74.24, 80.25), cost sharing or matching (§§74.23, 80.24), property management requirements for equipment and other capital expenditures (§§74.34, 80.32).

11/08

*) Those who have difficulty accessing these Web pages directly may go to the main Web page (<http://www.whitehouse.gov/omb/circulars/>) for all OMB circulars, listed in numerical sequence, and use the links shown to access a particular circular.

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

MEMORANDUM to ED DISCRETIONARY GRANTEES

You are receiving this memorandum to remind you of Federal requirements, found in Parts 74 and 80 of the Education Department General Administrative Regulations (EDGAR), regarding cash drawdowns under your grant account.

For any cash that you draw from your Department of Education grant account, you must:

- draw down only as much cash as is necessary to meet the immediate needs of the grant project;
- keep to the minimum the time between drawing down the funds and paying them out for grant activities; and
- return to the Government the interest earned on grant funds deposited in interest-bearing bank accounts except for a small amount of interest earned each year that your entity is allowed to keep to reimburse itself for administrative expenses).

In order to meet these requirements, you are urged to:

- take into account the need to coordinate the timing of drawdowns with prior internal clearances (e.g., by boards, directors, or other officials) when projecting immediate cash needs so that funds drawn down from ED do not stay in a bank account for extended periods of time while waiting for approval;
- monitor the fiscal activity (drawdowns and payments) under your grant on a continuous basis;
- plan carefully for cash flow in your grant project during the budget period and review project cash requirements before each drawdown; and
- pay out grant funds for project activities as soon as it is practical to do so after receiving cash from the Department.

Keep in mind that the Department monitors cash drawdown activity for all grants on a weekly basis. Department staff will contact grantees who appear to have drawn down excessive amounts of cash under one or more grants during the fiscal quarter to discuss the particular situation. For the purposes of drawdown monitoring, the Department will contact grantees who have drawn down 50% or more of the grant in the first quarter, 80% or more in the second quarter, and/or 100% of the cash in the third quarter of the budget period. However, even amounts less than these thresholds could still represent excessive drawdowns for your particular grant activities in any particular quarter. Grantees determined to have drawn down excessive cash will be required to return the excess funds to the Department, along with any associated earned interest, until such time as the money is legitimately needed to pay for grant activities. If you need assistance with returning funds and interest, please contact ED's G5/GAPS Payee Hotline by calling 1-888-336-8930.

Grantees that do not follow Federal cash management requirements and/or consistently appear on the Department's reports of excessive drawdowns could be:

- designated "high-risk" grantees [EDGAR 74.14, 80.12], which could mean being placed on a "cash-reimbursement" payment method (i.e., a grantee would experience the inconvenience of having to pay for grant activities with its own money and waiting to be reimbursed by the Department afterwards);
- subject to further corrective action;
- denied selection for funding on future ED grant applications [EDGAR 75.217(d)(3)(ii)]; and/or
- debarred or suspended from receiving future Federal awards from any executive agency of the Federal government.

Depending on which type of entity your organization is, you are urged to read either §74.22 or §80.21 of EDGAR to learn more about Federal requirements related to grant payments. If you are a state or local educational agency with a grant covered by Part 80, please check with the ED staff person named in Block 3 of your Grant Award Notification to determine how to apply these requirements to any subgrantees. You are urged to make copies of this memorandum and share it with all affected individuals within your organization.

MEMORANDUM

ENCLOSURE 4

June 15, 2010

To: Recipients of grants and cooperative agreements

From: Thomas Skelly, Delegated to Perform Functions of Chief Financial Officer

Subject: Department of Education Cash Management Policies for Grants and Cooperative Agreements

The purpose of this memorandum is to remind the Department of Education's (the Department's) grant and cooperative agreement recipients (recipients) of existing cash management requirements regarding payments. The Department expects that recipients will ensure that subrecipients are also aware of these policies by forwarding a copy of this memorandum to them.

There are two different sets of payment requirements that apply to the draw of funds from recipient accounts at the Department. Payments to a State under programs covered by a State's Treasury State Agreement (TSA) are subject to the requirements of the *Cash Management Improvement Act of 1990 (CMIA)* as published in 31 United States Code 6503.

All other payments to States and all payments to other types of recipients are subject to the requirements in either 34 Code of Federal Regulation (CFR) Part 74, applicable to nongovernmental entities, or 34 CFR Part 80, applicable to State, local, and Indian tribal governments. These regulations are part of the Education Department General Administrative Regulations (EDGAR) and are available on the Web at http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrv1_08.html.

CMIA Requirements

States that draw funds under programs subject to the *CMIA* must draw funds as required under the TSA for the State. If a State draws funds under one of these programs to make payments to a subrecipient, the payment request to the Department should only be made at the request of the subrecipient, which must make draw requests to the State as required under the requirements in EDGAR, as described below.

EDGAR Requirements

Payments to States under programs not covered by the State's TSA and payments to other governments are subject to the requirements in Part 80 of EDGAR. These payment requirements also apply to all other types of recipients under Part 74 of EDGAR, which applies to nonprofit organizations, institutions of higher education, hospitals, and commercial organizations. States that draw funds on behalf of subrecipients under programs not covered by a TSA should remind subrecipients that they may only request funds from the State under the payment standards in Part 74 or Part 80, as applicable.

For any cash drawn from your program or project account at the Department:

- Recipients must minimize the time between the recipient's draw down of funds from its grant account at the Department and the time the recipient disburses those funds to payees via

electronic transfer, check redemption or other means of transfer. See 34 CFR 74.22(a) and 80.21(b). Specifically, recipients may only draw funds to meet the immediate cash needs of the grant or cooperative agreement.

- For recipients subject to Part 74 of EDGAR, unless the conditions described in 34 CFR Part 74 Section 22(k) exist, these recipients must deposit advances of Federal funds in interest bearing accounts.
- Recipients subject to Part 74 of EDGAR must return to the U.S. Department of Health and Human Services (HHS) the interest earned on advances of grant funds except that the recipient may retain up to \$250 of interest earned on the account each year to pay for the costs of maintaining the account. These requirements also apply to subrecipients subject to Part 74 Section 22 (l) which requires these recipients and subrecipients to annually remit interest earned on advances of funds. The address for interest remittances to HHS is:

U.S. Department of Health and Human Services
P.O. Box 6120
Suite 1133
Rockville, MD 20852

The remittance should be accompanied by a letter stating that the remittance is for “interest earned on Federal funds” and should include the DUNS number.

- Recipients subject to Part 80 of EDGAR must return to the Department the interest earned on advances of grant funds except that the recipient may retain up to \$100 of interest earned on the account each year to pay for the costs of maintaining the account. Section 80.21(i) requires these recipients to promptly (at least quarterly) remit interest earned on advances to the Department. These requirements also apply to subrecipients subject to Part 80. The address for interest remittances to the Department is:

U.S. Department of Education
P.O. Box 979053
St. Louis, MO 63197-9000

The remittance should be accompanied by a letter stating that the remittance is for “interest earned on Federal funds” and should include the DUNS number.

- Recipients must use grant funds only for obligations incurred during the funding period.
- Recipients must distribute Federal funds to subrecipients only when requested by the subrecipient and as needed to pay program costs.

Recipients have other responsibilities regarding the use of Federal funds. We highlight the following practices related to the draw of Federal funds that are either required by EDGAR or will assist recipients in meeting their responsibilities under EDGAR.

- Recipients must regularly monitor the payment requests made by their subrecipients to ensure that those requests conform to the same payment requirements that apply to the recipient. See 34 CFR Part 80 Section 20(b)(7);
- Recipients must regularly monitor the fiscal activity of their subrecipients on a continuous basis and ensure that their subrecipients return interest earned;
- If expenditures under the program or project require the recipient's board or specified officials to approve expenditures, the recipient should obtain that approval before making the payment request for any expenditure, thus minimizing the period of time that funds remain in the recipient's bank account pending disbursement of the funds for expenditures under the program or project. See 34 CFR 74.21(b)(5) and 80.22(a); and
- Plan carefully for cash flows for your grant project and review projected cash requirements before each drawdown. See 34 CFR 74.21 and 74.22 or 80.20 and 80.21, as applicable.

Recipients that do not follow the cash management requirements applicable to their grants could be:

- Placed on a "cash-reimbursement" payment method, i.e., a recipient would have to pay for grant activities with its own money and submit documentation of the expenditures to the Department before receiving reimbursement from the Department;
- Designated a "high-risk" recipient under 34 CFR 74.14 or 80.12, as applicable, which may involve the imposition of conditions in addition to that of being placed on a reimbursement payment system;
- Subjected to further corrective action, including withholding of funds, suspension, and termination of the award. See 34 CFR 74.62 or 80.43, as applicable;
- Denied funding under future Department discretionary grant competitions. See 34 CFR Part 75 Section 217(d)(3)(ii); and
- Debarred or suspended under 34 CFR Part 85 from receiving future Federal awards from any executive agency of the Federal government.

A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override the general EDGAR cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on your Grant Award Notification (GAN).

ED's Office of the Chief Financial Officer will provide ongoing outreach efforts regarding cash management and payment requirements, including supplementary webinars, URL links and Frequently Asked Question sheets.

Thank you for your attention to this matter. If you have any questions, please contact Cynthia Heath at (202) 245-8043 or cynthia.heath@ed.gov

**Recipients of ED Grants and Cooperative Agreements
Frequently Asked Questions**

Q What are the Federal Laws and Regulations on cash management?

A The Cash Management Improvement Act of 1990 (CMIA) is the overriding public law for cash management. It was enacted by Public Law 101-453, 31 U.S.C. 3335 and 6503. The implementing regulations are in Title 31 of the Code of Federal Regulations (CFR), Part 205, <http://www.fms.treas.gov/fedreg/31cfr205final.pdf>. In addition, the Education Department General Administrative Regulations (EDGAR) defines the CFR specific to administering the U.S. Department of Education's (the Department's) grants in 34 CFR, Part 74 and Part 80, http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrv1_08.html.

Q What are the CMIA requirements?

A States that draw funds under programs subject to the CMIA must draw funds as required under the Treasury-State Agreement (TSA) for the State. If a State draws funds under one of these programs to make payments to a subrecipient, the payment request to the Department should only be made at the request of the subrecipient, which must make draw requests to the State as required under the requirements in EDGAR.

Q What are the Education Department General Administrative Regulations (EDGAR) requirements?

A Payments to States and other governments under programs not covered by the State's TSA and payments to other governments are subject to the requirements in Part 80 of EDGAR. These payment requirements also apply to all other types of recipients under Part 74 of EDGAR, which applies to nonprofit organizations, institutions of higher education, hospitals, and commercial organizations. States that draw funds on behalf of subrecipients under programs not covered by a TSA should remind subrecipients that they may only request funds from the State under the payment standards in Part 74 or Part 80, as applicable. The EDGAR is available on the Web at

http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrv1_08.html.

Q What is a Treasury-State Agreement (TSA)?

A A TSA documents the accepted funding techniques and methods for calculating interest agreed upon by the U.S. Department of the Treasury (Treasury) and a State. It also identifies the Federal assistance programs. The CMIA's implementing regulations at 31 CFR 205 will govern if there are any inconsistencies. A TSA will be effective until terminated, unless Treasury and a State agree to a specific termination date. Treasury or a State may terminate a TSA with 30 days written notice.

Q What if there is no TSA?

A When a State does not have a TSA in effect, default procedures will be prescribed to implement 34 CFR, subpart A. The default procedures will prescribe efficient funds transfer procedures consistent with State and Federal law and identify the covered Federal assistance programs and designated funding techniques. When the Department and a State reach agreement on some but not all Federal assistance programs administered by the State, the Department and the State may enter into a TSA for all programs on which we are in agreement and we may prescribe default procedures governing those programs on which we are unable to reach agreement.

Q What is a Federal-State Agreement?

A A Federal-State Agreement is an agreement between a State and a Federal Program Agency specifying terms and conditions for carrying out a Federal assistance program or group of programs. This is different from a TSA.

Q Who is responsible for Cash Management?

A The Department's grant and cooperative agreement recipients (recipients) are charged with the administration of Federal funds. In addition, recipients are responsible for ensuring that subrecipients are aware of cash management policies. For more information, see the recently issued Memorandum from the Chief Financial Officer on Cash Management which is posted on the ed.gov "ED Memoranda to Grantees" page at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>.

Q Who is responsible for monitoring cash drawdowns to ensure compliance with cash management policies?

A Recipients must monitor their cash drawdowns and their subrecipients to assure substantial compliance to the standards of timing and amount of advances. Additionally, when considered necessary and feasible by the Federal agency, recipients may be required to report the amount of cash advances in excess of three days' needs in their hands and of their subrecipients and to provide short narrative explanations of actions taken by the recipient to reduce the excess balances.

Q How soon may I draw down funds from the G5 grants management system (G5 replaced E-Payments in December 2007)?

A Grantees are required to minimize the amount of time between the drawdown and the use of funds from their bank accounts. (See EDGAR §74.21-22 and §80.20-21.) Funds must be drawn only to meet a grantee's immediate cash needs for each individual grant. Each time you use the G5 system to draw down a payment you check a box certifying that you are adhering to cash management requirements and that the funds will be spent within 3 days. The G5 screen displays the following message: I certify, by processing this payment request and/or re-allocation, that the funds are being expended within three business days of receipt for the purpose and condition of the agreement.

Q How may I use Federal funds?

A Federal funds must be used as specified in the Grant Award Notification (GAN).

Q What if I used Federal funds for other than the specific purpose for which it was given?

A This will be deemed a disallowed expenditure, and funds (including any earned interest) must be returned to the Department.

Q What are excess cash balances?

A Excess cash balances are funds maintained at the recipient/subrecipient's level in excess of immediate (usually 3 days) needs. Excess cash balances must be promptly withdrawn from account and returned to the Department.

Q What are the consequences to recipients/subrecipients for not complying with terms of the grant award?

A If a recipient or subrecipient materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, EDGAR, an assurance, a cooperative agreement, a TSA, an application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions:

(1) Temporarily withhold cash payments pending correction of the deficiency by the recipient or subrecipient or more severe enforcement action by the awarding agency,

(2) Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,

(3) Wholly or partly suspend or terminate the current award for the recipient's or subrecipient's program,

(4) Withhold further awards for the program, or

(5) Take other remedies that may be legally available.

Q Who is responsible for determining the amount of interest owed to the Department?

A As set forth in 31 CFR 205.9, a TSA must include the method a State uses to calculate and document interest liabilities. A State must calculate and report interest liabilities on the basis of its fiscal year. A State must ensure that its interest calculations are auditable and retain a record of the calculations. A non-State entity must keep track of any interest earned on Federal funds and promptly remit it to the government. Also, see the June 15, 2010, memorandum from the Department's Chief Financial Officer on Department of Education Cash Management Policies for Grants and Cooperative Agreements posted at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>.

Q How is interest earned on Federal funds calculated?

A If you earn interest on Federal funds, you must return the actual amount earned to the Department. If the disbursement arrangement is subject to a TSA, then the recipient must adhere to the interest calculation method specified in the TSA. Recipients that are not subject to a TSA (non-TSA recipients), along with subrecipients, must return actual interest earned on cash balances to the Department. In some cases, non-TSA recipients or subrecipients may not be able to readily identify the actual amount and must calculate the interest earned on Federal cash balances. For these cases, here are some guiding principles for non-TSA recipients and subrecipients to consider when performing interest calculations:

- Non-TSA recipients and subrecipients should calculate interest earned on Federal cash balances using the same method that was used to determine their interest earnings on cash balances from all sources. For example, Federal interest should be calculated using the average daily balance method if this method was used to calculate interest on Federal and non-Federal cash balances (all sources).
- Federal interest should be calculated using the same interest rate at which the non-TSA recipient or subrecipient earned interest on cash balances from all sources. Because interest earned on Federal cash balances must be calculated and remitted quarterly, the rate used in these calculations should be the applicable rate for that quarter.
- The amount of interest earnings remitted to the Department should not be reduced in order to compensate for the temporary use of other non-Federal cash resources to pay Federal program costs. This is true whether the non-TSA recipient or subrecipient normally receives Federal funds through an advance or reimbursement funding method.

Q May we keep interest earned on Federal funds?

A A recipient/subrecipient subject to EDGAR 34 CFR Part 74 may keep up to \$250/year of interest earned on excess Federal fund advances to cover administrative costs. All other amounts must be returned to the Department of Health and Human Services.

A recipient/subrecipient subject to EDGAR 34 Part 80 may keep up to \$100/year of interest earned on excess Federal fund advances to cover administrative costs. All other amounts must be returned to the Department of Education.

Q Where should I return interest earned on Federal funds?

A Recipients subject to Part 74 of EDGAR must return to the U.S. Department of Health and Human Services (HHS) the interest earned on advances of grant funds except that the recipient may retain up to \$250 of interest earned on the account each year to pay for the costs of maintaining the account. These requirements also apply to subrecipients subject to Part 74 Section 22 (l), which requires these recipients and subrecipients to annually remit interest earned on advances of funds.

The address for interest remittances to HHS is:

U.S. Department of Health and Human Services
P.O. Box 6120, Suite 1133
Rockville, MD 20852

Recipients subject to Part 80 of EDGAR must return to the Department the interest earned on advances of grant funds except that the recipient may retain up to \$100 of interest earned on the account each year to pay for the costs of maintaining the account. Section 80.21(i) requires these recipients to promptly (at least quarterly) remit interest earned on advances to the Department. These requirements also apply to subrecipients subject to Part 80.

The address for interest remittances to the Department is:

U.S. Department of Education
P.O. Box 979053
St. Louis, MO 63197-9000

Q What information should accompany my interest payment?

A Recipient/subrecipient should note their DUNS number as well as any other identifiable information specific to the award and the recipient/subrecipient.

Q Are grant recipients/subrecipients automatically permitted to draw funds in advance of the time they need to disburse funds in order to liquidate obligations?

A No. Section 80.21 of the EDGAR prescribes several methods a recipient may use to make payments to subrecipients. The State educational agency as the recipient, however, has the authority to determine which method it will use to make payments to its subrecipients within the State.

Q For formula grant programs such as ESEA Title I, for which States distribute funds to LEAs, may States choose to pay LEAs on a reimbursement basis?

A Yes. Section 80.21 of the EDGAR authorizes States to implement a payment system in which LEAs are reimbursed monthly; quarterly; or, in some cases, semi-annually. A reimbursement process is a State choice and not mandated by ED. Section 80.21 of EDGAR also allows recipients and subrecipients to be paid in advance, provided they maintain or demonstrate the willingness and ability to maintain procedures to minimize the time elapsing between the transfer of the funds and their disbursement by the recipient or subrecipient.

Q What are the exceptions to adhering to cash management requirements?

A A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override the general EDGAR cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose

contact information is on your Grant Award Notification (GAN).

Q Will the Department issue special procedures in advance if G5 plans to shut down for 3 days or more?

A Yes, the Department will issue special guidance for drawing down funds during a G5 shut down period of 3 days or more. The guidance will include cash management improvement act procedures for States and certain State institutions of higher education and procedures for grants (including Pell grants) that are not subject to CMIA. Early notice is provided to all grantees to plan accordingly.

**Recipients of ED Grants and Cooperative Agreements
Frequently Asked Questions**

Q What are the Federal Laws and Regulations on cash management?

A The *Cash Management Improvement Act of 1990 (CMIA)* is the overriding public law for cash management. It was enacted by Public Law 101-453, 31 U.S.C. 3335 and 6503. The implementing regulations are in Title 31 of the Code of Federal Regulations (CFR), Part 205, <http://www.fms.treas.gov/fedreg/31cfr205final.pdf>. In addition, the Education Department General Administrative Regulations (EDGAR) defines the CFR specific to administering the U.S. Department of Education's (the Department's) grants in 34 CFR, Part 74 and Part 80, http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrv1_08.html.

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Q What is a Treasury-State Agreement (TSA)?

A A TSA documents the accepted funding techniques and methods for calculating interest agreed upon by the U.S. Department of the Treasury (Treasury) and a State. It also identifies the Federal assistance programs. The *CMIA*'s implementing regulations at 31 CFR 205 will govern if there are any inconsistencies. A TSA will be effective until terminated, unless Treasury and a State agree to a specific termination date. Treasury or a State may terminate a TSA with 30 days written notice.

Q What if there is no TSA?

A When a State does not have a TSA in effect, default procedures will be prescribed to implement 34 CFR, subpart A. The default procedures will prescribe efficient funds transfer procedures consistent with State and Federal law and identify the covered Federal assistance programs and designated funding techniques. When the Department and a State reach agreement on some but not all Federal assistance programs administered by the State, the Department and the State may enter into a TSA for all programs on which we are in agreement and we may prescribe default procedures governing those programs on which we are unable to reach agreement.

Q What is a Federal-State Agreement?

A A Federal-State Agreement is an agreement between a State and a Federal Program Agency specifying terms and conditions for carrying out a Federal assistance program or group of programs. This is different from a TSA.

Q Who is responsible for Cash Management?

A The Department's grant and cooperative agreement recipients (recipients) are charged with the administration of Federal funds. In addition, recipients are responsible for ensuring that subrecipients are aware of cash management policies. For more information, see the recently issued Memorandum from the Chief Financial Officer on Cash Management which is posted on the ed.gov "ED Memoranda to Grantees" page at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>.

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A Recipients must monitor their cash drawdowns **and** their subrecipients to assure substantial compliance to the standards of timing **and** amount of advances. Additionally, when considered necessary and feasible by the Federal agency, recipients may be required to report the amount of cash advances in excess of three days' needs in their hands **and** of their subrecipients and to provide short narrative explanations of actions taken by the recipient to reduce the excess balances.

Q How soon may I draw down funds from the G5 grants management system (G5 replaced E-Payments in December 2007)?

A Grantees are required to minimize the amount of time between the drawdown and the use of funds from their bank accounts. (See EDGAR §74.21-22 and §80.20-21.) Funds must be drawn only to meet a grantee's immediate cash needs for each individual grant. Each time you use the G5 system to draw down a payment you check a box certifying that you are adhering to cash management requirements and that the funds will be spent within 3 days. The G5 screen displays the following message: *I certify, by processing this payment request and/or re-allocation, that the funds are being expended within three business days of receipt for the purpose and condition of the agreement.*

Q How may I use Federal funds?

A Federal funds must be used as specified in the Grant Award Notification (GAN).

Q What if I used Federal funds for other than the specific purpose for which it was given?

A This will be deemed a disallowed expenditure, and funds (including any earned interest) must be returned to the Department.

Q What are excess cash balances?

A Excess cash balances are funds maintained at the recipient/subrecipient's level in excess of immediate (usually 3 days) needs. Excess cash balances must be promptly withdrawn from account and returned to the Department.

Q What are the consequences to recipients/subrecipients for not complying with terms of the grant award?

A If a recipient or subrecipient materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, EDGAR, an assurance, a cooperative agreement, a TSA, an application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions:

- (1) Temporarily withhold cash payments pending correction of the deficiency by the recipient or subrecipient or more severe enforcement action by the awarding agency,
- (2) Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,
- (3) Wholly or partly suspend or terminate the current award for the recipient's or subrecipient's program,
- (4) Withhold further awards for the program, or
- (5) Take other remedies that may be legally available.

Q Who is responsible for determining the amount of interest owed to the Department?

A As set forth in 31 CFR 205.9, a TSA must include the method a State uses to calculate and document interest liabilities. A State must calculate and report interest liabilities on the basis of its fiscal year. A State must ensure that its interest calculations are auditable and retain a record of the calculations. A non-State entity must keep track of any interest earned on Federal funds and promptly remit it to the government. Also, see the June 15, 2010, memorandum from the Department's Chief Financial Officer on *Department of Education Cash Management Policies for Grants and Cooperative Agreements* posted at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>.

Q How is interest earned on Federal funds calculated?

A If you earn interest on Federal funds, you must return the actual amount earned to the Department. If the disbursement arrangement is subject to a TSA, then the recipient must adhere to the interest calculation method specified in the TSA. Recipients that are not subject to a TSA (non-TSA recipients), along with subrecipients, must return actual interest earned on cash balances to the Department.

In some cases, non-TSA recipients or subrecipients may not be able to readily identify the actual amount and must calculate the interest earned on Federal cash balances. For these cases, here are some guiding principles for non-TSA recipients and subrecipients to consider when performing interest calculations:

- Non-TSA recipients and subrecipients should calculate interest earned on Federal cash balances using the same method that was used to determine their interest earnings on cash balances from all sources. For example, Federal interest should be calculated using the average daily balance method if this method was used to calculate interest on Federal and non-Federal cash balances (all sources).
- Federal interest should be calculated using the same interest rate at which the non-TSA recipient or subrecipient earned interest on cash balances from all sources. Because interest earned on Federal cash balances must be calculated and remitted quarterly, the rate used in these calculations should be the applicable rate for that quarter.
- The amount of interest earnings remitted to the Department should not be reduced in order to compensate for the temporary use of other non-Federal cash resources to pay Federal program costs. This is true whether the non-TSA recipient or subrecipient normally receives Federal funds through an advance or reimbursement funding method.

Q May we keep interest earned on Federal funds?

A A recipient/subrecipient subject to EDGAR 34 CFR Part 74 may keep up to \$250/year of interest earned on excess Federal fund advances to cover administrative costs. All other amounts must be returned to the Department of Health and Human Services.

A recipient/subrecipient subject to EDGAR 34 Part 80 may keep up to \$100/year of interest earned on excess Federal fund advances to cover administrative costs. All other amounts must be returned to the Department of Education.

Q Where should I return interest earned on Federal funds?

A Recipients subject to Part 74 of EDGAR must return to the U.S. Department of Health and Human Services (HHS) the interest earned on advances of grant funds except that the recipient may retain up to \$250 of interest earned on the account each year to pay for the costs of maintaining the account. These requirements also apply to subrecipients subject to Part 74 Section 22 (l), which requires these recipients and subrecipients to annually remit interest earned on advances of funds. The address for interest remittances to HHS is:

U.S. Department of Health and Human Services

P.O. Box 6120, Suite 1133
Rockville, MD 20852

Recipients subject to Part 80 of EDGAR must return to the Department the interest earned on advances of grant funds except that the recipient may retain up to \$100 of interest earned on the account each year to pay for the costs of maintaining the account. Section 80.21(i) requires these recipients to promptly (at least quarterly) remit interest earned on advances to the Department. These requirements also apply to subrecipients subject to Part 80. The address for interest remittances to the Department is:

U.S. Department of Education
P.O. Box 979053
St. Louis, MO 63197-9000

Q What information should accompany my interest payment?

A Recipient/subrecipient should note their DUNS number as well as any other identifiable information specific to the award and the recipient/subrecipient.

Q Are grant recipients/subrecipients automatically permitted to draw funds in advance of the time they need to disburse funds in order to liquidate obligations?

A No. Section 80.21 of the EDGAR prescribes several methods a recipient may use to make payments to subrecipients. The State educational agency as the recipient, however, has the authority to determine which method it will use to make payments to its subrecipients within the State.

Q For formula grant programs such as ESEA Title I, for which States distribute funds to LEAs, may States choose to pay LEAs on a reimbursement basis?

A Yes. Section 80.21 of the EDGAR authorizes States to implement a payment system in which LEAs are reimbursed monthly; quarterly; or, in some cases, semi-annually. A reimbursement process is a State choice and not mandated by ED. Section 80.21 of EDGAR also allows recipients and subrecipients to be paid in advance, provided they maintain or demonstrate the willingness and ability to maintain procedures to minimize the time elapsing between the transfer of the funds and their disbursement by the recipient or subrecipient.

Q What are the exceptions to adhering to cash management requirements?

A A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override the general EDGAR cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on your Grant Award Notification (GAN).

Q Will the Department issue special procedures in advance if G5 plans to shut down for 3 days or more?

A Yes, the Department will issue special guidance for drawing down funds during a G5 shut down period of 3 days or more. The guidance will include cash management improvement act procedures for States and certain State institutions of higher education and procedures for grants (including Pell grants) that are not subject to CMIA. Early notice is provided to all grantees to plan accordingly.

EDGAR Advisory to Grantees

The Education Department General Administrative Regulations (EDGAR) are a compilation of regulations applicable to ED grantees, composed of Parts 74-99 of Title 34 in the U.S. Government's Code of Federal Regulations (CFR). The CD-ROM of EDGAR distributed with Grant Award Notifications since early 2009 contains the version of Part 99 [Family Educational Rights and Privacy] issued by the Department in December 2008, as well as nonprocurement debarment and suspension regulations at Part 85, issued in 2003.

Last year, the Department published a revised version of Part 99, containing numerous amendments and updates, which was effective on January 3, 2012. The revised Part 99 will be formally codified in the CFR in the last half of 2012. In the meantime, grantees are directed to the version of the revised Part 99 that can currently be found online at the Government Printing Office's e-CFR website. The e-CFR is a regularly updated, unofficial, non-legal edition of the CFR, created in partnership with the Office of the Federal Register.

In addition, the Department revised its regulations for nonprocurement debarment and suspension in March, 2012. This revision removed Part 85 from EDGAR and relocated the nonprocurement debarment and suspension regulations to another Title of the CFR, specifically 2 CFR 3485.

The Department's website contains links to the e-CFR version of the revised EDGAR Part 99, all the other parts of EDGAR, and the new 2 CFR 3485 at:

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Grantees wishing to review the background and discussion of the changes made to in the revised Part 99 can find a link for the Department's *Federal Register* issuing notice on at the same web page. The *Federal Register* notice updates the previous notice shown in Appendix B on the EDGAR CD-ROM and contains the name and contact information for the ED staff member who can respond to inquiries about the revised Part 99.

The web page also contains a link to the *Federal Register* notice that issued the new nonprocurement debarment and suspension regulations at 2 CFR 3485.

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

MEMORANDUM to ED GRANTEES REGARDING THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
 - Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
 - Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
 - Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 225 (OMB Circular A-87, State, Local, and Indian Tribal Governments), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>); 2 CFR Part 220 (OMB Circular A-21, Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>); and 2 CFR 230 (OMB Circular A-122, Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml>). In particular, remember that:
 - Federal grant funds cannot be used to pay for alcoholic beverages; and
 - Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
 - When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
 - A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.
 - All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
 - A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

June 2012

Attachment F

Request for Approval of Program Income

In projects that generate program income ¹⁰⁾, the recipient calculates the amount of program income according to the guidance given in:

- 34 CFR 74.20(f) [institutions of higher education, nonprofit organizations, and hospitals];
or
- 34 CFR 80.25(c) [State and local governments and Federally recognized Indian tribes].

***** IF YOU RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY AND YOU ARE SUBJECT TO ANY OF THE RESTRICTIONS IDENTIFIED BELOW, THE RESTRICTION(S) WILL APPEAR IN BOX 10 ON YOUR GRANT AWARD NOTIFICATION AS A GRANT TERM OR CONDITION OF THE AWARD. *****

Unless checked below as NOT ALLOWED, the recipient may exercise any of the options or combination of options, as provided in EDGAR ¹¹⁾, for using program income generated in the course of the recipient's authorized project activities:

- Not Allowed Adding program income to funds committed to the project by the Secretary and recipient and using it to further eligible project or program objectives;
- Not Allowed Using program income to finance the non-Federal share of the project or program; and
- Not Allowed Deducting program income from the total project or program allowable cost in determining the net allowable costs on which the Federal share of costs is based.

¹⁰⁾ As defined in §74.2 and §80.25(b) of the Education Department General Administrative Regulations (EDGAR)

¹¹⁾ 34 CFR 74.24(a)-(h) [Institutions of higher education, nonprofit organizations, and hospitals]; or
34 CFR 80.25(a)-(h) [State and local governments and Federally-recognized Indian tribes]

Attachment HS 1

Special Grant Term for the Protection of Human Research Subjects

HS 1. Continuing IRB Reviews.

This grant includes nonexempt research activities involving human subjects--research that is not exempt under Sections 97.101(b) and 97.401(b) of 34 CFR Part 97, the Departments Regulations for the Protection of Human Subjects. The following grant term applies.

34 CFR Part 97 requires Institutional Review Board (IRB) review, at least once a year, of nonexempt research activities. Whether the IRB review is required more frequently than once a year depends on the degree of risk.

- o If an IRB review is required more frequently than once a year, the grantee shall submit the IRB certification to the Program Office immediately following the IRB review except those certifications that coincide with the submission of the Performance Report, which may be submitted with that report.
- o If an IRB review is required once a year only, the grantee of a one-year project shall submit the annual certification to the Program Office immediately following the annual IRB review; the grantee of a multi-year project shall submit the annual certification with the Performance Report.
- o The grantee shall ensure that the Department receives the required certifications from any legally separate institution (not owned or operated by the grantee) that is involved in nonexempt research under this grant before the institution initiates the research activity.
- o The certifications must be submitted to the Program Office at the address shown on Attachment B to the Grant Award Notification.

Special Grant Term for the Protection of Human Research Subjects

HS 2. Pending IRB Reviews and Indefinite Activities.

This grant includes nonexempt research activities involving human subjects--research that is not exempt under Sections 97.101(b) and 97.401(b) of 34 CFR Part 97, the Departments Regulations for the Protection of Human Subjects. The grantee met the pre-award requirements for assurances and initial Institutional Review Board (IRB) certifications; however, some IRB reviews are pending and/or some research activities are indefinite at the time of award and remain to be selected. The following grant term applies.

Under governing regulations, 34 CFR Part 97, Federal funds administered by the Department of Education must not be expended for nonexempt research involving human subjects unless the requirements of the regulations have been met. Under no condition may a grantee or any other institution involved in the research initiate a nonexempt research activity prior to receipt by the Department of a certification that the research has been reviewed and approved by the Institutional Review Board (IRB) designated in the assurance of compliance.

- o The grantee shall submit the IRB certifications for the research activities identified under one or both of the charts supplied in 2a. and/or 2b. below before the activities are initiated.
- o The grantee shall submit the required IRB certifications to the Program Office immediately following review by the IRB.
- o The grantee shall ensure that the Department receives the required certifications from any legally separate institution (not owned or operated by the grantee) that is involved in nonexempt research under this grant before the institution initiates the research activity.
- o The grantee shall ensure that any legally separate institution (not owned or operated by the grantee) that is involved in nonexempt research under this grant is operating under an approved assurance before it initiates the nonexempt research activity.
- o The certifications must be submitted to the Program Office at the address shown on Attachment B to the Grant Award Notification.

**Attachment HS3
Assurances and Initial IRB Certifications.**

Special Grant Term for the Protection of Human Research Subjects

This grant includes nonexempt research activities involving human subjects-research that is not exempt under Sections 97.101(b) and 97.401(b) of 34 CFR Part 97, the Department of Education's Regulations for the Protection of Human Subjects. The grant was awarded before the grantee had complied with the pre-award requirements for assurances and/or Institutional Review Board (IRB) certifications. The following grant term applies.

3a. Under governing regulations, 34 CFR Part 97, Federal funds administered by the Department of Education must not be expended for nonexempt research involving human subjects unless the requirements of the regulations have been met. Under no condition may Federal funds be expended for research involving human subjects and under no condition may a grantee or any other institution involved in the research initiate a nonexempt research activity prior to receipt by the Department of a certification that the research has been reviewed and approved by the Institutional Review Board (IRB) designated in the assurance of compliance.

The following institutions are not operating under an approved assurance:

Name of institution: _____

Name of institution: _____

If it does not have an assurance, the grantee shall apply for the Federal Wide Assurance from the Office for Human Research Protections, Department of Health and Human Services.

http://www.hhs.gov/ohrp/assurances/assurances_index.html

The grantee shall ensure that any legally separate institution (not owned or operated by the grantee) that is involved in nonexempt research under this grant and that does not have an assurance applies for the Federal Wide Assurance from the Office for Human Research Protections before it initiates the research activity.

3b. Under no condition may a grantee or any other institution involved in the research initiate nonexempt research prior to receipt by the Department of Education of a certification that the research has been reviewed and approved by the Institutional Review Board (IRB) designated in the approved assurance.

The Department has not received IRB certifications for the activities listed below:

Research activity: _____

Research activity: _____

The grantee shall submit the certifications to the Department at the address or at the FAX number shown below.

The grantee shall ensure that the Department receives the required certifications from any legally separate institution (not owned or operated by the grantee) that is involved in nonexempt research under this grant before the institution initiates the activity.

Send the IRB certifications to:

Protection of Human Subjects Coordinator

U.S. Department of Education

OCFO

LBJ Building, #4C112

400 Maryland Avenue, SW

Washington, DC 20202-4331

Fax: 202-205-0765

e-mail: jeffery.rodamar@ed.gov

ATTACHMENT J

Special Attachment for Budget and Project Activity Recommendations/Changes

PR/Award # _____

The following changes are recommended or made to the requested budget and project activities for the grant award referenced above. These changes are incorporated into this award by reference unless revised by mutual agreement between the program staff recommending or making these changes and the grant recipient. Non-Federal support of this project should be changed accordingly, where applicable.

Changes to Budget Amounts (including reasons for changes):

- 1. Personnel
- 2. Fringe Benefits
- 3. Travel
- 4. Equipment
- 5. Supplies
- 6. Contractual
- 7. Construction
- 8. Other (excluding lines 9. and 10.)
- 9. Training Costs/Stipends
- 10. Institutional Allowances (if applicable)
- 11. Indirect Cost

Total (as reflected on the Grant Award Notification) _____

Revisions to Project Activities (including justifications for changes):

Signed

Date

Trafficking in Persons

The Department of Education adopts the requirements in the Code of Federal Regulations at 2 CFR 175 and incorporates those requirements into this grant through this condition. The grant condition specified in 2 CFR 175.15(b) is incorporated into this grant with the following changes. Paragraphs a.2.ii.B and b.2.ii. are revised to read as follows:

“a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

“b.2.ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients.

Reporting Prime Awardee Executive Compensation Data

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that executive compensation data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010. As such, grants awarded by the U.S. Department of Education are required to report executive compensation data as addressed in this grant award term:

a. Reporting Total Compensation of Recipient Executives:

1. *Applicability and what to report.* You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if—

i. the total Federal funding authorized to date under this award is \$25,000 or more;

ii. in the preceding fiscal year, you received--

(A) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and

(B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and

iii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/execomp.htm>.)

2. *Where and when to report.* You must report executive total compensation described in paragraph b.1. of this award term as part of your System for Award Management (SAM) registration profile at <http://www.sam.gov>.

A. If this is the first award you have received that is subject to the reporting requirements in paragraph b.1., you must report by the end of the month following the month in which this award is made, and on each anniversary of this award.

B. If you have already received an award this year that is subject to the reporting requirements in paragraph b.1., you must report executive compensation on the anniversary of the first award you received that was subject to the reporting requirement in paragraph b.1. of this condition.

b. Definitions. For purposes of this award term:

1. **Entity** means all of the following, as defined in 2 CFR part 25:

- i. A Governmental organization, which is a State, local government, or Indian tribe;
- ii. A foreign public entity;
- iii. A domestic or foreign nonprofit organization;
- iv. A domestic or foreign for-profit organization;
- v. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

2. **Executive** means officers, managing partners, or any other employees in management positions.

3. **Total compensation** means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):

- i. Salary and bonus.
- ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
- iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
- iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
- v. Above-market earnings on deferred compensation which is not tax-qualified.
- vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

7/2012

**SPECIAL CONDITIONS FOR DISCLOSING
FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS**

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state —

- 1) the percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Division H, Title V, Section 505 of Public Law 113-76, Consolidated Appropriations Act, 2014.

ATTACHMENT U

PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

12/09

ATTACHMENT V

Registration of Data Universal Numbering System (DUNS) Number and Taxpayer Identification Number (TIN) in the System for Award Management (SAM)

The U.S. Department of Education (Education) Grants Management System (G5) will begin disbursing payments via the U.S. Department of Treasury (Treasury) rather than directly through the Federal Reserve as in the past. The U.S. Treasury requires that we include your Tax Payer Identification Number (TIN) with each payment. Therefore, in order to do business with Education you must have a registered DUNS and TIN number with the SAM, the U.S. Federal Government's primary registrant database. If the payee DUNS number is different than your grantee DUNS number, both numbers must be registered in the SAM. Failure to do so will delay the receipt of payments from Education.

A TIN is an identification number used by the Internal Revenue Service (IRS) in the administration of tax laws. It is issued either by the Social Security Administration (SSA) or by the IRS. A Social Security number (SSN) is issued by the SSA whereas all other TINs are issued by the IRS.

The following are all considered TINs according to the IRS.

- Social Security Number "SSN"
- Employer Identification Number "EIN"
- Individual Taxpayer Identification Number "ITIN"
- Taxpayer Identification Number for Pending U.S. Adoptions "ATIN"
- Preparer Taxpayer Identification Number "PTIN"

If your DUNS number is not currently registered with the SAM, you can easily register by going to www.sam.gov. Please allow 3-5 business days to complete the registration process. If you need a new TIN, please allow 2-5 weeks for your TIN to become active. If you need assistance during the registration process, you may contact the SAM Federal Service Desk at 866-606-8220.

If you are currently registered with SAM, you may not have to make any changes. However, please take the time to validate that the TIN associated with your DUNS is correct.

If you have any questions or concerns, please contact the G5 Hotline at 888-336-8930.

System for Award Management and Universal Identifier Requirements

A. Requirement for System for Award Management (SAM)

Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the SAM until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

B. Requirement for Data Universal Numbering System (DUNS) Numbers

If you are authorized to make subawards under this award, you:

1. Must notify potential subrecipients that no entity (see definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.
2. May not make a subaward to an entity unless the entity has provided its DUNS number to you.

C. Definitions

For purposes of this award term:

1. System for Award Management (SAM) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the SAM Internet site (currently at <http://www.sam.gov>).
2. Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at <http://fedgov.dnb.com/webform>).
3. Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:
 - a. A Governmental organization, which is a State, local government, or Indian Tribe;
 - b. A foreign public entity;
 - c. A domestic or foreign nonprofit organization;
 - d. A domestic or foreign for-profit organization; and
 - e. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
4. Subaward:
 - a. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 - b. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. 11.210 of the attachment to OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").
 - c. A subaward may be provided through any legal agreement, including an agreement that you consider a contract.
5. Subrecipient means an entity that:
 - a. Receives a subaward from you under this award; and
 - b. Is accountable to you for the use of the Federal funds provided by the subaward.

Attachment Z

Prior Approval Requirements

In accordance with the procedures specified in EDGAR as a condition of this award, the grantee is required to obtain ED approval for any item checked below before undertaking any of the following administrative actions during the budget period specified for this award:

- Extending the project period of the grant beyond the project period end date specified in the most recent revision of the Grant Award Notification;
- Using grant funds carried forward that the grantee has not obligated in the budget period funded by this award for obligation(s) during the following budget period;
- Expending grant funds provided for the budget period funded by this award before the budget period start date specified in the most recent revision of the Grant Award Notification; or
- Making cumulative transfers among direct-cost budget categories (on awards greater than \$100,000) that exceed 10% of the approved budget for the budget period funded by this award.

12/13/2005

Abstract Narrative

Applicant: *Oakland Unified School District (OUSD)* Family, Schools, & Community Partnerships Department, 746 Grand Avenue, Oakland, CA, 94610, with *Alameda County Health Care Services Agency (HCSA)* as primary partner. **Contact:** Andrea Bustamante, Director, Community School Partnerships, andrea.bustamante@ousd.k12.ca.us, (510) 273-1569

Project summary: OUSD will work with 6 schools and community partners to develop seamless, sustainable systems of support to address students' academic and non-academic needs, with the overall purpose of improving academic achievement and equipping students to be able to graduate ready for college, careers, and the community. We will transform 3 elementary schools into FSCSs; expand FSCS models at 3 middle schools; establish transition programs and partnerships for health care services to prepare rising 6th graders for middle school and ensure students and families have a continuum of support; and develop an articulated elementary/middle school FSCS model that will inform its scaling throughout OUSD and in other districts.

FSCS schools and target population: New Highland Academy, Rise Community School, and Garfield Elementary serve grades K-5. Alliance Academy, Elmhurst Community Prep, and Roosevelt serve grades 6-8. All 6 are Title I schools in some of Oakland's highest-need inner city communities, plagued by high rates of poverty, gang violence, and other severe challenges. Of 2,550 students enrolled in these schools, 90% are economically disadvantaged, 99% are students of color, and 38% English Learners. About 50% of parents/guardians did not complete high school. The vast majority of students are not proficient in core academic skills.

Project plan and services: In Year 1, the school communities will assess needs, identify priorities, and establish plans for implementing data-driven strategies to address barriers to learning, in several key priority areas. Parallel to planning efforts, the schools will begin to provide an array of services in these areas. *Family engagement and adult education services* will equip parents to support their children's education, engage in school decision-making, and advance their families' prospects. *Services to assist students who have been chronically absent or truant* will address the contributors to these barriers to learning, leading to increased school attendance and engagement. *Comprehensive health, dental, vision, and behavioral health care* will address needs in the school communities, delivered through Health Centers at the middle schools. *Transition supports* for rising 6th graders will include strategies in each priority area.

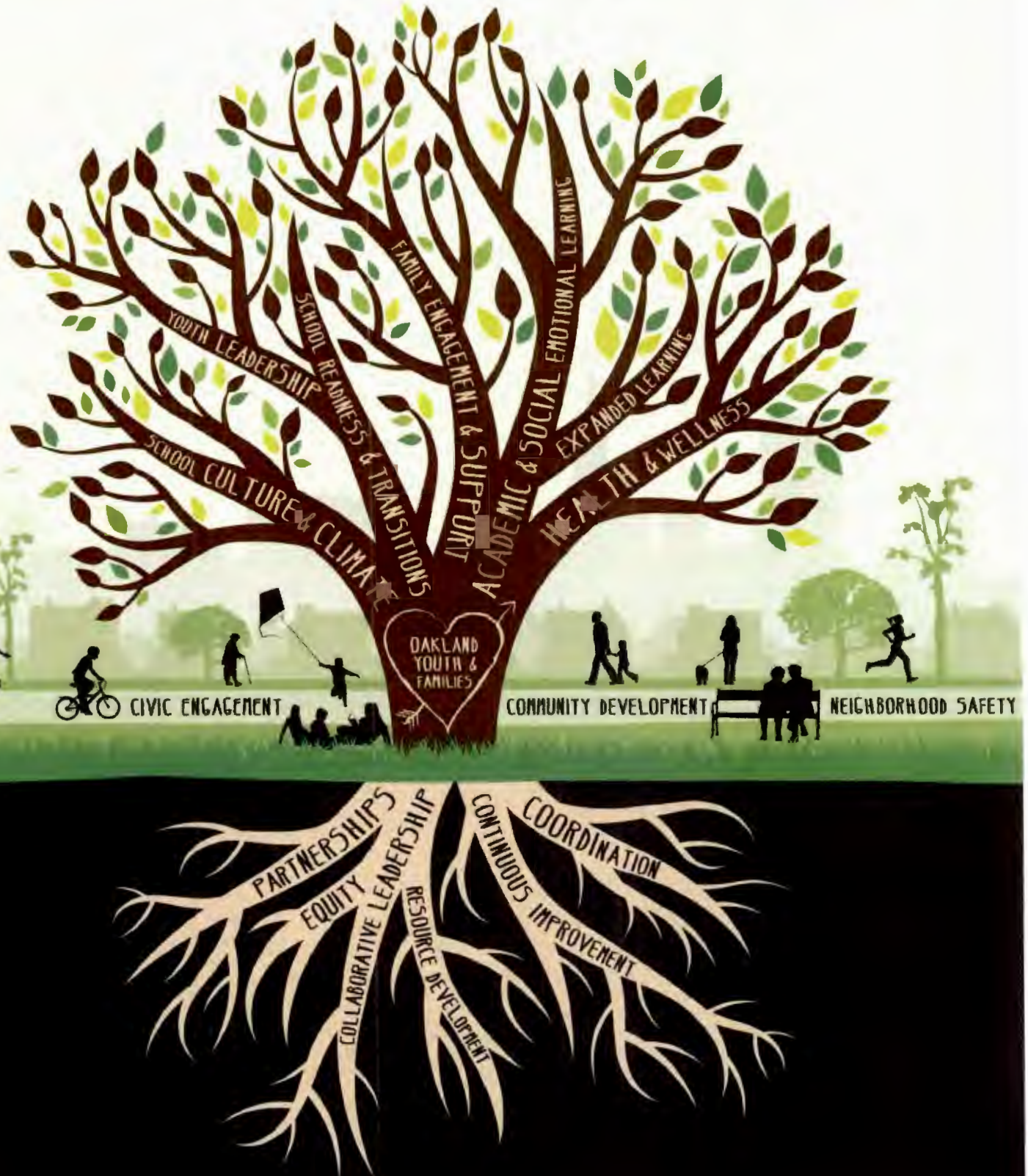
Number of individuals to be served: Each year, the project will serve 2,550 students through school-wide strategies; approximately 120 students struggling with chronic absenteeism and at least 420 family members of children who have or are at risk of chronic absenteeism; at least 460 family members through the family engagement and adult education services; and 2,450 students and 425 family members community members via health services.

Project goals and outcomes: (1) Students at the target schools attend, are engaged in, and succeed in school, with specific objectives for student attendance, engagement, academic achievement, and high school matriculation, and (2) The target schools are transformed into robust, sustainable FSCSs, that inform replication of the elementary/middle cluster FSCS model.

Partners that will assist in services: OUSD; Alameda County HCSA; City of Oakland - Oakland Fund for Children & Youth; Lifelong Medical Care; La Clinica de la Raza; Higher Ground Neighborhood Development Corporation, Bay Area Community Resources, East Bay Asian Youth Center; Lincoln Child Center; Seneca Center; Community Health for Asian Americans; Asian Community Mental Health Services, and East Bay Agency for Children.



OAKLAND FULL SERVICE COMMUNITY SCHOOLS





Our Full Service Community Schools serve the whole child; they invite the community in and extend boundaries into the community to accelerate academic achievement and overall wellness; they share responsibility for student, family, and community success. While every community school is unique to its school community, all Oakland community schools have a consistent set of foundation, program, and community elements at the core.

FOUNDATION

Equity

Our goal is to create a supportive and nurturing learning environment in every school, where all students, parents, teachers, principals, and staff are treated with respect and dignity. Community schools eliminate historical inequities and disparities in school achievement, discipline, and attendance. They create a mix of supports, opportunities, and partnerships to address inequities in their community and build a strong school culture.

Coordination

Coordination is at the core of community school effectiveness. At a minimum, this usually means a dedicated Site Manager and coordination of services team (COST). The Manager works with internal and external partners to ensure that student and family supports are integrated with each other, and with the school's instructional program and daily life.

Continuous Improvement

Community schools use data to inform decisions, identify and prioritize needs, guide resources, measure success, and strengthen both services and partnerships. Schools and partners have agreements and processes in place to share and use data to these ends.

Collaborative Leadership

Community schools and the district have collaborative leadership structures with many opportunities for engagement. Partners, students, families, and the community are at the table—sharing their perspectives, looking at data, planning and improving the quality of the school, and participating in key decisions. Together they hold the community school vision.

Partnerships

Community school partnerships share a common goal of success for students, families, and the broader community. Partners and schools work closely to align goals and outcomes to best meet the needs of the school community, including a positive school culture, and the varied academic, health, and social emotional needs of students and families.

Resource Alignment

Community schools are a strategy for organizing the resources of a community in support of children and families—bringing together fragmented funding streams, and aligning diverse stakeholders' resources. Equity-based resource allocation, blended funding, integrated budgeting, in-kind resources, and joint fund development are just some of ways resources can be leveraged and sustained.

CORE ELEMENTS

Academic and Social Emotional Learning

A high quality community school prepares students to be college, career, and community ready, which requires both academic and social emotional learning. This means having high quality and effective instruction, curriculum that is meaningful and challenging, and differentiated strategies to support high standards and expectations for all, from preK through 12th grade. It also means explicitly teaching youth and adults social and emotional competencies and skills—the ability to self-manage, be self and socially aware, make responsible decisions, and build trusting relationships, so that we can handle ourselves, our relationships, and our work effectively and ethically in the 21st century.

School Culture and Climate

Oakland community schools are safe and healthy centers of their communities. They actively create an inclusive, welcoming and caring community, fostering communication that values individual and cultural differences. The thriving school culture encourages student leadership and academic achievement; with rituals, restorative practices, and celebrations that build community, caring relationships, and a positive school climate.

Youth Leadership

Guided by the OUSD Meaningful Student Engagement Standards, community schools create a thriving school culture that encourages youth leadership, and partner with students by listening to their perspectives and acting on their recommendations for change. Youth engage in supports and opportunities that build their skills, competencies, and resiliency. At the secondary level, youth are decision-makers and school culture change drivers.

Health and Wellness

Our community schools serve the whole child, providing a range of health and wellness programs and services that address barriers to learning, and create a safe and positive school climate. Students' physical and behavioral health needs are met on-site and through a robust referral system. Students have access to nutritious food, health education, and opportunities to be physically active. Families are engaged around supporting their children's health as well as their own. And staff wellness is actively fostered.

Expanded Learning

Expanding learning builds on our strong afterschool infrastructure, deepening integration with the school and offering students and families learning opportunities before and after school, on weekends, and during summer. Opportunities range from enrichment and service learning, to academic intervention and credit recovery. The school and community work together to bring learning to life and give students the chance to explore subjects, careers, and passions.

Family Engagement and Support

Guided by the OUSD Family Engagement Standards, community schools partner with families to understand and support their child's academic and social emotional learning, and the overall success of the school. Schools and partners also support families' education and basic needs so that they can best nurture their children's overall development.

School Readiness and Transitions

Community schools work with a wide array of partners to create educational pathways from cradle to career for all students. Students are prepared and supported as they move from early childhood into elementary, middle and high school, and beyond into higher education, as well as during unexpected transitions. Students get a strong start in high quality, aligned early childhood programs, followed by innovative, well-developed career pathways that prepare our young people for success in college, careers, and their communities.

COMMUNITY CONNECTIONS

In Oakland, high quality community schools empower students, families, school staff, and the community to create a healthy, safe, hopeful and supportive community within and around the school. This is the way we will build and sustain a district of community schools that extends beyond individual schools to a concern for how we, as a community, come together in the service of all of our children. This type of community engagement includes working together on

- Neighborhood Safety
- Community Development
- Civic Engagement

OAKLAND FULL SERVICE COMMUNITY SCHOOLS APPROACH





OAKLAND UNIFIED
SCHOOL DISTRICT

*Community Schools,
Thriving Students*

STANDARDS FOR MEANINGFUL FAMILY ENGAGEMENT

Standard 1 Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Standard 2 Communication with Parent/Caregiver

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3 Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

Standard 4 Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

Standard 5 Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6 Community Collaboration & Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Vision

Through meaningful family engagement, we envision a transformed school system that has directly confronted and actively addressed inequity and injustice so that every OUSD student graduates and becomes a fully engaged member of our community.

Mission

The mission of meaningful family engagement is to inspire, engage, and support the students, families, and communities of OUSD to become authentic co-owners of our schools who share responsibility for every student becoming college and career ready. Through community organizing, and by building OUSD capacity, we will expand participation in learning, leadership, and advocacy that results in high levels of academic achievement and life opportunities for individual students, and for entire school communities.



VALUES

- We value the unique and diverse experiences of families in our community.
- We value engaging with students and families with love, care, compassion and respect.
- We value students as leaders and agents of change. We value family members as leaders and agents of change.
- We value authentic democratic decision-making where students, families, and communities are equal partners.
- We value self-determination with community and family empowerment.
- We value bridging OUSD staff with students, families, and communities to engage in healthy struggle for positive change.



School Family Engagement Inventory - Spring 2014

Introduction

Greetings!

Thank you in advance for completing this School Family Engagement Inventory. The Inventory serves to identify existing family engagement practices within your school. The strategies included in this survey are intended to be an inventory and not a list of required activities. The results are completely anonymous and your school's responses will not be included in any published documents.

Who should complete the Inventory? At minimum, this should be completed by the Principal. In addition, consider including other members of your community (parent leaders, members of your engagement team, staff, etc.)

Please include as much information as possible in the comment boxes. Provide examples, anecdotes, details, comments and questions, that will help us understand where you are in the work. This inventory will help us identify the best practices that already exist in your school and the areas that have been a challenge. We will use the results of the Inventory to shape the content of the Family Engagement Learning Institute.

We look forward to supporting you family engagement efforts.

Sincerely,
Teneh Weller
Executive Director, High Expectations Parental Service

School Family Engagement Inventory - Spring 2014

*1. School Contact Information:

School Name:

Principal Name:

Address:

Address 2:

City/Town:

State:

ZIP:

District:

Email Address:

Phone Number:

*2. Who is completing this inventory?

Principal Parent

Vice Principal Other Staff

Family Engagement Staff

*3. Our school has a family liaison, family advocate, or the equivalent.

Yes No In Progress

Details/Explain/Evidence:

*4. Our school has an active parent-teacher organization (PTA, PTO, etc.) with regular meetings.

Yes No In Progress

Details/Explain/Evidence:

School Family Engagement Inventory - Spring 2014

5. If you answered "Yes" to question #4, does your parent-teacher organization (PTA, PTO, etc.) currently reflect your diverse student population?

- Yes No In Progress

Details/Explain/Evidence:

***6. Our school has an active School Site Council with regular meetings.**

- Yes No In Progress

Details/Explain/Evidence:

7. If you answered "Yes" to question #6, does your School Site Council currently reflect your diverse student population?

- Yes No In Progress

Details/Explain/Evidence:

8. Our school has other parent leadership organizations:

Organization:

Organization:

Organization:

Organization:

***9. Our school holds regular meetings where families have the opportunity to interact with the Principal.**

- Yes, very successful. No
- Yes, somewhat successful. In Progress
- Yes, little success.

Details/Explain/Evidence:

School Family Engagement Inventory - Spring 2014

***10. Our school has partnerships with community based organizations that support our family engagement efforts.**

- Yes, very successful.
- Yes, somewhat successful.
- Yes, little success.
- No
- In Progress

Details/Explain/Evidence:

***11. If you answered "Yes" for question #10, is your family engagement plan included in your school site plan?**

- Yes
- No

Details/Explain/Evidence:

***12. Our parent-teacher conferences are held...**

- Once per year
- Twice per year

***13. Our school holds data sharing workshops with our families.**

- Yes, very successful.
- Yes, somewhat successful.
- Yes, little success.
- No
- In Progress

Details/Explain/Evidence:

School Family Engagement Inventory - Spring 2014

***14. Our school has opportunities for families to understand how to support learning at home.**

- Yes, very successful.
- Yes, somewhat successful.
- Yes, little success.
- No
- In Progress

Details/Explain/Evidence:

***15. Our school offers family engagement professional development for teachers.**

- Yes, very successful.
- Yes, somewhat successful.
- Yes, little success.
- No
- In Progress

Details/Explain/Evidence:

***16. Our school conducts an annual survey that assesses the school's effectiveness in engaging families.**

- Yes
- No
- In Progress

Details/Explain/Evidence:

***17. Our school has a room designated for families.**

- Yes
- No
- In Progress

Details/Explain/Evidence:

School Family Engagement Inventory - Spring 2014

*18. Our school collects family participation data.

- Yes, very successful.
- Yes, somewhat successful.
- Yes, little success.
- No
- In Progress

Details/Explain/Evidence:

*19. Our school offers parenting workshops for families.

- Yes, very successful.
- Yes, somewhat successful.
- Yes, little success.
- No
- In Progress

Details/Explain/Evidence:

20. Please share any additional information about your family engagement efforts.

School Family Engagement Inventory - Spring 2014

21. What has been your greatest success in engaging families?

22. What has been your greatest challenge in engaging families?

23. What topics do you hope the Family Engagement Learning Institute will include?

Topic:

Topic:

Topic:

Topic:

Topic:

Community Schools Strategic Site Plan (CSSSP)

School Culture Assets Scan



School:

Lever	Emerging	Developing	Thriving
YOUTH & ADULTS ARE CULTURE KEEPERS	<ul style="list-style-type: none"> Youth leadership class focuses on student activities only No on-going structure for youth-adult exchange/problem solving Student leadership has little access to dialogue with principal Students not active in developing and monitoring agreements/code of conduct Few positive incentives offered 	<ul style="list-style-type: none"> Climate team/adult allies lead youth process to develop school climate vision, rules and agreements/code of conduct for youth and adults Teachers and admin value and solicit student voice Teachers and classified staff provide input on school-wide rules, discipline policy 	<ul style="list-style-type: none"> Youth articulate school's identity, welcome visitors and orient new students. There is a robust home-school communication system: norms, and rituals for two-way communication including social media Teachers and classified staff actively participate in refining, teaching and school-wide norms and behavior
DISTRIBUTED LEADERSHIP	<ul style="list-style-type: none"> School holds elections for SSC parent, teacher, community reps There are limited opportunities for parent and youth leadership representative of school demographics Major decisions are made by admin team without feedback 	<ul style="list-style-type: none"> PTA & parent leadership participate in leadership opportunities that represent school demographics There are opportunities for teacher leadership Decisions are vetted with stakeholders and staff 	<ul style="list-style-type: none"> Youth are on SSC at all schools and paired with an adult mentor All stakeholders have leadership roles in school culture Parents and students participate in shaping the discipline system Leadership is described as Collaborative vs. Hierarchical
SYSTEMS AND STRUCTURES	<ul style="list-style-type: none"> Supports and interventions are solely focused on students. Adults may get individual feedback in response to a problem No on-going framework for teachers to improve their practice in implementing school culture Classified staff /partners rarely included in school culture PD 	<ul style="list-style-type: none"> School culture PD is initiated but coaching is not provided Multiple strategies are taught but there is not universality Advanced PD is received by a few highly motivated staff Courageous conversations are initiated but not sustained Restorative practices are discussed but all staff has had limited training/exposure 	<ul style="list-style-type: none"> There is agreement among staff that adults need skills and support to model and teach school-wide rules, values, routines and rituals. On-going instruction takes place all staff and service partners All-staff come together regularly to discuss race and culture and to align teaching practice and services All staff are well versed in restorative practices which are applied equitably

Community Schools Strategic Site Plan (CSSSP)

School Culture Assets Scan

School:



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Lever	Emerging	Developing	Thriving
FOCUS ON BUILDING ADULT CAPACITY	<ul style="list-style-type: none"> • Supports and interventions are solely focused on students. • Adults may get individual feedback in response to a problem • No on-going framework for teachers to improve their practice in implementing school culture • Classified staff and partners are rarely engaged in school culture professional learning 	<ul style="list-style-type: none"> • School culture PD is initiated but coaching is not provided to teachers and staff • Multiple strategies are taught but there is not uniformity or agreement across teachers/ adults within the school community • Advanced PD is received by a smaller number of motivated staff • Courageous conversations are initiated but not routinely followed up • Restorative practices are discussed but all staff has had limited training/exposure 	<ul style="list-style-type: none"> • There is agreement among staff that adults need significant capacity building and support to model, teach and positively reinforce school-wide rules, values, routines and rituals. • On-going differentiated instruction takes place for admin, teachers, classified staff, and partners • All-staff come together regularly to discuss race and culture and align teaching practice with the needs of all students within the school demographics (i.e. , AA students, students impacted by violence/trauma, ELL students, etc.) • All staff are well versed in restorative practices which are applied equitably
AWARENESS OF BIAS	<ul style="list-style-type: none"> • No awareness of bias • Focus is on fixing students 	<ul style="list-style-type: none"> • Awareness of bias exists • School community has articulated some strategies for addresses bias issues • Feedback is solicited from students and parents regarding bias at the school 	<ul style="list-style-type: none"> • On-going Professional Learning and reflection on bias • School community works actively to build alliances across difference • Leadership and SC Team are champions of shifting adult thinking from “3 strikes you are out” to “4 balls you are in”. • Stakeholders articulate a focus on equity in policy and practice at the school

A School Climate Survey for Parents and Guardians

Oakland Unified School District

This survey is an opportunity for you to help this school by sharing your opinions about it. Your opinions are important, and the school is interested in hearing them.

We are particularly interested in your thoughts on this school's efforts to promote academic success and well-being for every student, regardless of race, ethnicity, disability, or other characteristics.

If you have more than one child at **this** school, please complete one survey for each child.

Answer all the questions based on your experiences at **this** school only. Remember, we appreciate your honest opinions.

Do not write your name on this survey. No one can tell who filled out this survey. Your answers will be completely private and unknown to others.

Please begin by writing the name of the school your child attends on the line below:

School Name: _____

Begin by answering the following questions about yourself and your child.

1. I am a...

- (A) Parent of at least one child at this school
- (B) Grandparent, other relative, and/or legal guardian of a child at this school
- (C) Not applicable, not sure, or decline to answer

2. Is your child in any of these programs? (**Mark all that apply**)

- (A) Migrant Education Program
- (B) Special Education Program or has had an Individual Education Plan (IEP)
- (C) English Language Development (for children learning English)
- (D) Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes
- (E) Not applicable, not sure, or decline to answer

3. How many years has your child been at this school?

- (A) Less than one year
- (B) 1 to 2 years
- (C) 3 to 5 years
- (D) 6 to 10 years
- (E) Over 10 years
- (F) Not applicable, not sure, or decline to answer

4. What is your race or ethnicity?

- (A) African American (Not Hispanic)
- (B) American Indian or Alaska Native
- (C) Asian or Asian American
- (D) Hispanic or Latino
- (E) Pacific Islander
- (F) White or Caucasian (Not Hispanic)
- (G) Other or Multi-ethnic
- (H) Not applicable, not sure, or decline to answer

5. Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

- (A) Yes
- (B) No
- (C) Not applicable, not sure, or decline to answer

6. In what grade is your child?

- | | | |
|---|---|--|
| <input type="radio"/> (A) Kindergarten | <input type="radio"/> (F) 5 th grade | <input type="radio"/> (K) 10 th grade |
| <input type="radio"/> (B) 1 st grade | <input type="radio"/> (G) 6 th grade | <input type="radio"/> (L) 11 th grade |
| <input type="radio"/> (C) 2 nd grade | <input type="radio"/> (H) 7 th grade | <input type="radio"/> (M) 12 th grade |
| <input type="radio"/> (D) 3 rd grade | <input type="radio"/> (I) 8 th grade | <input type="radio"/> (N) Other |
| <input type="radio"/> (E) 4 th grade | <input type="radio"/> (J) 9 th grade | <input type="radio"/> (O) Ungraded |

C A L I F O R N I A *school parent* S U R V E Y

Please indicate how much you agree or disagree with the following statements about this school.

<i>This school...</i>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know/NA</u>
7. promotes academic success for all students.	①	②	③	④	⑤
8. treats all students with respect.	①	②	③	④	⑤
9. clearly tells students in advance what will happen if they break school rules.	①	②	③	④	⑤
10. encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.	①	②	③	④	⑤
11. gives all students opportunities to "make a difference" by helping other people, the school, or the community.	①	②	③	④	⑤
12. keeps me well-informed about school activities.	①	②	③	④	⑤
13. provides quality counseling or other ways to help students with social or emotional needs.	①	②	③	④	⑤
14. is an inviting place for students to learn.	①	②	③	④	⑤
15. allows input and welcomes parents' contributions.	①	②	③	④	⑤
16. provides students with healthy food choices.	①	②	③	④	⑤
17. communicates the importance of respecting all cultural beliefs and practices.	①	②	③	④	⑤
18. gives my child opportunities to participate in classroom activities.	①	②	③	④	⑤
19. provides instructional materials that reflect my child's culture, ethnicity and identity.	①	②	③	④	⑤
20. enforces school rules equally for my child and all students.	①	②	③	④	⑤
21. provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.	①	②	③	④	⑤
22. has quality programs for my child's talents, gifts, or special needs.	①	②	③	④	⑤
23. is a safe place for my child.	①	②	③	④	⑤
24. keeps me well-informed about my child's progress in school.	①	②	③	④	⑤
25. promptly responds to my phone calls, messages, or e-mails.	①	②	③	④	⑤
26. encourages me to be an active partner with the school in educating my child.	①	②	③	④	⑤

C A L I F O R N I A *school parent* S U R V E Y

Based on your experience, how much of a problem at this school is...

	<u>Not a Problem</u>	<u>Small Problem</u>	<u>Some-what a Problem</u>	<u>Large Problem</u>	<u>Don't Know/NA</u>
27. student alcohol and drug use?	①	②	③	④	⑤
28. harassment or bullying of students?	①	②	③	④	⑤
29. physical fighting between students?	①	②	③	④	⑤
30. racial/ethnic conflict among students?	①	②	③	④	⑤
31. students not respecting staff?	①	②	③	④	⑤
32. gang-related activity?	①	②	③	④	⑤
33. weapons possession?	①	②	③	④	⑤
34. vandalism (including graffiti)?	①	②	③	④	⑤

Please indicate how much you agree or disagree with the following statements about this school.

<i>This school...</i>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know/NA</u>
35. actively seeks the input of parents before making important decisions.	①	②	③	④	⑤
36. has clean and well-maintained facilities and properties.	①	②	③	④	⑤
37. motivates students to learn.	①	②	③	④	⑤
38. has a supportive learning environment for my child.	①	②	③	④	⑤
39. has adults that really care about students.	①	②	③	④	⑤

40. This school clearly teaches the rules and behavioral expectations for students.

- Ⓐ Strongly disagree
- Ⓑ Disagree
- Ⓒ Neither agree nor disagree
- Ⓓ Agree
- Ⓔ Strongly agree

Thank you for taking the time to answer these questions!

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Oakland Unified School District"/> * Street 1: <input type="text" value="1000 Broadway, Suite 680"/> Street 2: <input type="text"/> * City: <input type="text" value="Oakland"/> State: <input type="text" value="CA: California"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <input type="text"/>		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="Not Applicable"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Not Applicable"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="Not Applicable"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Not Applicable"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: <input type="text" value="Madeleine Clarke"/> * Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Gary"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Yee"/> Suffix: <input type="text"/> Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/20/2014"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Madeleine Clarke	TITLE Superintendent
APPLICANT ORGANIZATION Oakland Unified School District	DATE SUBMITTED 06/20/2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Oakland Unified School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Gary"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 350px;" type="text" value="Yee"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Madeleine Clarke"/>	* DATE: <input style="width: 150px;" type="text" value="06/20/2014"/>

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

OUSD_FSCS_GEPA_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Statement Regarding Compliance with General Education Provisions Act (GEPA), Section 427

Oakland Unified School District (OUSD) provides equitable access to all students, faculty and other staff, and family members regardless of age, race, sex, religion, national origin, disability, economic background, or sexual orientation. OUSD serves a racially, linguistically, religiously, culturally, socio-economically diverse community of children and families. OUSD and Alameda County Health Care Services Agency, our primary partner in this Full-Service Community Schools (FSCS) grant application, as well as the many other community service providers with whom we will collaborate on the project, have extensive experience and multiple policies and procedures for making programming responsive to our community's diversity. All staff members in OUSD receive training in relating to, and interacting effectively with, the diversity of students and families they encounter at our schools. OUSD and our partners strive to hire staff that reflects the ethnic/cultural/linguistic backgrounds of the students and families with whom we work.

Our proposed FSCS project is designed to meet the extensive needs of students and families from traditionally underrepresented groups served by 6 elementary and middle schools located in distressed inner city communities in Oakland. The project combines: several needs assessment and planning efforts; development of Coordination of Services Teams, and family engagement and attendance teams at schools where they do not yet exist; and targeted support services for students and their families in the areas of family engagement and adult education, intervention for chronic absenteeism, health services, and elementary/middle school transitions. These priority services will be integrated with and leverage ongoing initiatives to strengthen core academic programs, school climate, and social-emotional learning for students, as well as after-school, health care, and behavioral health programs at the target schools. They will be incorporated into OUSD's ongoing work to develop Full-Service Community Schools district-



wide, and will be supported by professional development and coaching for project and school site staff.

OUSD will address barriers that can impede equitable access or participation in the proposed initiative through the following steps:

- OUSD, partnering schools, and all key project partners maintain equitable hiring policies, which prohibit discrimination in hiring based on race, gender, national origin, age, or disability.
- OUSD will engaged in broad-based outreach to encourage applications for employment for persons who speak the language of those populations to be served at the target schools and are members of groups that are numerous represented at the schools and have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.
- The district will partner with agencies that actively promote and invest in employment of members of these underrepresented communities.
- The district will ensure that all training and professional development activities provided as part of the proposed project will promote culturally and linguistically appropriate academic, social, and health services which are tailored to meet the needs of all students, families, and community members in the targeted school communities.
- To ensure that students and their families at the target schools have equal access to support services provided under this grant, the district and our partners will implement a model of service delivery that is universally accessible to all students and families, including those who are undocumented or uninsured.

Specific strategies incorporated into our project design to ensure equitable access to services include the following:



- Communications to inform students, families, and community members about the purpose, development, and expansion of FSCSs at the target schools will utilize outreach materials in Spanish and other common native languages of our immigrant families in order to inform and engage students and families in all services and opportunities.
- Needs assessments will define service needs in the areas of family engagement and adult education, attendance interventions, health care, and transition services, extant gaps in services, and barriers for particular groups (racial/ethnic, cultural linguistic, those with disabilities) to participating in these services, and guide planning of strategies to overcome these barriers.
- Use of multiple strategies for family engagement outreach – including home visits, multilingual communications, and opportunities to participate in workshops – to assist families to understand and support their children’s education, promote their children’s attendance at school, and to address needs that are barriers to their children’s success in school and the family’s advancement. Any family engagement activities will be offered, at a minimum, in English and Spanish. OUSD will provide translation and interpretation as needed so that English Learners and their parents/guardians can fully participate in and benefit from all services available through our initiative.
- A comprehensive program for parent education, including Family Advocates, to increase parent understanding and involvement, including workshops on supporting their children’s education and attendance, health and wellness, and transitions to middle school, held at times convenient to working families and in multiple languages.
- A special focus on developing and supporting African American Parent Councils at each of the target schools, as vehicles to facilitate family engagement and leadership roles at the schools, for members of a group that are traditionally underrepresented in school



activities in our district.

- We will incorporate OUSD's Early Warning System to identify students who are at risk of school failure and dropping out, and connect them to the COSTs and/or Attendance Teams for appropriate supports. Interventions will be individualized for these students, who will be prioritized for academic supports, such as intervention classes, after-school tutoring, or summer programs, as well as any needed counseling and other social/behavioral or health supports, and case management/service linkages to address family needs. There will be a particular focus on this effort to help at-risk students transition successfully into middle school.

Moreover, OUSD is committed to including students with learning and other disabilities in all of our programs and activities and to providing appropriate staff development so that students with such disabilities receive services to prevent them from dropping out. Staff from the Full-Service Community Schools office and other units in our Family, School, & Community Partnerships Department will work with the OUSD Programs for Exceptional Children Office to ensure that children with disabilities receive prevention and intervention services as needed, to ensure that children with special needs do not fall through the cracks. Some of the specific measures that will ensure equitable access to the array of Full-Service Community Schools services and supports include (but are by no means limited to) the following:

- Siting our programs at public schools, all of which are ADA accessible.
- Accommodating individuals with physical disabilities in all programming elements. No student will be denied participation in any activities based on physical disability.
- Providing training for staff on developmentally appropriate practices and on strategies for modifying traditional activities to be inclusive of ALL children and youth in educational



activities.

- Providing social emotional training and coaching for staff, students, and other community members, particularly around issues of race and gender bias and issues of cultural difference.
- Ensuring appropriate representation of genders, races, cultures, and abilities in instructional materials and promotional materials.
- Identifying necessary accommodations for disabled students (in the IEP or 504 plan) and other program participants and providing these accommodations.
- Providing school materials in Braille, large print, audio or videotape format if required.
- Providing sign language translators for the deaf as needed.
- Providing program accessibility to students of all ages and staff with disabilities through orientation and mobility training, interpretation services, closed captioning, assistive technology devices, personal assistants, program accessibility, early identification and intervention, elimination of architectural barriers, etc.
- Keeping teachers/administrators well-informed of student needs and abilities so that they are aware of and refrain from assigning unfair activities related to issues of disability.





[Home](#) > [Apply for Grants](#) > Confirmation

Confirmation

Thank you for submitting your grant application package via Grants.gov. Your application is currently being processed by the Grants.gov system. Once your submission has been processed, Grants.gov will send email messages to advise you of the progress of your application through the system. Over the next 24 to 48 hours, you should receive two emails. The first will confirm receipt of your application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors.

Please do not hit the back button on your browser.

If your application is successfully validated and subsequently retrieved by the grantor agency from the Grants.gov system, you will receive an additional email. This email may be delivered several days or weeks from the date of submission, depending on when the grantor agency retrieves it.

You may also monitor the processing status of your submission within the Grants.gov system by clicking on the "Track My Application" link listed at the end of this form.

Note: Once the grantor agency has retrieved your application from Grants.gov, you will need to contact them directly for any subsequent status updates. Grants.gov does not participate in making any award decisions.

IMPORTANT NOTICE: If you do not receive a receipt confirmation and either a validation confirmation or a rejection email message within 48 hours, please contact us. The Grants.gov Contact Center can be reached by email at support@grants.gov, or by telephone at 1-800-518-4726. Always include your Grants.gov tracking number in all correspondence. The tracking numbers issued by Grants.gov look like GRANTXXXXXXXXXX.

If you have questions please contact the Grants.gov Contact Center: support@grants.gov
1-800-518-4726 24 hours a day, 7 days a week. Closed on federal holidays.

The following application tracking information was generated by the system:

Grants.gov Tracking Number:	GRANT11684870
Applicant DUNS:	07-655-4500
Submitter's Name:	Madeleine S Clarke
CFDA Number:	84.215
CFDA Description:	Fund for the Improvement of Education
Funding Opportunity Number:	ED-GRANTS-050614-001
Funding Opportunity Description:	Office of Innovation and Improvement (OII); Full-Service
Agency Name:	U.S. Department of Education
Application Name of this Submission:	Oakland Full-Service Community Schools
Date/Time of Receipt:	2014.06.20 1:41 PM, EDT

TRACK MY APPLICATION – To check the status of this application, please click the link below:

http://www.grants.gov/web/grants/applicants/track-my-application.html?tracking_num=GRANT

It is suggested you Save and/or Print this response for your records.

Processing, please don't close the window until you receive a confirmation.



Grant Application Package

Opportunity Title:	Office of Innovation and Improvement (OII): Full-Servic
Offering Agency:	U.S. Department of Education
CFDA Number:	84.215
CFDA Description:	Fund for the Improvement of Education
Opportunity Number:	ED-GRANTS-050614-001
Competition ID:	84-215J2014-1
Opportunity Open Date:	05/06/2014
Opportunity Close Date:	06/20/2014
Agency Contact:	Adrienne Hawkins Management and Program Analyst E-mail: Adrienne.Hawkins@Ed.Gov Phone: 202-453-5638

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name:

Select Forms to Complete

Mandatory

Application for Federal Assistance (SF-424)	Complete
U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	Complete
Other Attachments Form	Complete
Assurances for Non-Construction Programs (SF-424B)	Complete
Grants.gov Lobbying Form	Complete
Disclosure of Lobbying Activities (SF-LLL)	Complete
ED GEPA427 Form	Complete
ED SF424 Supplement	Complete
ED Abstract Form	Complete
Project Narrative Attachment Form	Complete
Budget Narrative Attachment Form	Complete

Optional

Instructions

[Show Instructions >>](#)

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
---	---	--

* 3. Date Received: <input type="text" value="06/20/2014"/>	4. Applicant Identifier: <input type="text"/>
---	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
--	--

8. APPLICANT INFORMATION:

*** a. Legal Name:**

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6000358"/>	* c. Organizational DUNS: <input type="text" value="0765545000000"/>
---	--

d. Address:

* Street1:	<input type="text" value="1000 Broadway, Suite 680"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Oakland"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="94607-4099"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Andrea"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bustamante"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="510-273-1569"/>	Fax Number: <input type="text" value="510-273-1501"/>
--	--

*** Email:**

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-050614-001

* Title:

Office of Innovation and Improvement (OII): Full-Service Community Schools Program CFDA Number 84.215J

13. Competition Identification Number:

84-215J2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

OUSD will transform 3 high-need elementary schools into FSCSs and expand FSCS models at 3 middle schools they feed into, to ensure students and families have a continuum of support across grades K-8.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,498,211.00"/>
* b. Applicant	<input type="text" value="1,232,305.00"/>
* c. State	<input type="text" value="7,841,700.00"/>
* d. Local	<input type="text" value="2,967,345.00"/>
* e. Other	<input type="text" value="21,436,809.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="35,976,370.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (if "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Andrea		Bustamante	

Address:

Street1:	1000 Broadway, Suite 680
Street2:	
City:	Oakland
County:	
State:	CA: California
Zip Code:	94607-4099
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
510-273-1569	

Email Address:

andrea.bustamante@ousd.k12.ca.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Oakland Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	206,600.00	210,732.00	214,947.00	219,246.00	223,630.00	1,075,155.00
2. Fringe Benefits	61,980.00	63,220.00	64,484.00	65,774.00	67,089.00	322,547.00
3. Travel	2,040.00	2,040.00	2,040.00	2,040.00	2,040.00	10,200.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	17,000.00	11,500.00	6,000.00	4,000.00	2,000.00	40,500.00
6. Contractual	187,500.00	187,500.00	187,500.00	184,000.00	180,500.00	927,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	475,120.00	474,992.00	474,971.00	475,060.00	475,259.00	2,375,402.00
10. Indirect Costs*	24,564.00	24,557.00	24,556.00	24,561.00	24,571.00	122,809.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	499,684.00	499,549.00	499,527.00	499,621.00	499,830.00	2,498,211.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization

Oakland Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	180,600.00	184,212.00	187,896.00	191,654.00	195,487.00	939,849.00
2. Fringe Benefits	54,180.00	55,264.00	56,369.00	57,496.00	58,646.00	281,955.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	6,494,171.00	6,494,171.00	6,419,171.00	6,422,671.00	6,426,171.00	32,256,355.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	6,728,951.00	6,733,647.00	6,663,436.00	6,671,821.00	6,680,304.00	33,478,159.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	6,728,951.00	6,733,647.00	6,663,436.00	6,671,821.00	6,680,304.00	33,478,159.00

SECTION C - BUDGET NARRATIVE (see instructions)

Budget Narrative

Expense	Grant Request	Matching Funds
1. Personnel		
<p>(i) Project Director—Andrea Bustamante, OUSD Director of Community School Partnerships, will support the CSMs for each campus, and the Family Advocates, Attendance Case Manager, and Transition Coordinator, through professional development and coaching. She will liaise with project partners and the evaluator; manage the grant budget; and be responsible for data collection and reporting to the grantor. She will coordinate with other lead staff for programs also housed in FSCP to allocate resources from their programs to support services at the target schools.</p> <p><i>Calculation: \$106,000 annual salary x 20% FTE x 2% annual COLA, with 10% FTE requested in grant funding and 10% a match from OUSD, funded by the Kaiser Foundation.</i></p>	Year 1: \$10,60	Year 1: \$10,600
	Year 2: 0	Year 2: \$10,812
	Year 3: \$10,81	Year 3: \$11,028
	Year 4: 2	Year 4: \$11,249
	Year 5: \$11,02	Year 5: \$11,474
	Total: 8	Total: \$55,163
	\$11,24	
9		
\$11,47		
4		
\$55,16		
3		



Expense	Grant Request	Matching Funds
Community School Managers (CSMs) — Lead FSCS development and implementation at the school sites. Partner closely with the Principal, coordinating all student services and community partnerships. Serve as Community Schools Champion in the school community. Lead needs assessment/planning processes. Convene and participate in different school teams. Design and coordinate student and family support services. Support the development of parent leadership. Participate in learning community for OUSD CSMs. We are requesting funding for 2 new CSMS – for the New Highland/RISE and Garfield campuses. Existing CSMs at the middle school campuses will continue in this role. <i>Calculation: \$73,000 annual salary x 400% x 2% annual COLA, with 200% FTE to be funded by the grant, and 200% FTE by match from OUSD, funded by the Kaiser Foundation and General Purpose funds.</i>	Year 1: \$146,0	Year 1: \$146,000
	Year 2: 00	Year 2: \$148,920
	Year 3: \$148,9	Year 3: \$151,898
	Year 4: 20	Year 4: \$154,936
	Year 5: \$151,8	Year 5: \$158,035
	Total: 98	Total: \$759,790
	\$154,9	
	36	
	\$158,0	
	35	
	\$759,7	
	90	
Attendance Case Manager —Will work with attendance team members to develop Chronic Absenteeism Service Plans, and provide case management and service linkages for students/families with chronic absenteeism challenges. <i>Calculation: \$50,000 annual salary x 100% FTE x 2% annual COLA</i>	Year 1: \$50,00	Year 1: \$0
	Year 2: 0	Year 2: \$0
	Year 3: \$51,00	Year 3: \$0
	Year 4: 0	Year 4: \$0
	Year 5: \$52,02	Year 5: \$0
	Total: 0	Total: \$0
	\$53,06	
	0	
	\$54,12	
	2	
	\$260,2	
	02	



Expense	Grant Request		Matching Funds	
OUSD Coordinator, Health Access/SBHCs, Mara Larsen-Fleming —To provide supervision, professional development, and support of CSM, and manage the integration of health and wellness efforts at the community schools, including the extension of SBHC services at the target middle schools to the target elementary schools. <i>Calculation: \$96,000 annual salary x 20% FTE in matching funds x 2% annual COLA, provided as match from OUSD, funded by Kaiser Foundation.</i>	Year 1:	\$0	Year 1:	\$19,200
	Year 2:	\$0	Year 2:	\$19,584
	Year 3:	\$0	Year 3:	\$19,976
	Year 4:	\$0	Year 4:	\$20,375
	Year 5:	\$0	Year 5:	\$20,783
	Total:	\$0	Total:	\$99,918
OUSD Coordinator of Family Engagement, Raquel Jimenez —To support planning process for family engagement and adult education activities; support implementation of and lead family engagement workshops, PD on family engagement for school site staff, and coaching/training for Family Advocates, and support recruitment and training of Parent Leaders. <i>Calculation: \$96,000 annual salary x 5% FTE x 2% annual COLA, provided as match from OUSD, funded by General Purpose funds.</i>	Year 1:	\$0	Year 1:	\$4,800
	Year 2:	\$0	Year 2:	\$4,896
	Year 3:	\$0	Year 3:	\$4,994
	Year 4:	\$0	Year 4:	\$5,094
	Year 5:	\$0	Year 5:	\$5,196
	Total:	\$0	Total:	\$24,979
2. Fringe/Benefits				
Fringe/Benefits Example: —Fringe calculated at 30% of salaries.. <i>Calculation: 30% x Subtotal Personnel, with benefits provided as match from OUSD funded by multiple sources.</i>	Year 1:	\$61,98	Year 1:	\$54,180
	Year 2:	0	Year 2:	\$55,264
	Year 3:	\$63,22	Year 3:	\$56,369
	Year 4:	0	Year 4:	\$57,496
	Year 5:	\$64,48	Year 5:	\$58,646
	Total:	4	Total:	\$281,955
	\$65,77			
	4			
	\$67,08			
	9			
	\$322,5			
	46			
3. Travel				
Two-day meeting in Washington, DC				



Expense	Grant Request		Matching Funds	
Lodging —2 staff x \$150 x 2 nights	Year 1:	\$600	Year 1:	\$0
	Year 2:	\$600	Year 2:	\$0
	Year 3:	\$600	Year 3:	\$0
	Year 4:	\$600	Year 4:	\$0
	Year 5:	\$600	Year 5:	\$0
	Total:	\$3,000	Total:	\$0
Meals/Per Diem —2 staff x \$40 x 3 days	Year 1:	\$240	Year 1:	\$0
	Year 2:	\$240	Year 2:	\$0
	Year 3:	\$240	Year 3:	\$0
	Year 4:	\$240	Year 4:	\$0
	Year 5:	\$240	Year 5:	\$0
	Total:	\$1,200	Total:	\$0
Transportation —2 staff x \$600 Air Transportation to Washington, DC	Year 1:	\$1,200	Year 1:	\$0
	Year 2:	\$1,200	Year 2:	\$0
	Year 3:	\$1,200	Year 3:	\$0
	Year 4:	\$1,200	Year 4:	\$0
	Year 5:	\$1,200	Year 5:	\$0
	Total:	\$6,000	Total:	\$0

4. Equipment

None

5. Supplies

Computers & Printers —Computers & Printers for staff. <i>Calculation: \$1,500 per computer + \$200 per printer x 5 staff in Year 1; allocations in Years 2 and 3 for maintenance and equipment replacement.</i>	Year 1:	\$8,500	Year 1:	\$0
	Year 2:	\$3,000	Year 2:	\$0
	Year 3:	\$1,000	Year 3:	\$0
	Year 4:	\$0	Year 4:	\$0
	Year 5:	\$0	Year 5:	\$0
	Total:	\$12,500	Total:	\$0

Attendance Incentives —Incentives to increase attendance for chronically absent students (e.g., backpacks, school supplies, assistance with transportation, attendance recognition prizes and events).	Year 1:	\$8,500	Year 1:	\$0
	Year 2:	\$8,500	Year 2:	\$0
	Year 3:	\$5,000	Year 3:	\$0
	Year 4:	\$4,000	Year 4:	\$0
	Year 5:	\$2,000	Year 5:	\$0
	Total:	\$28,000	Total:	\$0

6. Consultants/Contracts



Expense	Grant Request	Matching Funds
Evaluation —Outside evaluator (John Gardner Center, Stanford University) to develop plan for data collection and project evaluation; assist with data collection and analysis for process and outcome evaluation; develop data collection instruments (school staff survey and family focus group protocols); conduct focus groups; provide data analysis summaries at regular intervals and year-end reports and issue briefs; meet with district and project staff to discuss findings and inform project improvements; and assist with completion of required federal evaluation reports and reporting. Evaluation of the grant project will be connected to larger Full Service Community Schools evaluation at remaining schools. <i>Calculation: \$25,000/year, including staffing: \$14,500, Field Work Expenses: \$4,000, Survey Administration: \$4,000, Overhead: \$2,500 = TOTAL: \$25,000/year, with \$75,000 provided as match in each of years 1 and 2, funded by the Kaiser foundation. Additional funds for subsequent years are being solicited.</i>	Year 1: \$25,00	Year 1: \$75,000
	Year 2: 0	Year 2: \$75,000
	Year 3: \$25,00	Year 3: \$0
	Year 4: 0	Year 4: \$0
	Year 5: \$25,00	Year 5: \$0
	Total: 0	Total: \$150,000
	\$25,00	
0		
\$25,00		
0		
\$125,000		
Transition Coordinator —Transition Coordinator to support the implementation of 5th to 6th grade transitions, collaborating with CSMs, Family Advocates, Attendance Case Manager, and middle school COSTs to assess transition-related needs and provide transition supports to students and families, including coordinating campus visits and orientations, leading workshops, and connecting families to health services or other needed supports. <i>Calculation: \$3/hr5 x 1500 hours per year</i>	Year 1: \$52,50	Year 1: \$0
Year 2: 0	Year 2: \$0	
Year 3: \$52,50	Year 3: \$0	
Year 4: 0	Year 4: \$0	
Year 5: \$52,50	Year 5: \$0	
Total: 0	Total: \$0	
\$52,50		
0		
\$52,50		
0		
\$262,500		



Expense	Grant Request	Matching Funds
Family Advocate - East Oakland cluster — Family Advocate to join family engagement teams; take part in the needs assessment/ planning process for family engagement and adult education services; conduct outreach to families via home visits, workshops, and other strategies to involve them in the school, equip them to support their children’s education and successful transitions to middle school, and link them to services to address contributors to chronic absenteeism and other needs; convene new African American Parent Councils; and support other parent leadership groups; and support successful transition from elementary to middle school. <i>Calculation: \$35/hr x 1,000 hours per year. Site funds from the new California budgeting process will be used in years 4 & 5 to increase the time for the Family Advocates</i>	Year 1: \$35,00	Year 1: \$0
	Year 2: 0	Year 2: \$0
	Year 3: \$35,00	Year 3: \$0
	Year 4: 0	Year 4: \$1,750
	Year 5: \$35,00	Year 5: \$3,500
	Total: 0	Total: \$5,250
	\$33,25	
	0	
	\$31,50	
	0	
\$169,750		
Family Outreach - San Antonio cluster — Family Advocate to join family engagement teams; take part in the needs assessment/ planning process for family engagement and adult education services; conduct outreach to families via home visits, workshops, and other strategies to involve them in the school, equip them to support their children’s education and successful transitions to middle school, and link them to services to address contributors to chronic absenteeism and other needs; convene new African American Parent Councils; and support other parent leadership groups; and support successful transition from elementary to middle school. <i>Calculation: \$35/hr x 1,000 hours per year. Site funds from the new California budgeting process will be used in years 4 & 5 to increase the time for the Family Advocates</i>	Year 1: \$35,00	Year 1: \$0
	Year 2: 0	Year 2: \$0
	Year 3: \$35,00	Year 3: \$0
	Year 4: 0	Year 4: \$1,750
	Year 5: \$35,00	Year 5: \$3,500
	Total: 0	Total: \$5,250
	\$33,25	
	0	
	\$31,50	
	0	
\$169,750		
OUSD Match		

Expense	Grant Request		Matching Funds	
After School Programs —Funding from the California Department of Education’s (CDE) After School Education & Safety program provided to OUSD for the after school programs at each targeted school, for a robust array of academic assistance, enrichment, physical fitness, and youth development activities for youth.	Year 1:	\$0	Year 1:	\$968,498
	Year 2:	\$0	Year 2:	\$968,498
	Year 3:	\$0	Year 3:	\$968,498
	Year 4:	\$0	Year 4:	\$968,498
	Year 5:	\$0	Year 5:	\$968,498
	Total:	\$0	Total:	\$4,842,490
After School Programs —Federal 21st Century Community Learning Center (CCLC) grants provided by CDE to OUSD for the targeted middle schools, to increase the number of students eligible for services in the aforementioned after-school programs.	Year 1:	\$0	Year 1:	\$509,842
	Year 2:	\$0	Year 2:	\$509,842
	Year 3:	\$0	Year 3:	\$509,842
	Year 4:	\$0	Year 4:	\$509,842
	Year 5:	\$0	Year 5:	\$509,842
	Total:	\$0	Total:	\$2,549,210
Federal 21st CCLC Equitable Access grants provided by CDE to OUSD, to support increased access to the middle-school after-school programs for students with additional needs.	Year 1:	\$0	Year 1:	\$50,000
	Year 2:	\$0	Year 2:	\$50,000
	Year 3:	\$0	Year 3:	\$50,000
	Year 4:	\$0	Year 4:	\$50,000
	Year 5:	\$0	Year 5:	\$50,000
	Total:	\$0	Total:	\$250,000
Federal 21st CCLC Family Literacy grants provided by CDE to OUSD to support increased family engagement and family workshops at the target middle schools for the families of students participating in after school programs.	Year 1:	\$0	Year 1:	\$40,000
	Year 2:	\$0	Year 2:	\$40,000
	Year 3:	\$0	Year 3:	\$40,000
	Year 4:	\$0	Year 4:	\$40,000
	Year 5:	\$0	Year 5:	\$40,000
	Total:	\$0	Total:	\$200,000
Partner Contributions				
East Bay Asian Youth Center (EBAYC) —EBAYC provides additional supports and resources to the San Antonio neighborhood. It is the lead agency for after-school programs at Garfield and Roosevelt, which include an array of academic assistance, enrichment, leadership development, physical fitness, and family engagement activities. It also provides attendance supports at Roosevelt, a summer program at Garfield and a summer bridge program for students entering Roosevelt. The programs are funded by public and private dollars.	Year 1:	\$0	Year 1:	\$50,000
	Year 2:	\$0	Year 2:	\$50,000
	Year 3:	\$0	Year 3:	\$50,000
	Year 4:	\$0	Year 4:	\$50,000
	Year 5:	\$0	Year 5:	\$50,000
	Total:	\$0	Total:	\$250,000



Expense	Grant Request		Matching Funds	
<p>Lincoln Child Center—Lincoln Child Center increases the community supports available at the New Highland/RISE campus by providing school-based mental health services, and operating the Family Resource Center. The FRC is staffed by a Family Resource Specialist, and provides basic needs assistance, family literacy, truancy prevention, parenting education, nutrition education, and linkages to a range of social services to the school community. These services are funded by both private and public dollars.</p>	Year 1:	\$0	Year 1:	\$600,000
	Year 2:	\$0	Year 2:	\$600,000
	Year 3:	\$0	Year 3:	\$600,000
	Year 4:	\$0	Year 4:	\$600,000
	Year 5:	\$0	Year 5:	\$600,000
	Total:	\$0	Total:	\$3,000,000
<p>Alameda County Health Care Services Agency—AC HCSA, a primary partner in the OUSD Community Schools efforts and OUSD's primary partner in this application, provides staffing for OUSD's CSM learning community and coaching to CSMs; and funds multiple areas of the FSCS effort including behavioral health services, allocations to support the comprehensive health services at the School-Based Health Centers, staffing including clinical case managers, staff supervisors, professional development coordination, professional supports and services. Funded by state funding streams and and local tax investments.</p>	Year 1:	\$0	Year 1:	\$1,500,000
	Year 2:	\$0	Year 2:	\$1,500,000
	Year 3:	\$0	Year 3:	\$1,500,000
	Year 4:	\$0	Year 4:	\$1,500,000
	Year 5:	\$0	Year 5:	\$1,500,000
	Total:	\$0	Total:	\$7,500,000



Expense	Grant Request	Matching Funds
Lifelong Medical Care —Lifelong Medical Care is the lead agency for the School-Based Health Center at the Alliance/Elmhurst campus. Services there include primary care, physical exams, immuniations, reproductive health care services, HIV and STD testing, dental screening and treatment, behavioral health services, and assistance in health insurance enrollment. Lifelong enhances programs using revenue from 3rd party billing and a grant funded dental van to provide additional supports to students and families in East Oakland. Grant-funded costs cover extension of Health Clinic services from middle schools to feeder elementary schools. Lifelong staff will collaborate with project staff to extend access to health services and supports to students and families from New Highland and RISE Elementary Schools. They will participate in COSTs, provide health workshops and services.	Year 1: \$20,00	Year 1: \$708,000
	Year 2: 0	Year 2: \$708,000
	Year 3: \$20,00	Year 3: \$708,000
	Year 4: 0	Year 4: \$708,000
	Year 5: \$20,00	Year 5: \$708,000
	Total: 0	Total: \$3,540,000
	\$20,00 0 \$20,00 0 \$100,000	
La Clinica de la Raza —La Clinica is the lead agency for the School-Based Health Center at Roosevelt Middle School. Services there include primary care, physical exams, immuniations, reproductive health care services, HIV and STD testing, dental screening and treatment, behavioral health services, and assistance in health insurance enrollment. Grant-funded costs cover extension of Health Clinics services from middle schools to feeder elementary schools. La Clinica staff will collaborate with project staff to extend access to health services and supports to students and families from Garfield Elementary School. They will participate in COSTs, provide health workshops and services.	Year 1: \$20,00	Year 1: \$585,659
	Year 2: 0	Year 2: \$585,659
	Year 3: \$20,00	Year 3: \$585,659
	Year 4: 0	Year 4: \$585,659
	Year 5: \$20,00	Year 5: \$585,659
	Total: 0	Total: \$2,928,295
	\$20,00 0 \$20,00 0 \$100,000	



Expense	Grant Request		Matching Funds	
Oakland Fund for Children & Youth, City of Oakland Human Services Department —Local tax dollars from the City of Oakland support additional expanded learning programs at all of the target schools, including after-school programming, peer restorative justice programs, and transitions programs.	Year 1:	\$0	Year 1:	\$593,469
	Year 2:	\$0	Year 2:	\$593,469
	Year 3:	\$0	Year 3:	\$593,469
	Year 4:	\$0	Year 4:	\$593,469
	Year 5:	\$0	Year 5:	\$593,469
	Total:	\$0	Total:	\$2,967,345
Higher Ground Neighborhood Development Corp. —Higher Ground is the lead agency for the after-school programs at New Highland and RISE, which include an array of academic assistance, enrichment, leadership development, physical fitness, and family engagement activities. It provides additional services on the schools' shared campus, including school culture and climate supports, behavior supports, parent engagement, and youth development staff.	Year 1:	\$0	Year 1:	\$426,170
	Year 2:	\$0	Year 2:	\$426,170
	Year 3:	\$0	Year 3:	\$426,170
	Year 4:	\$0	Year 4:	\$426,170
	Year 5:	\$0	Year 5:	\$426,170
	Total:	\$0	Total:	\$2,130,850
Bay Area Community Resources —BACR is the lead agency for the after-school programs at Alliance Academy and Elmhurst Community Prep, which include an array of academic assistance, enrichment, leadership development, physical fitness, and family engagement activities. BACR augments expanded learning via expanded summer programs and restorative justice opportunities, with funds from private and public funders	Year 1:	\$0	Year 1:	\$387,533
	Year 2:	\$0	Year 2:	\$387,533
	Year 3:	\$0	Year 3:	\$387,533
	Year 4:	\$0	Year 4:	\$387,533
	Year 5:	\$0	Year 5:	\$387,533
	Total:	\$0	Total:	\$1,937,665
7. Construction				
None				
8. Other				
None				
9. Total Direct Costs	Year 1:	\$475,120	Year 1:	\$6,728,951
	Year 2:	\$474,992	Year 2:	\$6,733,647
	Year 3:	\$474,971	Year 3:	\$6,663,436
	Year 4:	\$475,059	Year 4:	\$6,671,821
	Year 5:	\$475,260	Year 5:	\$6,680,304
	Total:	\$2,375,402	Total:	\$33,478,160
10. Indirect Costs				



Expense	Grant Request		Matching Funds	
Indirect Cost Rate— <i>5.17% x Direct Costs</i>	Year 1:	\$24,564	Year 1:	\$0
	Year 2:	\$24,557	Year 2:	\$0
	Year 3:	\$24,556	Year 3:	\$0
	Year 4:	\$24,561	Year 4:	\$0
	Year 5:	\$24,571	Year 5:	\$0
	Total:	\$122,809	Total:	\$0
11. Training Stipends				
None				
12. Total Costs	Year 1:	\$499,684	Year 1:	\$6,728,951
	Year 2:	\$499,549	Year 2:	\$6,733,647
	Year 3:	\$499,527	Year 3:	\$6,663,436
	Year 4:	\$499,620	Year 4:	\$6,671,821
	Year 5:	\$499,831	Year 5:	\$6,680,304
	Total:	\$2,498,211	Total:	\$33,478,160



Abstract Narrative

Applicant: *Oakland Unified School District (OUSD)* Family, Schools, & Community Partnerships Department, 746 Grand Avenue, Oakland, CA, 94610, with *Alameda County Health Care Services Agency (HCSA)* as primary partner. **Contact:** Andrea Bustamante, Director, Community School Partnerships, andrea.bustamante@ousd.k12.ca.us, (510) 273-1569

Project summary: OUSD will work with 6 schools and community partners to develop seamless, sustainable systems of support to address students' academic and non-academic needs, with the overall purpose of improving academic achievement and equipping students to be able to graduate ready for college, careers, and the community. We will transform 3 elementary schools into FSCSs; expand FSCS models at 3 middle schools; establish transition programs and partnerships for health care services to prepare rising 6th graders for middle school and ensure students and families have a continuum of support; and develop an articulated elementary/middle school FSCS model that will inform its scaling throughout OUSD and in other districts.

FSCS schools and target population: New Highland Academy, Rise Community School, and Garfield Elementary serve grades K-5. Alliance Academy, Elmhurst Community Prep, and Roosevelt serve grades 6-8. All 6 are Title I schools in some of Oakland's highest-need inner city communities, plagued by high rates of poverty, gang violence, and other severe challenges. Of 2,550 students enrolled in these schools, 90% are economically disadvantaged, 99% are students of color, and 38% English Learners. About 50% of parents/guardians did not complete high school. The vast majority of students are not proficient in core academic skills.

Project plan and services: In Year 1, the school communities will assess needs, identify priorities, and establish plans for implementing data-driven strategies to address barriers to learning, in several key priority areas. Parallel to planning efforts, the schools will begin to provide an array of services in these areas. *Family engagement and adult education services* will equip parents to support their children's education, engage in school decision-making, and advance their families' prospects. *Services to assist students who have been chronically absent or truant* will address the contributors to these barriers to learning, leading to increased school attendance and engagement. *Comprehensive health, dental, vision, and behavioral health care* will address needs in the school communities, delivered through Health Centers at the middle schools. *Transition supports* for rising 6th graders will include strategies in each priority area.

Number of individuals to be served: Each year, the project will serve 2,550 students through school-wide strategies; approximately 120 students struggling with chronic absenteeism and at least 420 family members of children who have or are at risk of chronic absenteeism; at least 460 family members through the family engagement and adult education services; and 2,450 students and 425 family members community members via health services.

Project goals and outcomes: (1) Students at the target schools attend, are engaged in, and succeed in school, with specific objectives for student attendance, engagement, academic achievement, and high school matriculation, and (2) The target schools are transformed into robust, sustainable FSCSs, that inform replication of the elementary/middle cluster FSCS model.

Partners that will assist in services: OUSD; Alameda County HCSA; City of Oakland - Oakland Fund for Children & Youth; Lifelong Medical Care; La Clinica de la Raza; Higher Ground Neighborhood Development Corporation, Bay Area Community Resources, East Bay Asian Youth Center; Lincoln Child Center; Seneca Center; Community Health for Asian Americans; Asian Community Mental Health Services, and East Bay Agency for Children.



Project Narrative

Oakland Unified School District (OUSD), in partnership with the Alameda County Health Care Services Agency, is seeking funding to support our work to: (1) develop three new K-5 Full-Service Community Schools (FSCS); (2) expand the FSCS model at three middle schools they feed into; (3) establish transition programs and partnerships for health-care services to prepare rising 6th graders for middle school and ensure that students and families have a continuum of support, and (4) develop an articulated elementary/middle school FSCS model that will inform the scaling of this model throughout OUSD and in other school districts.

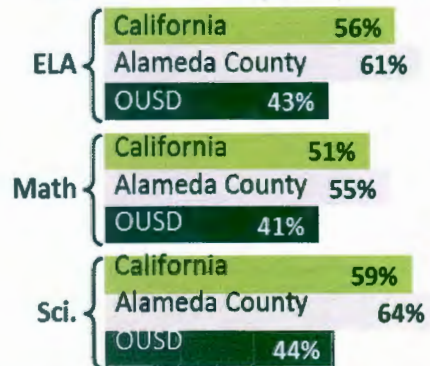
(a) Project Design

(i) Needs of students, families, and communities to be served. OUSD is a high-need urban district, serving the city of Oakland (population 400,740), with 37,040 students in grades K-12 at 86 schools. 71% of our students are economically disadvantaged; 88% are minorities, the largest groups Latinos (38%) and African Americans (30%); 30% are English Learners, with at least 40 native languages represented; and 10% of students receive Special Education services. Up to 45% of students live in single parent homes, kinship care situations, or foster care. Moreover, Oakland is plagued by youth gang activity and violence and the highest violent crime rates of California's 10 largest cities.

While many of our students face multiple barriers to being able to fully engage in and succeed in school, *OUSD has had the greatest improvements in student achievement of any large urban district in California the past eight years in a row.* From 2003 to 2013, the percentage of our students

achieving proficiency in English Language Arts increased from 19% to 43%, and in Math, from 21% to 41%. Yet our students' academic skills still lag well below those of their peers county- and state-wide (graph above). Our white and Asian students are faring dramatically better than

Student Proficiency Comparisons

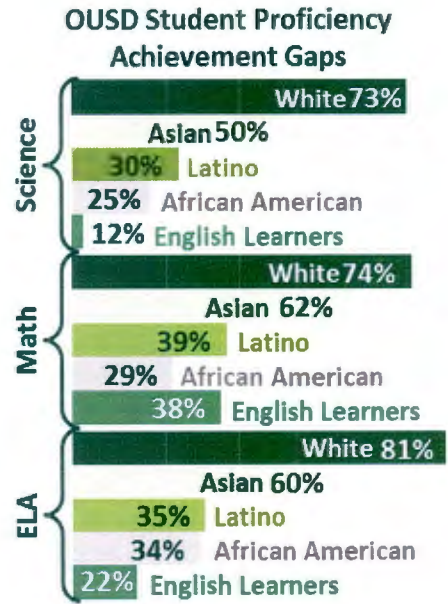


African Americans, Latinos, and English Learners (graph to the right). Although OUSD’s 4-year graduation rate has improved in recent years, it is currently 63%, compared to 78% of all students in California. Our 22% dropout rate far exceeds the 13% state-wide rate. And OUSD’s African American and Latino students graduate at lower rates and drop out at higher rates than our white and Asian students.

These achievement gaps parallel severe socioeconomic and health inequities between affluent neighborhoods in the

Oakland hills and those in the “flatlands,” where the city’s poorest residents reside and all six schools in this proposal are located. For instance, an African American child in the flatlands is seven times more likely than a white child in the hills to be born into poverty, 2½ times more likely to be behind in vaccinations, and four times less likely to read at grade level by grade 4.¹

In 2011-12, OUSD began to carry out our ambitious five-year Strategic Plan, with a focus on eliminating inequities in education and achievement gaps, with the overall goal that all students graduate from high school ready for college and careers. Our central strategy to achieve that goal is to transform OUSD into a district of Full-Service Community Schools (FSCS) that integrate a strong core academic program with social, health, and other services and supports that address students’ and their families’ needs. OUSD was the first school district in the country to adopt a district-wide vision for the FSCS model. We see this strategy as a means to disrupt the predictive power of race and demographics on student achievement, by pooling and coordinating all of the resources to support youth and families in our schools and their communities – including those from the school district, city and county agencies, dozens of non-profit service providers, major funders, and other entities. Thus far, we are in the process of transforming 24 of our 86 non-charter schools into FSCSs, each with a dedicated Community Schools Manager. This



ongoing work to holistically support children through FSCSs has been instrumental in the district's ongoing, impressive gains in student achievement.

At the same time, our FSCS initiative has focused primarily on secondary schools; so far only three of our 54 elementary schools are implementing an FSCS model. Most of our elementary schools serve children from distressed inner-city communities. Many children need early intervention in the academic and non-academic realms to enable them to succeed in school, and their families need support to equip them to effectively advocate for their children. The schools have limited resources with which to meet the multiple needs of students and their families.

This proposal targets three elementary and three middle schools that make up two feeder patterns in some of our city's highest-need communities and are among OUSD's lowest performing schools. Their leaders are committed to the FSCS model and have established key partnerships we can build on. As noted earlier, we are proposing to transform the elementary schools into FSCSs; expand the existing FSCS models at the middle schools; build a continuum of support for students and families across grades K-8, with a focus on supporting the transition to middle school; and develop an articulated elementary/middle school FSCS model that can be replicated throughout OUSD and in other districts. An investment in federal monies will leverage substantial infrastructure that OUSD and our partners have built and lessons we have learned through our FSCS initiative, to support our ongoing efforts to scale the FSCS model for the benefit of young people, families, and communities district-wide.

Target population. Table 1 profiles the schools' enrollment, high rates of students who receive free-or-reduced-price meals (FRPM), and other variables. **New Highland Academy** and **RISE Community School** share a campus in East Oakland's Elmhurst neighborhood, which has among the city's highest rates of food stamp recipients, juvenile arrests, shootings and homicides.² Many of their students go on to attend **Elmhurst Community Prep** or **Alliance Academy**, middle schools a mile away that share a campus. Both were opened in 2005-06 as small au-



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Table 1. Target schools	New Highland	RISE	Alliance	Elmhurst	Garfield	Roosevelt	Totals	OUSD
Students	313	304	390	365	604	574	2,550	37,040
FRPM	92%	100%	100%	90%	93%	75%	90%	73%
English Learners	67%	60%	38%	29%	56%	41%	48%	38%
Students of Color	98%	99%	99%	100%	98%	98%	99%	98%

dress the needs of children and families in “Deep East Oakland,” a neighborhood plagued by the city’s highest rates of poverty, gang violence, and other severe challenges. Elmhurst and Alliance were identified as persistently lowest-achieving schools in 2010. Both have implemented a FSCS model with the help of federal School Improvement Grants and county and private funding. At the New Highland/RISE and Alliance/Elmhurst schools, 57%-83% of students are Latino and 14%-32% African American, depending on the school; small numbers are from Asian backgrounds or white. Most English Learners are native Spanish speakers.

Garfield Elementary and Roosevelt Middle Schools are located in Oakland’s San Antonio neighborhood, home to large Latino, African American, Chinese-American, and Southeast Asian refugee populations. According to U.S. Census data, 59% of its residents speak a language other than English at home. 75% of housing units there are rented; half of all families pay over 40% of their income for housing; and more than one-third of households are overcrowded.³ The neighborhood is plagued by gang violence and prostitution, including recruitment of underage girls for the sex trade. Most Garfield students subsequently attend Roosevelt, which is already functioning as an FSCS. At these schools, 31%-44% of students are Latino, 35%-42% Asian, Pacific Islander, or Filipino, 17%-18% African American, and 2% white. Spanish is the most common native language among English Learners, but many students speak Vietnamese, Khmer (Cambodian), Arabic, Cantonese, or Mien (Yao), among at least 15 languages represented.



The target schools are all Title I schools. While over time they have made gains in student achievement, the vast majority of students at each school are not proficient in core academic skills, and the schools under-perform our district and the state overall on state testing (Table 2).

California’s measurement of school performance, the Academic Performance Index (API) measures a school’s academic growth relative to the prior year and compares schools statewide and to other schools with similar demographic characteristics. Schools seek to meet or exceed a target of 800. As noted in Table 2, all six schools are well below this target. Five of them have a “1” statewide rank (Garfield has a “2”) on a 1-10 scale, and all six have a “1” rank compared to similar schools. From 2012 to 2013,

Table 2	API		Below grade level ¹		
	'13	'12	ELA	Math	Science
New Highland	679	721	75%	59%	67%
RISE	555	654	86%	87%	77%
Alliance	627	683	80%	88%	82%
Elmhurst	686	685	70%	64%	43%
Garfield	720	734	67%	47%	77%
Roosevelt	679	669	67%	68%	48%
OUSD overall	721	728	57%	59%	56%
CA overall	NA	NA	44%	49%	41%

three of the schools had very large API drops, reflecting dramatic declines in achievement.

Multiple factors contribute to the low student achievement at these schools. As part of the overall FSCS model we will implement at the target K-5 schools and enhance at the middle schools, we propose to use grant funding to prioritize three eligible services: *family engagement and adult education, services to address chronic absenteeism, and primary health and dental care*. We identified these areas in collaboration with the schools’ leadership teams. Extensive needs in these areas and *gaps in services and infrastructure* to address them provide a rationale for focusing on these services while developing a comprehensive FSCS model at the schools.

Need for family engagement and adult education. Very high numbers of parents at these schools have less than a high school education (Table 3). Many parents are immigrants who did



not go beyond 9th grade in their native countries and have limited English proficiency. Research shows that (1) there is a strong association between a parent’s educational and economic status

and their child’s performance and school, and (2) a parent’s involvement

Table 3. Parent Educational Attainment	New Highland	RISE	Alliance	Elmhurst	Garfield	Roosevelt	OUSD
No high school diploma	44%	45%	60%	44%	55%	41%	28%
High school diploma only	36%	36%	19%	29%	25%	31%	25%
College degree	8%	5%	10%	11%	5%	11%	15%

in their child’s education is the single most important predictor of student academic success, independent of the child’s background.⁵ Low educational attainment, limited English skills, and/or lack of comfort or familiarity with the school system can be barriers for parents to effectively supporting their children’s education. Many parents at these schools lack computer literacy, or computers at home. These factors are also barriers to parents’ ability to advance their family’s economic status and future prospects. African-American parents/guardians have especially low rates of participation in school activities. Unlike Latino and Asian parents, who are on site-based English Learner Advisory Councils, there is no such vehicle, other than at Garfield, to target outreach to African American parents in order to enlist them in school activities and decision-making and to strengthen their capacity to support their children’s education.

The target elementary schools lack *dedicated family outreach staff*, to engage parents and build their capacity to support their children’s education; address chronic absenteeism; conduct parenting and adult education; assist with the transition from elementary to middle school; and translate. OUSD’s Adult & Career Ed budget has dropped from \$11.7 million in 2007-08 to less than \$1 million. We have put most of our adult programs (e.g., ESL, Parenting Education, family literacy, Career & Technical Ed) on hold. FSCS funding would be key in helping us address the need for family engagement and adult education activities at the target schools.



Need to address chronic absenteeism. Chronic absenteeism (students missing more than 10% of all days in a school year) and truancy (3+ unexcused absences) have been ongoing problems at the

target schools (Table 4), as in OUSD overall. Chronic absen-

Table 1. Target schools	New Highland	RISE	Alliance	Elmhurst	Garfield	Roosevelt	Totals	CA
Chronic absence	15%	15%	21%	12%	7%	7%	11%	NA
Truancy	11%	49%	93%	60%	29%	78%	48%	29%

teeism as early as elementary school is a strong predictor of persistently low reading levels and school dropout.⁶ The levels of absenteeism at the target schools predict severe declines in academic performance, especially for Latinos,⁷ who make up a majority of students at the schools. In 2009-10, OUSD commissioned a study to identify contributors to chronic absenteeism and strategies to address them.⁸ Some potential factors identified are related to students' experiences at school (see Table 5). Other contributors are family and community issues. **Family instability and economic peril:** 32% of all Oakland children live in poverty, and among families at the target schools the poverty rate is even higher than the city-wide rate, as are levels of unemployment, housing instability, and lack of access to medical care. **Gangs:** 10% of middle school youth in OUSD say they are gang members. There is extensive gang activity in the target neigh-

Table 5. 5 th and 7 th grade student reports, 2013 California Healthy Kids Survey	New Highland	RISE	Alliance	Elmhurst	Garfield	Roosevelt
Have been bullied at school in past year	48%	61%	51%	33%	61%	40%
Sometimes feel unsafe at school	48%	43%	63%	51%	43%	43%
Don't feel they participate meaningfully in school	66%	82%	88%	90%	78%	84%
Don't feel highly connected to their school	55%	61%	66%	56%	65%	51%



borhoods. For instance, the San Antonio district has long been a center of Latino and Southeast Asian gang activity and turf wars. In the 2013 California Healthy Kids Survey, 10%-17% of students at the target middle schools said they had not gone to school at least once in the past month because they felt unsafe on the way to or from school. **Loss, trauma, mental health issues:** At the target schools, 30%-52% of students report that someone close to them has died by violence. At the middle schools, 26%-46% of students say that during the past year, they felt so sad for at least two weeks that they didn't participate in some usual activities, and 13%-31% indicated they had seriously considered attempting suicide.

The target elementary schools do not have full-time attendance clerks or teams to track data and provide interventions for students who are experiencing or are at-risk for chronic absenteeism. Establishing a systematic, sustained focus on promoting attendance by addressing the school, family, and community-related contributors, is fundamental to eliminating disparities in academic achievement and future outcomes for children at these schools.

Need for primary health and dental care services. Factors such as living near or in poverty, limited parental resources and education, and unsafe neighborhoods contribute to a high level of unmet health needs among students and families at the target schools – which can interfere with children attending and succeeding in school. **Asthma:** Asthma, especially when poorly controlled, is a common cause of chronic absenteeism. The schools have high asthma rates: New Highland (11% of students), RISE (13%), Alliance (10%), Elmhurst (11%), Garfield (14%), Roosevelt (16%), all well above the 7% of children statewide with asthma.⁹ **Risk for cardiovascular disease and diabetes type II:** Over half of the students are not at a healthy weight and the vast majority are unfit (Table 6). **Vision:** Screening is done in elementary school in grades K, 3, and 5, but needs to be done yearly to ensure that vision problems, which can interfere with learning, are identified early, combined with resources for glasses for children who need them. **Dental:** In the 2011-12 CHKS survey, 19% of OUSD students indicated they had not had a dental



Table 6.¹⁰ Student Physical fitness

	New Highland	RISE	Alliance	Elmhurst	Garfield	Roosevelt
Not fit aerobically	56%	100%	56%	55%	69%	47%
Unfit body composition	56%	49%	54%	55%	67%	49%
Not fit overall	86%	100%	75%	75%	100%	76%

exam in over one year and 7% said they had never seen a dentist. In a recent dental screening at our middle schools, including

Elmhurst/Alliance and Roosevelt, 51% of students screened were found to have some tooth decay, and 17% had urgent treatment needs, reflecting substantial gaps in dental care at the elementary level. Poor dental health is linked to emergency room visits and hospitalization, and has been shown to negatively affect children’s academic indicators and psychosocial development.¹¹

Mental health: As noted, many students at these schools report symptoms indicating a depressive episode during the past year. **Teen birth rates** in the area where the schools are located are the highest and 3rd highest in the county.¹² **Insurance:** 17% of Oakland residents do not have health insurance;¹³ the uninsured rate (and resulting poor access to health care) is higher among socioeconomically disadvantaged communities like those at the target schools.

Other than dental services to be offered at New Highland/ RISE starting in 2014-15, *the elementary schools do not offer health services* on site. A key focus of this project is to expand access to medical, dental, and behavioral health care services for children and families, to promote children’s health and well-being and ability to regularly attend and fully engage in school.

Service coordination. *All three elementary schools lack a Community Schools Manager (CSM)* responsible for coordinating non-academic services and corresponding partnerships so that resources are allocated in a timely and optimal fashion to address student/family needs. Neither New Highland nor RISE has a Coordination of Services Teams (COST), forums for key school and partner personnel to coordinate services for high-need children and their families.

Project goals and objectives. We have established the following overall goals and outcome



targets for this initiative. Service goals (numbers of individuals served) are detailed below.

Goal 1: Students at the target schools attend, are engaged in, and succeed in school.

1:1—Chronic absenteeism will decline by 10% each year (Indicator: OUSD student data). *1:2*—Truancy rates will decline each year and will not exceed district-wide rates for elementary and middle schools by 2018-19 (OUSD data). *1:3*—The percentage of students who feel a strong sense of connection to their school will increase by 4% every year (CHKS results). *1:4*—Students meeting standards in ELA and Math will increase by at least two points each year (State test results). *1:5*—The schools will meet their API goals each year (State API reports). *1:6*—The schools will meet targets on district literacy and math testing (OUSD benchmark test results). *1:7*—Reclassification of English Learners will increase each year (OUSD data). *1:8*—98% of students from the middle schools will stay in school until at least 10th grade (OUSD data).

Goal 2: The schools are transformed into robust, sustainable FSCS. *2:1*—The schools effectively use data to guide support for students and families and to continuously strengthen the FSCS model (Teacher/staff surveys, key informant interviews). *2:2*—The FSCSs increase family engagement with their children’s learning and development (Family focus groups). *2:3*—The FSCSs are sustained beyond the grant period. *2:4*—This project helps OUSD expand the FSCS model to other elementary schools and K-8 clusters (FSCS office reports for 2:3 and 2:4).

Individuals to be served. Each year, we will serve all 2,550 students at the 6 target schools through school-wide programs. Targeted services will reach the numbers noted in Table 7.

(ii) Services to be provided. OUSD proposes to use FSCS funding for (1) initial planning, (2) direct services to students and families to address priority need areas identified above, and (3) to coordinate services and allocation of resources to best support children to be successful in school. The following discussion details the rationale for expanding services in the priority areas; existing capacity and infrastructure we can leverage to support expansion of services; planning activities we will conduct; and services to be offered.

(1) Family Engagement & Adult Education

Rationale: Partnerships between schools and families improve children’s development and school success.¹⁴ Widespread low educational attainment, limited English proficiency, and lack of familiarity or comfort with the school system are examples of barriers for parents at these schools to fully support their children’s education. In 2009, OUSD partnered with the Harvard Family Research Project to study family engagement in Oakland. We found that successful family engagement occurs not through top-down approaches, but when parents, school staff, and CBO partners collaborate to create strategies for increasing family engagement. We also found that family engagement must be viewed as a core instructional strategy to support student learning and success. Lastly, family engagement programs must be aligned with strategies to tackle the causes of chronic absenteeism, tru-

Table 7. Individuals to be served annually	Stu- dents	Family members
<i>Family engagement and adult education</i>		
• Family workshops		300
• Adult education		100
• Af-Amer Parent Council		60
<i>Attendance interventions</i>		
• Attendance team and case management	120	120
• Family workshops		300
<i>Health care</i>		
• Primary care	850	
• Dental screenings	2,450	
• Dental treatment	245	
• Vision screenings	2,275	
• Vision care	100	
• Behavioral health care	377	75
• Family workshops		300
• Insurance enrollment	50	50

ancy, and health needs, because these areas share many root causes.¹⁵ Guided by these findings, Family Advocates will be hired to work in collaboration with CSMs, school staff, attendance teams and case managers, partner service providers, and Parent Leaders (recruited and trained as part of this project) at the target schools to design and deploy family engagement activities.



Existing Capacity: The New Highland/RISE, Alliance/Elmhurst, and Roosevelt campuses have Family Resource Centers, hubs for family engagement led by community partners that serve as links to support services (e.g., basic needs, health, financial literacy, housing, employment). Garfield has piloted family engagement strategies that can inform new efforts at the other K-5 schools. In 2013-14, it piloted *Academic Parent Teacher Teams* (APTT), which combine 1:1 parent-teacher meetings with twice yearly group meetings to help parents understand their child’s academic progress and challenges and learn strategies to support them academically. Garfield’s leadership structure includes parent collaboration with school leadership and teachers in shaping school culture and instructional practice through a Cycle of Action, which is a structured process to identify needs, develop strategies to address them, and monitor their success. We will explore replicating these strategies at the other schools. All six schools have *partnerships* with CBOs that can help us augment family engagement outreach.

Service Plan: *Family Engagement (FE) Goal 1 (Year 1): Identify specific family engagement needs and develop a plan for the schools to better engage parents.*

- ***Establish family engagement teams and Parent Leaders.*** The CSMs and Family Advocates (one for each cluster) will convene family engagement teams at each site, including the Principal and a Teacher Liaison. The Family Advocates will join a district-wide learning community for individuals doing this work convened by staff from OUSD’s FE Office, who will assist them to recruit 2-4 school Parent Leaders for each site. These parents will in turn take part in OUSD’s 8-session “Raising the BAR” (Behavior, Attendance, Reading) parent leadership training program. Its purpose is to assist them in engaging and guiding other parents at their school to be partners with teachers to support their children’s success in school.

The Teams will conduct needs assessments to capture the strengths and weaknesses in existing family engagement at each school as well as parent priorities for adult education. For this purpose we will utilize the California School parent Survey and tools OUSD has developed to

measure a school's proficiency at implementing a culture of family engagement: our Family & Community Engagement Readiness Survey and Rubric and Communication with Families Assets Scan (see Attachments).

- ***Prioritize data driven, results-based services:*** Based on the results of the needs assessments, the Family Advocates and CSMs will craft Family Engagement Implementation Plans for each elementary/middle school cluster that meets the needs of those communities.
- ***Family Resource Center:*** Utilize the FRCs to maximize family engagement outreach.
- ***Establish an African American Parent Council*** at each school to help promote the academic success of African American children by engaging and empowering their parents. FE Teams will recruit parents for these advisory groups, which will meet monthly to network, have workshops on topics such as ways to partner with teachers to support their children's education, learning styles, and effective parenting; receive leadership training; plan activities; and conduct outreach to other African American families to encourage them to participate in school activities.
- ***Initiate transitions outreach to rising 6th grade students and families*** to promote middle school awareness and readiness. A Transition Coordinator will organize site visits to the middle school by students and their families, and orientation meetings with teachers and school leaders there; coordinate opportunities for students to shadow 6th graders; and connect students to academic supports as needed to help students be ready for middle school academic programs.

FE Goal 2 (Years 2-5): Ensure the schools have a culture of family engagement.

- ***School Responsibility:*** CSMs will conduct parent surveys and school assessments and asset scans each spring to gauge how their school (teachers, staff, leaders) is evolving to meet the needs of families to facilitate family engagement, and guide improvement strategies.
- ***Implement home visits*** by teachers, Family Advocates, Attendance Case Managers.
- ***Teacher Training:*** Train teachers and CBO partners on how to effectively engage parents.

This effort will be guided by the needs assessments and be carried out by the Parent Advocates,



staff from OUSD's Family Engagement office, and Parent Leaders.

- **Family Resource Center:** Family utilization of the FRCs will increase each year.

FE Goal 3 (Years 2-5): Prepare parents to be academic advocates for their children.

- **Align and coordinate family engagement** services and strategies with instructional goals. We will use Academic Parent Teacher Teams and/or parent workshops to guide parents on understanding and supporting their children's education. Workshops will be facilitated by Teacher Leaders, Family Advocates, Parent Leaders, and OUSD Family Engagement staff. We will provide 2 workshops per year at each site to build parents' capacity to support their children's learning. To support this work OUSD developed a series of grade-level activities for parents to do at home with their children, aligned with the Common Core State Standards.

- **Adult Education:** Parents will participate in adult education courses on site, in areas such as ESL, computer literacy, and GED, with the focus and frequency based on the needs assessments, provided in collaboration with OUSD's Adult Education program.

FE Goal 4 (Year 5): As a result of family engagement activities, parent participation will increase to 50% at each school site (Indicators: activity sign-in sheets and meeting records).

(2) Attendance Interventions

Rationale: As noted earlier, chronic absenteeism, with its lost classroom time, is associated with deficits in academic skills and high dropout risk. The target schools have rates of chronic absenteeism and truancy correlated with severe declines in academic performance and dropout risk. Earlier we presented findings from a study OUSD commissioned to identify potential causes of chronic absenteeism in our district and strategies to address it.

Existing Capacity: OUSD maintains lists of students that are chronically absent that it shares regularly with each school site – which the schools will use to target particular students for intervention. Roosevelt has an attendance team that partners with community agencies to conduct family outreach to address and reduce chronic absenteeism. This work will inform our



planning and deployment of particular strategies to reduce absenteeism at the target schools.

Service Plan: Chronic Absenteeism Goal 1 (Year 1): Conduct assessment of contributors to chronic absenteeism and develop Chronic Absenteeism Service Plans. We will form an attendance team at each school to collect, review, and analyze data, identify trends and patterns of chronic absenteeism and truancy, and recommend intervention strategies for target students and groups (such as outreach to parents, incentives, transportation support, health referrals). Teams will include the Principal, CSM, Attendance Case Manager or Family Advocate, and an occasional representative from OUSD's Family School Community Partnerships Department. They will select results-based programs for year two and beyond to address the factors underlying chronic absenteeism. Parallel to this work, we will begin attendance interventions in Year 1.

- **Attendance Case Management:** Attendance teams will identify students who have or are at risk of chronic absenteeism and refer their families to the Attendance Case Manager. The Case Manager will work with families to develop a plan to ensure their child attends school; provide supports to address contributors to chronic absenteeism, such as home visits, incentives, and referrals for needed services; monitor the child's progress; and adapt supports as appropriate.
- **Parent Education:** The Attendance teams will coordinate a parent education program that emphasizes the importance of school attendance, using curriculum from OUSD's Parents Raising the BAR program. Workshops will especially target families with children in the early elementary years and 5th and 6th grade families. We will collaborate with Family Advocates to target outreach for this program. The schools will conduct additional family outreach emphasizing the importance of attendance and strategies to maximize it, via Back to School Nights, parent-teacher meeting, newsletters, and other communiques with families.

Chronic Absenteeism Goal 2 (Year 2-5) Schools will transform their cultures to view chronic absenteeism as indicative of unmet needs of students and families and to address these needs.

Attendance teams will collect and monitor data on programming and absenteeism on an ongoing



basis and conduct year-end analyses to inform which services to continue, modify, or replace the next year. Programs of interest include attendance workshops for parents/guardians, attendance case management, social-emotional skills instruction for students, behavioral health care, and gang prevention/intervention programs for the entire school communities. In addition, we will:

- ***Support academic achievement*** of chronically absent students by aligning family engagement, health, and academic services with chronic absenteeism strategies. This will be achieved by: targeted outreach to parents of chronically absent students to educate and support them to address contributors to their children's absenteeism, referrals for health services as needed, and for academic supports such as tutoring and other academic assistance available in the after-school programs at each school.
- ***Use lessons learned and yearly data assessments to increase the efficiency of the attendance teams and the Chronic Absenteeism Plans.***

(3) Health

Rationale: Earlier we presented data on widespread unmet health needs in the target school communities and contributing factors. Unmet health needs contribute to absenteeism and children's ability to fully engage with school and readiness to learn. We are seeking to combat severe inequalities in access to health care afflicting the school communities.

Existing Capacity: There are ***School-Based Health Centers (SBHC)*** at the Alliance/Elmhurst Campus (opened in 2012) and at Roosevelt (opened in 2010). Through this project they will expand their reach to provide primary health and dental services to families and community members from the target elementary schools. Alameda County funds ***school-based mental health services*** at all of the target schools, provided by partner agencies. OUSD runs a central Family Resource Center (FRC) where ***Medi-Cal eligibility workers*** from the county Social Services and Behavioral Health Care agencies enroll families in Medi-Cal and other public benefits. There are ***Coordination of Service Teams (COST)*** on which health providers participate at the



middle schools and Garfield, but not at New Highland/RISE.

Service Plan: Health Goal 1 (Year 1): Expand access to physical, dental, vision, and mental health care services for the target elementary school communities.

We will establish collaborations between the lead agencies for the SBHCs on the middle school campus and the CSMs, attendance teams, and COSTs at the elementary schools through which we will conduct outreach and provide referrals to ensure that students, families, and community members access needed health services at the SBHC.

- **Establish Coordination of Service Teams at New Highland and RISE**; participants will include CSMs, behavioral health providers, the FRC and after-school program coordinators, the attendance team lead, and a representative from the Alliance/Elmhurst SBHC. COSTs at the elementary schools (including Garfield) will provide referrals to appropriate health services to individual students and families. CSMs will lead general outreach to facilitate awareness of and access to these services. SBHCs will offer some services on the elementary school campuses.
- Implement a health services referral and assessment mechanism with attendance teams to mitigate physical and mental health-related contributors to chronic absenteeism.
- Connect students, families, and community members to health services, including: **primary care** (including **immunizations**, with a goal of decreasing the percentage of students without immunizations to below 20%); **dental screenings**; **dental treatment** (90% of students with tooth decay and cavities will receive appropriate follow-up care); **vision care**; and **behavioral health care** (group and individual modalities, including trauma-informed care and/or family case management as appropriate). Staff at our district FRC will partner with the elementary schools and middle school SBHCs to enroll families in **health insurance (Medi-Cal) and other public benefits** on site at the schools. To increase family engagement and awareness of specific health issues faced by students and families, we will offer **health workshops for family members** on issues such as child and adolescent development, nutrition and fitness, and/or particular health topics of



relevance identified by our needs assessments (see below). We anticipate providing at least two health-focused workshops at each elementary campus per year plus two additional workshops for both elementary and middle school families at each middle school campus.

Health Goal 2 (Year 1): Conduct assessment of student health needs. Parallel to expanding access to health care services, the CSMs will collaborate with Parent Advocates, Attendance Case Managers, SBHC leads, and mental health service providers at their sites to identify *factors contributing to unmet health needs; determine how health conditions affect students' academic performance; identify priority populations* (e.g., academically at-risk students, those identified through discipline processes, those without a primary care provider), and *identify best practices for increasing health service delivery to the priority populations.*

Health Goal 3 (Year 2-5): Align and integrate medical, mental health, and dental services and align these services to support academic achievement. Health providers will screen 80% of clients during scheduled visits for attendance issues and academic progress in Math, English Language Arts and other core subjects. They will provide screening and interventions for health risk behaviors and psychosocial problems to 100% of students during scheduled visits.

Health Goal 4 (Year 2-5): Expand and target delivery of data-driven, results-based health care services through SBHCs via strategy developed from year one needs assessment. Table 7 on page 11 presents the numbers of students and family members who will receive particular health services each year.

Transition supports for rising 6th graders will include strategies within each priority service area. The Year 1 needs assessments will include assessment of transition-related needs and identification of effective strategies. Starting in Year 1, the Transition Coordinator will collaborate with the Family Advocates and CSMs to provide transition supports. We will conduct outreach to families of all 5th grade students who will be advancing from the K-5 schools to the middle schools in this proposal to support successful transitions—including workshops for 5th grade par-



ents to orient them about middle school; campus visits and orientations in the spring and summer, welcome calls from the new schools, and check-ins with the family after school starts. We will provide each middle school with a list of incoming students who are at-risk due to absenteeism, poor academic performance, or other factors, so they can be immediately connected to COST teams, and be referred for academic supports (such as pre-6th grade summer bridge programs and after-school tutoring), chronic absenteeism interventions, or health services as needed.

Integrating FSCS services in elementary/middle school clusters. Services detailed above include efforts on several fronts to integrate FSCS services at the elementary and middle schools they feed into and provide a continuum of support for children and families. They include: (1) collaboration on Year 1 needs assessments/planning in the areas of family engagement, chronic absenteeism, health, and transitions to middle school; (2) family engagement outreach and transition readiness support from the middle schools to rising 6th grade students and families; (3) outreach campaigns regarding the importance of attendance implemented jointly by the elementary and middle schools; (4) provision of health services to elementary school families by the middle school SBHCs, at both the middle and elementary schools; (5) workshops on relevant health-related topics for elementary and middle school families together; and (6) early referral of rising 6th graders/families to COST teams for provision of appropriate supports.

(iii) Sustainability. In the process of building the FSCS models at the elementary schools and the K-8 continuum of services, this project will build capacity in the school communities to sustain these services and resulting benefits beyond the grant period. The needs assessments we conduct and the plans we develop around family engagement, attendance interventions, access to health services, and transition supports will provide blueprints that guide efforts in the future. Training for school staff in effective family engagement will build their long-term capacity for this work. Over time, as the attendance teams become sustainable by existing staff and faculty, a culture of family engagement and attendance permeates the school communities, and strong sup-



port systems are in place, we will be able to phase out the Attendance Case Manager position; reduced needs for attendance outreach and support can be incorporated into the Family Advocate or CSM role. The school-based health and behavioral health services that will be part of what the FSCS offer are funded and will be sustained through existing partnerships between OUSD, the city, and the county, and further supported by expanding Medi-Cal coverage for families through benefits enrollment outreach. The collaboration between middle school SBHCs and the elementary schools to serve their communities, once established, will be sustained through the COSTs and attendance teams. The largest allocations of grant funding will be for the CSMs for New Highland/RISE and Garfield. California's new Local Control Funding Formula (LCFF) is a mechanism OUSD expects will help us sustain the CSMs and potentially other key components of our FSCS over time. Starting in 2014-15, schools in California will receive added state funding beyond their base allocations depending on the number of economically disadvantaged, English Learners, and foster children they serve and other risk factors in the local community, which schools can then allocate to address local needs and priorities. OUSD has included CSM as a classified position schools can choose as part of their LCFF budget plan. We anticipate that the schools will recognize the importance of this role once it is part of their overall efforts and will allocate funding to support it.

OUSD has been an incubator for many community-school components in the past that we have then scaled up and made sustainable by public funding. For instance, we had the first two school-based health centers in Alameda County; there are now 28 in the county, including those at the target middle schools, each one with a base allocation of \$105,000 from the Health Care Services Agency. Another example is our success at increasing the number of publicly-funded and sustained school-based after school programs in OUSD from 32 to 80. We are confident that once we demonstrate the positive impact of the FSCSs on student achievement and student and family health and well-being, OUSD and our partners will be able to sustain them.



(iv) Integrating and building on related efforts. The project will be incorporated into OUSD's FSCS initiative, guided by our 2011-16 Strategic Plan. This initiative, being deployed by our Family, School & Community Partnerships Department, has a set of foundational and core program elements and areas of collaboration with the community to improve conditions in the service of all of our children (see "Oakland Full Service Community Schools" document in the Attachments). New Highland, RISE, and Garfield will join our cohort of 24 FSCSs. The target middle schools are already part of the cohort. Two of them, Elmhurst and Alliance, used federal School Improvement Grants and private funding to support their transformation into FSCSs. Each OUSD FSCS has a CSM, who works in partnership with the Principals to coordinate non-academic supports for students and families, and with academic programs. The CSMs are employed by either OUSD, CBO partners, or the County, and funded through a variety of sources, including district General Funds, partner agency funds, and grants (School Improvement Grant, 21st Century Community Learning Center, Kaiser Foundation). The CSMs to be assigned to New Highland/RISE and Garfield will join the learning community in which CSMs meet monthly for joint professional development, sharing of lessons learned, and problem solving, and receive coaching on site. It is convened by OUSD Director of Community School Partnerships (Andrea Bustamante) and Coordinator of Health Access/School-Based Health Centers (Mara Larsen-Fleming), and staff from the Alameda County Center for Healthy Schools and Communities.

The project will be *integrated with ongoing initiatives to improve academic rigor and relevance, and teaching and learning in our schools*. OUSD is in the process of aligning curriculum and instruction district-wide with the Common Core State Standards. We also have ongoing Balanced Literacy, Secondary Literacy, and Middle School Math initiatives. Our "Linked Learning" initiative, supported by the California Department of Education (CDE) and Irvine Foundation, further supports all students to graduate ready for college and careers. High school students have the option to participate in career academies that combine rigorous academic programs with



real-world work-based learning opportunities in many career fields. OUSD is part of a regional consortium awarded a \$15 million “Career Pathways Trust” grant from CDE in May 2014 that will support us to work with community colleges and industry to strengthen these programs, including launching linked learning in our K-8 schools. In the coming years this work promises to benefit students in the schools targeted by this proposal.

OUSD is also implementing *tiered academic and behavioral support models* in our schools, using the Response to Intervention and Positive Behavioral Intervention & Support frameworks. These approaches are designed to create a positive school climate conducive to student learning, and academic or behavioral supports for students ranging from universal preventive supports to data-informed small group or individualized supports. OUSD is currently applying for a School Climate Transformation Grant from the U.S. Dept. of Education, which, if funded, will enable us to implement tiered behavioral support systems at all the schools in this proposal. These symptoms will support our focus on reducing by chronic absenteeism, by addressing contributors to absenteeism ranging from bullying and harassment at school, and students’ sense of connection to the school, to mental health needs that interfere with attendance. We are also part of the Collaborative for Academic, Social, and Emotional Learning, a nationwide effort to create systems and educator capacity to develop students’ social and emotional skills to support their academic and life success, funded by the NoVo Foundation. In addition, OUSD has developed a robust Family Engagement initiative in recent years. This project will leverage its resources, including OUSD’s learning community for Family Advocates, parent leadership training program, school family engagement standards and rubrics, and curriculum for training teachers to engage parents as partners in their children’s education.

The project will leverage health services available at the *School-Based Health Centers* on the Alliance/Elmhurst and Roosevelt campuses. The SBHCs as well as *mental health services* available at the target schools are supported by the Alameda County Health Care Services Agen-



cy, through multiple state, county, and city funding streams.¹⁶ We will also leverage the *Family Resource Centers* at New Highland/RISE, Alliance/Elmhurst, and Roosevelt to support our family engagement, attendance support, and health services. They are funded by grants from the San Francisco Foundation, S.H. Cowell Foundation, and other sources.

All of the target schools have ongoing *after-school programs*, funded by multi-year grants from at least two of these sources: federally-funded 21st Century Community Learning Centers grant, California Department of Education's After School Education & Safety Program, and the Oakland Fund for Children & Youth. These programs provide a range of academic assistance, enrichment, youth development, and physical fitness activities. Typically students (100-200 per school) enroll in the program and attend daily. CSMs, COSTs, and attendance teams will target these programs for the benefit of at-risk children and youth. They will also be venues for some of the transition services for rising 6th graders, to help ready them for middle school.

(b) Adequacy of Resources

OUSD will leverage substantial district and partner resources, in combination with federal FSCS funding, to make project services and supports available to the 6 target school communities.

(i) Resources to be provided by applicant and partners. OUSD and each of the target schools have existing infrastructure on which to scaffold the FSCS effort. The project will be incorporated into the district's ongoing FSCS initiative. The new CSMs for the elementary schools will join OUSD's learning community for CSMs. OUSD's FSCS Office will assist the target schools in establishing and supporting community partnerships through which to offer a broad range of support services to students and their families. OUSD will also provide resources for professional development and coaching to support implementation of the initiatives mentioned earlier to strengthen core academic programs, as well as academic and behavioral Response to Intervention programs at the target schools; staff and expertise for family engagement



and adult education services; data on chronic absenteeism and other risk factors to help the schools identify students and families needing targeted interventions and allocate resources accordingly; state and city after-school program funding accessed by OUSD through which students will have valuable academic assistance, enrichment, and fitness-promotion activities; and student data to support the project's evaluation and continuous improvement. As noted in the Memorandum of Understanding (MOU) included in this application, OUSD will provide at least \$1,846,639 in in-kind resources each year to support the proposed project, of which \$1,568,340 are from state grants. At the site level, each school will make available all campus facilities for comprehensive services for students and families, and office equipment (e.g., photocopiers, phones, computers, and Internet access) and supplies to support services. The Family Resource Centers at New Highland/RISE and Alliance/Elmhurst offer direct services and service linkages that the FSCSs will leverage. The School-Based Health Centers (SBHCs) at Alliance/Elmhurst and Roosevelt will provide primary care, vaccinations, dental screening/treatment, reproductive health services, mental health counseling and case management, and health education services. At all schools except New Highland and RISE, well-functioning COSTs will be incorporated into this project. As described below (and in the attached MOUs, which detail approximately \$4.8 million in in-kind partner contributions to this project each year), we will rely on community partnerships with expertise in key service areas for many of the services deployed by our FSCSs.

(ii) Partner roles and commitments. OUSD's primary partner in this application is *Alameda County Health Care Services Agency* (ACHSA). ACHSA's Center for Healthy Schools and Communities works to improve health and education outcomes for young people in our city and county through partnerships with schools, districts, service providers, and other stakeholders. ACHSA provides funding for the SBHCs and behavioral health services at the target schools, as well as staff for PD and coaching for the CSMs. As noted in this MOU, it will commit at least \$1,300,000 in resources to the project each year.



LifeLong Medical Care and *La Clinica de la Raza*, local non-profit community-based health centers, operate the SBHCs at Alliance/Elmhurst and Roosevelt respectively. They will offer medical, dental, reproductive health services, and benefits enrollment to students, families, and community members from all six target schools at the SBHCs. Lifelong is committing \$708,000 and La Clinica de La Raza \$585,659 per year. *East Bay Agency for Children*, which operates OUSD's Central FRC, will conduct on-site health insurance enrollment at the target schools to increase billable services and ensure families' access to health services.

We will partner with several CBOs that provide school-based mental health services, and other programs, at many sites in Oakland. *Lincoln Child Center* will provide these services and operate the Family Resource Center at New Highland/ Rise, and will contribute \$600,000/year to the project. Other mental health providers are *Seneca Center* (at Alliance/Elmhurst), *Community Health for Asian Americans* (Garfield), and *Asian Community Mental Health Services* (Roosevelt). The value of their services is included in the resources provided by AC HCSA.

The *City of Oakland's Department of Human Services* administers funding from the Oakland Fund for Children & Youth for after-school programs at all six target schools; these grants total \$593,469 per year collectively, supporting our efforts to improve school attendance, engagement, academic, and health outcomes for students. Local CBOs that partner with OUSD to lead after-school programs at many OUSD schools will serve as lead agencies for these programs: *Higher Ground Neighborhood Development Corporation* (at New Highland/RISE), *Bay Area Community Resources (BACR)*, at Alliance/ Elmhurst), and *East Bay Asian Youth Center (EBAYC)*, at Garfield and Roosevelt). Their contributions to these FSCS are: Higher Ground (\$426,170/year), BACR (\$387,533/year), EBAYC (\$50,000/year).

(iii) Reasonableness of costs. The FSCSs in this proposal will serve 2,550 students per year through academic programs, planning activities, and other school-wide services, and subsets of students via particular interventions. Our grant request of just less than \$500,000 per



year is the equivalent of \$196 per student per year. Over time, with a cohort of new kindergartners entering the elementary schools each year, we will increase the cumulative number of students served by about 230 per year, to reach approximately 3,470 in all (\$720 per student over 5 years). This doesn't include the approximately 1,300 family members we expect to serve each year. Moreover, grant funding will leverage approximately \$6.5 million per year in matching resources from OUSD, state and local grants, and our partners – roughly a 13:1 match to the federal investment. We are certain the federal and local investments in these school communities will substantially improve the educational outcomes and future prospects for thousands of students. And in the process of implementing FSCS models at the elementary schools and strengthening FSCS structures at the middle schools, we will build capacity in our schools, families, and communities to sustain the services and outcomes for future cohorts of high-need OUSD students in the school communities, as well as in other elementary/middle school clusters that benefit from what we learn through this project.

(c) Management Plan

(i) Project oversight, management, and coordination. This initiative will be overseen by OUSD's Full Service Community Schools Office, housed in our Family, School & Community Partnerships Department (FSCP), and specifically by Andrea Bustamante, Director of Community School Partnerships. Ms. Bustamante, serving as Project Director, will support the Community School Managers for each campus, as well as the Family Advocates, Attendance Case Manager, and Transition Coordinator, through professional development and coaching. She will liaise with project partners and the evaluator; manage the grant budget; and be responsible for data collection and reporting to the grantor. She will coordinate with other lead staff for programs also housed in FSCP (Student, Family & Community Engagement, Attendance and Discipline Support Services, Health & Wellness, Behavioral Health, and Afterschool Programs,



among others) to allocate resources from their programs to support services at the target schools.

The leaders of OUSD's FSCP Department and AC HCSA's Center for Healthy Schools and Communities co-convene the *Oakland Community Schools Leadership Council*. It includes representatives from city and county agencies, colleges, economic and community development organizations, and other stakeholders. It meets quarterly as a whole and convenes workgroups to support OUSD's FSCS work through establishing a common vision for healthy, thriving children in Oakland and the conditions necessary to advance this vision; and providing high-level system oversight, policy alignment, resource coordination, fund development, and public support. The Leadership Council's work will support the FSCS initiative at the target schools.

FSCS Coordinator. Each school will have a *Community School Manager (CSM)*, responsible for developing and deepening the FSCS work at their site. They will partner with the Principal, coordinating all student services and community partnerships, freeing up the Principal to focus on instructional leadership. The CSMs will: (1) *Serve as Community Schools Champion* – Introduce the FSCS model and CSM role to the school community, including efforts and successes achieved with this approach elsewhere. (2) *Lead needs assessments/planning processes* – Identify gaps in services and assets that can be built on and develop plans in to address extant needs in our priority service areas. The CSMs will undertake this work as part of school teams in Year 1 and lead follow-up assessments in subsequent years to guide refinements in services as appropriate. (3) *Partnership development* – Strengthen existing partnerships, use data from needs assessments to cultivate new partnerships that address service gaps, and manage site-based MOUs. (4) *Design and coordinate student & family support services* – Establish/ strengthen COST, family engagement and attendance teams; supervise Family Advocates, Attendance Case Manager, and Transition Coordinator; and coordinate alignment of support services for students and families so they promote student success in school. (5) *Collaborative leadership development* – deepen personal leadership skills via PD and coaching; participate on school leadership



teams; support the development of parent leadership bodies; and facilitate community and school engagement in developing the Community Schools Strategic Site Plan (CSSLSP). Note: The target middle schools already have CSMs; we will hire new ones for New Highland/RISE and Garfield.

The new CSMs for New Highland/RISE and Garfield will join the professional learning community for OUSD's CSMs, co-convened monthly by Ms. Bustamante, OUSD's Coordinator, Health Access/SBHCs (Mara Larsen-Fleming) and staff (Jamie Harris) from AC HCSA. PD will include sharing of lessons learned, problem solving assistance, and on-site coaching, as well as guidance on the planning efforts for each of our priority service areas to be undertaken in Year 1.

Structure at each school. The Principal will provide leadership of the school, which will include supervision of the school's CSM, whose efforts will focus on developing the FSCS model (see below). The CSM will also join the *School Leadership Team*, with the Principal, teacher leaders, family and partner representatives. This Team will be responsible for defining the school's overall direction and priorities and developing the Community Schools Strategic Site Plan and budget for their school, with input from school stakeholder groups.

Each school will have a *Coordination of Services Team*. New COSTs will be created at New Highland and RISE. Convened by the CSMs, COSTs will include the Principal, intervention specialists, and staff from the SBHC lead agencies, behavioral health providers, and after-school lead agencies. They will meet weekly to allocate and coordinate services for high-need students and their families. A *family engagement team* at each school (membership detailed earlier) will conduct the needs assessment/planning process for the family engagement and adult education services, coordinate services in this priority area, and conduct yearly assessments to gauge progress and inform new efforts. Parents/guardians will have opportunities to participate in decision-making at their school and in providing input into the FSCS implementation, by serving as Parent Leaders and/or members of the *PTSA*, *School Site Council*, *English Language Advisory Council*, and *African American Parent Council*. An *attendance team* at each school



(membership detailed earlier) will conduct the needs assessment/planning process for chronic absentee interventions and have an ongoing role in identifying and coordinating interventions for students experiencing or at risk of chronic absenteeism.

Other project staff. Each elementary/middle cluster will be assigned a *Family Advocate*. They will join family engagement teams; take part in the needs assessment/planning process for family engagement and adult education services; conduct outreach to families via home visits, workshops, and other strategies to involve them in the school, equip them to support their children's education and successful transitions to middle school, and link them to services to address contributors to chronic absenteeism and other needs; convene new African American Parent Councils; and support other parent leadership groups. A full-time *Attendance Case Manager* will work with attendance team members to develop Chronic Absenteeism Service Plans, and provide case management and service linkages for families of students with chronic absenteeism. A full-time *Transition Coordinator* will collaborate with CSMs, Family Advocates, Attendance Case Manager, and middle school COSTs to assess transition-related needs and provide transition supports to students and families, including coordinating campus visits and orientations, leading workshops, and connecting families to health services or other needed supports. (Please see attached job descriptions.)

Partner agencies will provide the services – health care, behavioral health care, after-school programs, FRC services, etc. – detailed earlier under “Partner roles and commitments.”

Please see the *Implementation Work Plan and Timeline* at the end of this narrative.

(ii) Qualifications of key project personnel. Andrea Bustamante has been OUSD Director of Community School Partnerships since 2012, managing the district's FSCS implementation; developing partnerships between schools, district departments, and community providers, for services including family engagement, extended learning, and health; and providing professional development and coaching for CSMs and other staff and FSCS stakeholders. She previ-



ously (2009-12) managed a comprehensive school-linked services initiative at five OUSD middle schools, a collaboration of the city, county, school district, and community partners. In 2006-08, she managed and provided oversight for 90 after-school programs in San Francisco Unified School District's ExCEL Program Manager, and from 2001-06 she was responsible for the academic leadership component of SFUSD after-school programs. In all of these roles she has managed and reported on state and federal grants and dozens of contracts with community partners. She has received leadership training as an Education Pioneer Fellow (2009), has a Masters in Education, and is a former elementary school Spanish Bilingual teacher.

Mara Larsen-Fleming, OUSD Coordinator of Health Access/School-Based Health Centers, has been the district lead for the expansion of SBHCs since 2009, providing technical assistance to schools and providers on coordination and integration of services, co-convening the district's CSM learning community, and coaching CSMs. She has a master's in Health Policy and Management and extensive past experience coordinating SBHC services.

Jamie Harris, Capacity Building and Community School Development Coordinator for AC HCSA's Center for Healthy Schools and Communities since 2012, co-convenes the professional learning community for OUSD's CSMs and provides technical assistance to FSCSs. Prior to her current position, she was instrumental in launching and supporting a city-wide effort to develop, implement, and sustain community schools in the San Francisco Unified School District. She is also a former Community Schools Director.

Jordan Haar has been CSM at Roosevelt Middle School since 2011. He has a background working with at-risk urban youth as a case manager, social worker, and in other capacities; has a Master's in Social Work and a School Social Work Credential; and is fluent in Spanish.

Kamar O'Guinn has been CSM at Alliance and Elmhurst since 2012. He worked as a youth summer program coordinator, an after-school program site administrator and instructor, and an AmeriCorps volunteer program coordinator for nine years prior to his position as CSM.



(Please see attached resumes.)

Related efforts and lessons learned. In the process of OUSD's ongoing progress toward becoming a district of FSCSs, in which schools serve as community hubs for a range of services, we have found it is crucial for the schools to partner with strong community agencies with expertise in particular fields. This initiative will leverage many such partnerships between the target schools and local agencies. Our FSCP Department has helped broker and support these partnerships, and has established systems and processes to do so and to align their work with OUSD's FSCS vision. The district coordinators for SBHCs, behavioral health services, after-school programs, and family engagement have each formed collaborative groups with all of the CBOs that lead these services at our schools and meet monthly to support their integration into our schools' overall programs, share best practices, and problem solve. Similarly, staff from our FSCS office frequently help Principals, CSMs, and CBO partners align services and address issues that arise.

We have learned other key lessons in this work that will inform services at the target schools. (1) School leadership and stakeholders must be committed to the FSCS model in order to implement it successfully. This is the case at each of the target schools, which are excited about this proposal and committed to providing the facilities, staffing, partnerships, and other needed resources for this effort. (2) The CSM must be a high level role that focuses on student services, coordinating and supporting all partners at the school site, and freeing up the Principal to focus on instruction. We have developed a work plan for CSMs that details what this role looks like on the ground. (3) It is crucial to coach and support both the CSM and the Principal on an ongoing basis to help them make this major school reform successful. (4) It is also crucial to engage stakeholders – teachers, parents, CBOs, community members – as partners continuously from the beginning of a school's transformation into a FSCS. (5) School partnerships with CBOs or public agencies should be formalized, through an MOU or Letter of Agreement, with the partnership explicitly aligned to the vision of the school community. OUSD has developed tools to help



schools and community agencies forge strong partnerships, such as guiding questions to help the CSM, Principal, and partner engage in conversation to determine how they will work together, and a rubric for assessing the partnership.

Parallel to our FSCS initiative, OUSD has *built systems for schools to collect and use data for decision-making and continuous improvement*. OUSD's Research and Evaluation Office has created a new "balanced scorecard" for each school that will be shared with sites several times a year, with many data points school leaders can use to inform improvement efforts. We also began (in 2012-13) using a new Community School Site Strategic Plan (CSSSP) at each site and corresponding continuous improvement planning process. Each site created a Community School Leadership Team, including school leaders, teachers, staff, parents, and key community partners (e.g., after-school leads, mental health providers), which engages in data collection and analysis of strategies and outcomes, to drive the development of the CSSSP for their school each year. In addition, every three years, each OUSD school participates in a School Quality Review. In this process, district leaders and accomplished school leaders conduct three days of classroom observations and focus groups to evaluate the school's based on detailed school quality standards we have developed; they then write a report of their findings, which the school uses to inform improvements. The schools in this proposal will engage in and benefit from all of these efforts.

Finally, we should note that OUSD has extensive experience implementing, managing, and reporting on multi-year federal- and state-funded grant projects, including, recently, Investing in Innovations and Smaller Learning Community grants from the U.S. Department of Education, and federally-funded School Improvement Grants from the California Dept. of Ed, among others.

(d) Project Services

(i) **Services reflect up-to-date knowledge.** The proposed project design is supported by extensive research as well as our district's own experience with FSCS implementation.



Our emphasis on engaging and empowering families, as well as on partnering with CBOs to provide health, academic, and other supports for children and families, reflects research that such partnerships improve children’s development and school success.¹⁷ The more effectively a school communicates with the child’s family, the more likely the parents are to engage, particularly at lower-performing schools in low-income and under-resourced neighborhoods.¹⁸ Schools that embrace family involvement as a part of the overall culture, carry the expectation of family involvement, and value families’ input, report higher levels of family engagement.¹⁹ The specific FE activities we are proposing address all of the standards for meaningful family engagement (see Attachment) developed by OUSD’s Student, Family & Community Engagement Office, based on extensive research on the components of effective school-family partnerships. Our FE work will include training for parents with concrete skills they need to understand, advocate for, and support their child’s education. Another important component is the training we will provide to teachers and other staff to help them forge effective school-home partnerships, based on the reality that teachers and school leaders receive little training for engaging families and report that, although they value and want to develop partnerships with families, they feel under-prepared to do so. Overall, our FE strategies are closely aligned with the “Partners in Education: Dual Capacity-Building Framework for Family-School Partnerships” developed by Southwest Educational Development Laboratory and the U.S. Department of Education.²⁰

The second priority service area responds to the widespread chronic absenteeism in the target schools, and the relationship between frequent absence in reduced instructional time and academic achievement, and increased dropout rates. The strategies we are proposing reflect best practices in this area.²¹ They replicate strategies OUSD has already piloted in some of our schools with dramatic results. As an example, since we established attendance teams, targeted case management, and parent education outreach on attendance and absenteeism at Roosevelt three years ago, chronic absenteeism has dropped from 15% of students to 7% in 2013-14. We



expect to see similar drops over time as we bring these strategies to the other target schools.

Our focus on ensuring that students and families have access to primary care, dental, vision, mental health services, as well as health workshops, health insurance and other benefits they qualify for, is closely linked to the family engagement and attendance interventions in supporting students to be able to attend school regularly, fully engage in and succeed in school. Connecting students with poorly managed asthma or other health problems to needed health care is crucial to minimizing missed classroom time. Students with poor vision need to have glasses or contact lenses in order to fully engage with classroom learning. Our plan is to expand health services on site at the elementary schools and give their students and families access to the SBHCs at the feeder pattern middle schools will draw on the successful approaches used at Roosevelt Middle School. The SBHC there conducts outreach to ensure it has a connection with every student at the school, and health services are coordinated and aligned with the school's academic program and other FSCS services. Our plan to use all health care appointments to screen for students' academic, psychosocial, and behavioral needs, and then coordinate with other service providers to connect students and families to supports as needed is an evidence-based practice.²²

Finally, the robust infrastructure OUSD has developed to support the FSCSs – learning communities and ongoing coaching for CSMs; the district's support to schools to forge and sustain partnerships with effective service providers; and aligning academic, family engagement, social, health, and other services – is an indispensable foundation for developing, sustaining, and expanding the number of FSCS sites in the district.²³

(ii) Likelihood of improvements in student academic achievement. Our initiative's focus on family engagement is backed by research showing that a parent's involvement in their children's education is the most important predictor of student academic success.²⁴ Over 50 years of research links the various roles families play in a child's education with indicators of student achievement, including improvements in school readiness, attendance, behavior, grades,



test scores, graduation, and drop-out rates, as well as students' sense of efficacy for learning and beliefs about the importance of education.²⁵

The focus on addressing and preventing chronic absenteeism addresses: the association between chronic absenteeism, lower academic achievement, and achievement gaps at the elementary, middle, and high school levels; the fact that chronic absenteeism begins to rise in middle school, and therefore there is a need to target the elementary-middle school transition; and the fact that chronic absenteeism, as early as elementary school, is associated with substantially higher risk for dropping out. In OUSD and nationwide, chronic absenteeism is most prevalent among low-income students (virtually all students at the target schools), and low income students benefit most from being in school every day.²⁶ Reducing and preventing chronic absenteeism is absolutely indispensable to improving student achievement.

The FSCS model, when implemented effectively, by stable leadership and with a strong instructional program (which will be characteristic of the FSCS at the target schools) is associated with both improved attendance and improved student achievement.²⁷ There are a growing number of examples around the country of gains in academic achievement for students in FSCS. In a study of 7,817 students at 65 SUN Community Schools, in Multnomah County, Oregon, where the vast majority of students are children of color and from economically disadvantaged homes, and 33% are English Learners, 76% of students made gains in the state's Reading Benchmark scores, and 73% gained in Math, in 2011-12, compared to their scores the prior year. A study comparing 18 schools in the Tulsa Area Community Schools Initiative (TACSI) with 18 non-TACSI schools found that the TACSI schools outperformed the non-community schools by 19 points on state tests in reading and 32 points in math.²⁸ In OUSD, our relatively young FSCS initiative is showing significant results in student achievement. At Roosevelt Middle, for example, the percentage of students scoring proficient in ELA increased from 25% in 2010 to 33% in 2013, and the corresponding increase in Math was from 26% to 32%. During that same period,



Roosevelt's API increased from 627 to 679, whereas the target elementary schools, which have not yet implemented FSCS models, have seen substantial drops in their API.

We propose to implement comprehensive FSCS models and a continuum of support from elementary to middle school. These models will incorporate and leverage reforms in our academic programs and school climate approaches and strong community partnerships. They will be informed by OUSD's ongoing FSCS work and lessons learned. We are confident that they will produce the improvements in academic achievement (test scores, APIs, English Learner re-designation, and high school matriculation) detailed in our target outcomes.

(e) Project Evaluation

OUSD plans to engage the John W. Gardner Center for Youth and their Communities (Gardner Center), located within Stanford University's Graduate School of Education, as project evaluator. Gardner Center partners with communities to conduct community-driven research and effect change to improve the lives of youth.

Most relevant to OUSD's FSCS initiative, Gardner Center has conducted a six-year study of community schools in the Redwood City School District (RCSD), including evaluation of the school's family engagement practices and outcomes, focused on improving RCSD's implementation and outcomes. It has also developed a Community Schools Evaluation Toolkit, in partnership with the Coalition for Community Schools, designed to assist community schools to build their capacity to conduct self-assessment and use findings to improve services and outcomes. For the last 12 months, Gardner Center has been working as coordinator of the Oakland Education Cabinet, which has provided it with extensive knowledge of OUSD's district and community context. For the past four months it has been collaborating with OUSD on an evaluation of the 24 current community schools in Oakland. OUSD will contract Gardner Center at the beginning of the grant period to evaluate the FSCS initiative at the six target schools, in conjunction with its



broader FSCS evaluation. Gardner Center will be responsible for action based research that will inform practice throughout the grant period.

(1) Evaluation design. As part of the ongoing FSCS evaluation, OUSD staff has worked with Gardner Center to update the theory of change for our FSCSs, which will be used to drive research questions and research and data collection methods. The evaluation is carried through the Youth Data Archive (YDA), a Gardner Center initiative that links data across schools, public agencies, and CBOs and works with partners to ask and answer key questions about youth. The YDA will allow Gardner Center to link participation records from services and programs provided at the FSCSs to student academic, attendance, discipline, physical fitness, and youth development outcomes, thus allowing it to measure the effects of the FSCSs on student outcomes. This will allow for a robust evaluation that looks at effects across individual programs from an initiative-level perspective, which is relatively unique in community school evaluations. Gardner Center will expand the existing evaluation framework to include the new OUSD FSCSs.

The evaluation will answer these research questions: (1) To what extent does participation in FSCS services contribute to improved student outcomes (e.g., attendance, academic, health), especially for the most vulnerable students? (2) To what extent do teachers and administrators find that the FSCS model supports implementation of core academic programming (e.g., Common Core curriculum), social-emotional learning (e.g., PBIS), and extended learning (e.g. after-school programs, Linked Learning)? (3) To what extent does participation in FSCS services support families' engagement with their children's learning and development?

Data to be collected: (1) Quantitative administrative data (attendance data, state and district ELA and Math test results, API reports, EL reclassification, middle school matriculation, California Physical Fitness Test results) to assess student outcomes. (2) Qualitative data (e.g., school staff survey, family focus groups, California Healthy Kids Survey) to assess school staff experience and use of data to strengthen services, family engagement practices, and youth develop-



ment. (3) Participation data (student/family participation in programming, in relation to the targets detailed in Table 7) to be able to link outcomes with participation in the FSCS model.

Timeline for data collection: Data collection in the first year will help set a baseline for the FSCS intervention. Gardner Center will work with the schools and partners to ensure collection of program participation data. It will develop a survey for school staff and administer it each spring, and develop a focus group protocol and conduct family focus groups each spring. It will receive, clean, and analyze administrative data. By October it will prepare an annual report documenting (1) program implementation steps and progress in relation to the service plan detailed in this application, and (2) program performance on project goals and objectives (page 10) and targets for individuals served (Table 7). Each successive year will include a cycle of inquiry which includes data collection and reporting. Due to the timing of availability of administrative data (typically by July), data collection will take place in fall through summer, and reporting will take place in the fall of the following academic year. Data collection, analysis, and reporting will generally focus on lessons learned to inform continuous program improvement and, in the final year of the project, to guide replication.

Methods and instruments. The project evaluation will employ a two-pronged approach of outcome and implementation research. Gardner Center will conduct an *outcome analysis* using administrative and participation data from OUSD and partners to inform understanding of student and school outcomes. Through other collaborative research with the OUSD, Gardner Center already has access to OUSD administrative data. It will continue to work with the district and district partners to obtain needed participation and administrative data to be able to evaluate the impact of the FSCS model on student and school outcomes. The *implementation analysis* will rely on a *school staff survey* and *family focus* groups. The *survey* will be designed to capture school staff's experience with the FSCS model. This will provide data to help ensure the FSCS model is aligned with existing and ongoing educational efforts at each school site. Gardner Cen-



ter anticipates conducting one or two *family focus groups* at each school site. They will provide important information on families' experiences with the FSCS model that will help schools and the district direct family engagement efforts. The staff survey and focus group protocol will both be developed with attention to actionable findings to inform project implementation.

Gardner Center will develop the *staff survey instrument* in Fall 2014, with input from the Project Director, school leaders, and district partners. It will be used each spring to collect data on teachers' and other staff's experience of FSCS implementation, focusing on the relationship of the FSCS model to academic learning, social-emotional learning, and expanded learning (as per above). It may also address issues of coordination of services and transition supports in the school setting. Gardner Center will develop the *parent focus group protocol* in Fall 2015, in collaboration with the Project Director and staff from OUSD's Family Engagement unit. The protocol may include questions on parent/family needs, at-home learning, home-school relationships, and school family engagement practices. It may also address issues of coordination of services and transition supports from the family's perspective. As noted, parent focus groups will be conducted at each school site each spring, to inform understanding of families' engagement with their children's learning and development within the FSCS model. The surveys and focus groups will be repeated or adapted in successive years, based on school/district needs.

Data analysis. Gardner Center will conduct all data analyses. Using its Youth Data Archive, it will link individually identified program participation data to student outcomes data, including achievement, attendance, discipline, fitness, and youth development, in order to examine the relationship between program participation and student outcomes. Analyses will utilize multi-level regression modeling that takes into account student background as well as school- and program-level factors in separating out the effects of community school programming from other factors. Because Gardner Center has access to historical data, it may also be able to conduct longitudinal individual growth models, which will measure the extent to which FSCS service implementation



is associated with trends in growth for individual students' outcomes over time.

Gardner Center staff will clean, process, and analyze data from the teacher surveys using statistical software such as STATA or SPSS. Staff will transcribe and analyze qualitative data from parent focus groups using qualitative research software such as NVivo. The focus of these analyses will be identifying actionable findings to inform FSCS implementation.

(2) Use of evaluation to provide performance feedback and assessment of progress. Gardner Center will prepare year-end reports annually within a timeframe negotiated with the district, but expected to be by October each year. Reports will summarize implementation progress and provide analysis of the prior academic year's data (e.g. program participation, school staff and family experiences) and highlight student outcomes. The reports will also highlight any challenges encountered, lessons learned, and best practices identified from the research, and will include recommendations to inform implementation for the following year.

Use of evaluation to monitor progress, provide accountability information. Gardner Center evaluators will meet with the Project Director, CSMs, and Principals (and other stakeholders as requested by OUSD) to examine the analysis findings documented in year-end reports. For these meetings Gardner Center will write issue briefs and snapshots describing the findings and implications. These "data talks" will provide an opportunity for CSMs and Principals to ask questions and understand the analysis findings and to discuss the practical implications of the data for their practice. In addition to being a forum for practitioners to share best practices based on rigorous data examination, the discussion from these talks will guide the direction for future data analysis. OUSD administrators, program staff, and service providers will be able to use these findings to inform program development, expansion, and/or adjustments.



Table 8 – Implementation Work Plan and Timeline for OUSD FSCS Project

Activities: Milestones	When	Responsible
Hire new CSMs and other project staff; CSMs join learning community for OUSD CSMs	<i>First month of project</i>	Ms. Bustamante (AB) & Principals
Contract evaluator; develop evaluation plan		AB, Gardner Ctr.
Conduct needs assessments in each priority area	<i>Yr 1, Q1-3</i>	CSMs
Develop plans for family engagement and adult ed, chronic absenteeism, health, transition services	<i>Yr 1, Q3-4</i>	CSMs, staff, team members
Establish FE and attendance teams at all 6 schools	<i>Yr 1, Q1</i>	CSMs
Recruit and train Parent Leaders at all schools	<i>Yr 1, Q1</i>	Family Advocates
Establish COSTs at New Highland/RISE	<i>Yr 1, Q2</i>	CSMs
Establish Afr-Amer Parent Councils at all schools	<i>Yr 1, Q2-3</i>	Family Advocates
Implement Attendance Case Management	<i>Yr 1, Q1</i>	Attendance CM
Link high-risk 6 th graders to COSTs for support	<i>Q1, yearly</i>	CSMs
Other transition supports to rising 6 th graders	<i>Q3-4, yearly</i>	Transition Coord.
Family workshops on school attendance at each site	<i>Q1, Q3 yearly</i>	Attendance teams
Begin insurance/benefits enrollment at school sites	<i>Yr 1, Q2</i>	CSMs, AC SSA
SBHCs conduct outreach at elementary schools	<i>Yr 1, Q2 ongoing</i>	SBHC leads
SBHCs provide services to K-5 families	<i>Yr 1, Q2 ongoing</i>	SBHC leads
Integrate academic/social screening into health visits	<i>Yr 1, Q2 ongoing</i>	SBHC leads
Train teachers on effective family engagement	<i>Yr 2, Q1</i>	OUSD FE Office
4x yearly family workshops at each site	<i>Yr 2 ongoing</i>	CSMs
Adult education classes at each site	<i>Yr 2 ongoing</i>	CSMs
Write/share local evaluation reports w/ stakeholders	<i>Q4, yearly</i>	Gardner, CSMs



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Attachments

MOU

- Oakland Unified School District (OUSD)
- Alameda County Health Care Services Agency
- La Clinica de la Raza
- Lifelong Medical Care
- East Bay Asian Youth Center (EBAYC)
- Lincoln Child Center
- Oakland Fund for Children & Youth
- Higher Ground
- Bay Area Community Resources

Resumes and Job Descriptions

- Andrea Bustamante, Director, Community School Partnerships
- Job Description: Project Director, Director of Community Schools Partnerships
- Mara Larsen-Fleming, Coordinator, Health Access & School Based Health Centers
- Job Description: Coordinator, Health Access & School Based Health Centers
- Job Description: Community Schools Program Manager
- Jordan D. Haar, Community Schools Manager, , Roosevelt Middle School
- Kamar O'Guinn, Community Schools Manager, Alliance Academy and Elmhurst Community Prep
- Jamie Harris, Capacity Building and Community School Development Coordinator
- Job Description: Family Advocate
- Job Description: Attendance Case Manager
- Job Description: Transition Coordinator
- Martín López Díaz, Jr., Adolescent Services Coordinator/School Based Health Center
- Ricardo Pena, Clinical Staff
- Timothy P. Zenor-Davis, Adolescent Services Coordinator - Site Supervisor, Lifelong Medical Care

Letters of support

- East Bay Agency for Children
- Barbara Lee, U.S. Congresswoman
- Gary Yee, OUSD Superintendent
- Jean Quan, Mayor of Oakland
- Katherine Schultz, Dean of Education, Mills College

Other Attachments

- OUSD Full Service Community Schools Approach
- OUSD Family Engagement Standards
- OUSD Family Engagement Readiness Survey
- CSSSP School Culture Assets Scan
- OUSD Parent Survey



**Memorandum of Understanding
2014-2019
for Oakland Unified School District
Full-Service Community Schools Program
at the following elementary and middle school clusters:**

**New Highland Academy and RISE Community School (elementary) and
Alliance Academy and Elmhurst Community Prep Middle Schools
Garfield Elementary and Roosevelt Middle School**

I. Purpose

This Memorandum of Understanding builds upon the existing partnerships between the Oakland Unified School District (OUSD), Alameda County Health Care Services Agency, the City of Oakland and community-based, non-profit partners to:

- Support the transformation of New Highland Academy, RISE Community, and Garfield Elementary Schools into Full-Service Community Schools (FSCS) which coordinate and integrate a set of comprehensive academic, social, and health services to meet the needs of students, families, and community members;
- Expand the existing Full-Service Community Schools models at Alliance Academy, Elmhurst Community Prep, and Roosevelt Middle Schools; and
- Establish strong transition programs from elementary to the middle schools in each cluster to ensure that students and families have a continuum of support. Develop an articulated elementary/middle school FSCS model that will inform the scaling of this model throughout OUSD and in other school districts.

II. Target Population

New Highland Academy and Rise Community School are K-5 elementary schools that share the same campus in East Oakland's Elmhurst neighborhood.

- **New Highland Academy**, led by Principal Lorena Reyes, serves 313 students, 92% of whom receive free-or-reduced-price meals (FRPM), an indicator of economic disadvantage. 82% of students are Latino, 13% are African American, and 67% are English Learners, the vast majority from Spanish speaking families.
- **RISE Community School**, also led by Principal Katie Virga, serves 304 students, all of whom participate in the FRPM program. Two thirds of its students are Latino, nearly one-third are African American, and 38% are English Learners.

Many students from these two schools attend either **Elmhurst Community Prep** or **Alliance Academy**, middle schools that are co-located on the Elmhurst campus, about 1.2 miles away from New Highland and Rise. Elmhurst was opened in 2005 and Alliance in 2006 as small autonomous schools developed by OUSD, parents, and community partners to address the needs of children and families in "Deep East Oakland," a neighborhood plagued by the city's highest rates of family and childhood poverty, gang violence, blight, and other serve challenges.

- **Alliance Academy**, under the leadership of Principal Charles Wilson, serves 390 students in grades 6-8. The vast majority are Latino or African American; 100% of students receive FRPM; and 38% of students are English Learners.

- **Elmhurst Community Prep**, led by Principal Kilian Betlach, serves 365 students, 90% of whom receive FRPM. Fifty-eight percent of Elmhurst students are Latino, 32% African American, and 7% Asian or Pacific Islander, and 29% are English Learners.

Both Alliance and Elmhurst were identified as “persistently lowest-achieving schools” in 2010, among the five such sites in OUSD. Both have implemented an FSCS model with the help of federal School Improvement Grant (SIG) funding. Their campus shares a school-based health center that opened in spring 2012.

Garfield Elementary and Roosevelt Middle Schools are located in Oakland’s San Antonio neighborhood, home to large numbers of immigrant families from Asia and Latin America.

- **Garfield** is a large elementary school serving 604 students in grades K-5, led by Principal Nima Tahai. 93% of Garfield’s students receive FRPM, 56% are English Learners; the largest groups are Latino students (45%), Asian or Pacific Islander (34%), and African American (17%). Most of Garfield’s students subsequently attend Roosevelt Middle School.
- **Roosevelt Middle School**, led by Principal Cliff Hong, serves a diverse population of 574 students, including 46% Asian or Pacific Islander students 34% Latino, and 17% African American. 75% of students receive FRPM and 41% are English learners. Roosevelt is already functioning as a FSCS and has a school-based health center on campus that opened in 2010.

All of the target schools are Title I schools. Students at all of the schools, as an aggregate, underperform their peers in our district and the state overall on standardized testing (with a few exceptions), as shown in Table 1.

Table 1	Title I	Attendance	Truancy	Chronic absence	Below grade level		
					ELA	Math	Science
New Highland ES	Yes	95%	11%	15%	75%	59%	67%
RISE ES	Yes	94.1%	49%	16%	86%	87%	77%
Alliance MS	Yes	93.3%	93%	20%	80%	88%	82%
Elmhurst MS	Yes	95.2%	60%	11%	70%	64%	43%
Garfield ES	Yes	96.5%	29%	6%	67%	47%	77%
Roosevelt MS	Yes	96.8%	78%	6%	67%	68%	48%
OUSD overall	Yes	95.2%	48%	11%	57%	59%	56%
CA overall	NA	NA	29%	NA	44%	49%	41%

Substantially higher numbers of parents at these schools have less than a high school education compared to the rate for the district overall (Table 2). Low educational attainment, limited English language skills, and/or lack of familiarity with the school system can be barriers for parents to effectively supporting their children’s education.

Table 2. Parent Educational Attainment	New Highland	RISE	Alliance	Elmhurst	Garfield	Roosevelt	OUSD
No high school diploma	44%	45%	60%	44%	55%	41%	28%
Diploma only	36%	36%	19%	29%	25%	31%	25%
College degree	8%	5%	10%	11%	5%	11%	15%

III. Key Collaborative Partners

OUSD will serve as the Lead Educational Agency receiving funds under the Full-Service Community Schools Program, Office of Innovation and Improvement, U.S. Department of Education.

Each of the undersigned partners has contributed to developing and planning the Full-Service Community School program at the target schools. In planning and designing the FSCS in collaboration, in seeking grants and other leveraged funds and in kind supports, and in delivering services together on an ongoing basis, these partners and OUSD intend to establish systems and structures for sustaining FSCSs at the target schools beyond the years of grant award funding from the U.S. Department of Education. The goals and objectives of the FSCS at New Highland, RISE, and Garfield Elementary Schools, and Alliance, Elmhurst, and Roosevelt Middle Schools are as follows:

Goal 1: Students at the target schools attend, are engaged in, and succeed in school.

- 1:1*—Chronic absenteeism will decline by 10% each year.
- 1:2*—Truancy rates will decline each year and will not exceed district-wide rates for elementary and middle schools by 2018-19.
- 1:3*—The percentage of students who feel a strong sense of connection to their school will increase by 4% every year.
- 1:4*—Students meeting standards in ELA and Math will increase by at least two points each year.
- 1:5*—The schools will meet their API goals each year.
- 1:6*—The schools will meet targets on district literacy and math testing.
- 1:7*—Reclassification of English Learners will increase each year.
- 1:8*—98% of students from the middle schools will stay in school until at least 10th grade.

Goal 2: The schools are transformed into robust, sustainable FSCS.

- 2:1*—The schools effectively use data to guide support for students and families and to continuously strengthen the FSCS model.
- 2:2*—The FSCSs increase family engagement with their children's learning and development.
- 2:3*—The FSCSs are sustained beyond the grant period.
- 2:4*—This project helps OUSD expand the FSCS model to other elementary schools and K-8 clusters.

Oakland Unified School District and the undersigned Partners commit to organizational collaboration and engagement with the target school communities and the affected children, youth, and families for the life of the 5-year grant-funded program. To that end, the undersigned hereby commit to collaborative, data-driven decision making and planning on behalf of children, youth, families, and community members of these schools.

Additionally, each partner agrees to provide the following roles and resources in support of the target schools as Full-Service Community Schools:

1. Participate in ongoing planning and design, in conjunction with OUSD and each of the target schools;
2. Under supervision by OUSD, manage project funds as agreed upon, including paying project

- personnel and service providers, and purchasing project supplies on behalf of OUSD;
3. Assign agency staff to participate in relevant workgroups and overall project management, including development of a strategic implementation plan;
 4. In conjunction with collaborating partners, pursue funding to leverage ED FSCS program's funding;
 5. Collect and evaluate program data, including:
 - a. Implement a participant registration and program sign-up system;
 - b. Implement registration and data collection processes for program providers;
 - c. Track participation in the programs, services, activities and events, including daily attendance by students;
 - d. Analyze daily program participation by ethnicity, gender, and age;
 - e. Coordinate with school data systems; and
 - f. Evaluate and track participant status and improvement, in collaboration with OUSD;
 6. In collaboration with the Community School Manager, establish and develop oversight committees and teams to plan and coordinate services ; and
 7. Coordinate and communicate with project partners, including:
 - a. Acting as single point of contact for one or more of the target schools;
 - b. Coordinating, translating, publishing, and distributing information about the target schools;
 - c. Ensuring that all program partners have required insurance, screening and training, and have signed contracts/Memoranda of Understanding;
 - d. Creating and distributing brochures describing the benefits of the FSCSs at these schools to the community; and
 - e. Establishing forums for stakeholders to provide input.

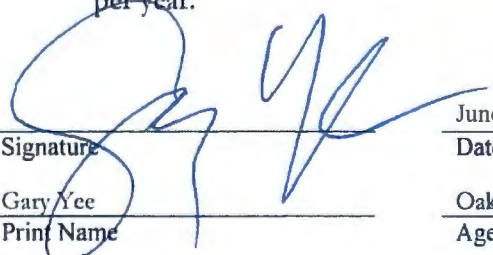
IV. Specific Agency Contributions

The parties further agree as follows:

Oakland Unified School District

OUSD is the Lead Educational Agency, and has provided and will provide the following resources and services in support of New Highland, Rise, Elmhurst Community Prep, Alliance, Garfield, and Roosevelt as Full-Service Community Schools.

1. Through their schools – New Highland Academy, RISE Community School, Garfield Elementary, Alliance Academy, Elmhurst Community Prep, and Roosevelt Middle School – provide operational foundations for the establishment of Full-Service Community Schools, including office and activity facilities, assistance with student and family recruitment, and faculty and staff resources;
2. Support training, technical assistance, and supervision of school program staff;
3. Coordinate formative and summative evaluation;
4. Through its Family, School & Community Partnerships (FSCP) Department, provide coaching, staff development, curriculum, and operational resources;
5. Through the FSCP's Student, Family & Community Engagement unit, continue to develop and provide support for the implementation of best practices for family engagement.
6. Support the sustainability of Full-Service Community Schools at all of the target schools by leveraging grant writing and development of community partnerships;
7. Use the models developed at these schools to inform the development of Full Service Community Schools districtwide, as put forth by the Superintendent's 2011-2016 Strategic Plan and adopted by the Oakland Board of Education.
8. Management, fiscal oversight, and support of the collaboratives and agency partnerships at each of these target schools; and
9. All other resources or support that may be set forth in the program-wide MOU submitted herewith and including current District resources for After School Programs, Family Supports, Professional Development, and Coaching and Supervision valued at \$1,846,638 per year.

	June 16, 2014
_____ Signature	_____ Date
Gary Yee _____ Print Name	Oakland Unified School District _____ Agency
_____ Superintendent	
_____ Title	



ADMINISTRATION & INDIGENT HEALTH
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MEMORANDUM OF UNDERSTANDING

Alameda County Health Care Services Agency & OUSD Partnership for Full Service Community Schools

Alameda County Health Care Services Agency (ACHCSA) serves as the administrative and oversight body for the departments of Behavioral Health Care Services, Environmental Health, and Public Health for Alameda County. ACHCSA oversees all administration and finance as well as the Center for Healthy Schools and Communities and Indigent Care that together comprises the County's Health Care System funded at \$590 million a year.

Alameda County Health Care Services Agency has extensive experience in broad-based systems integration and, through its Center for Healthy Schools and Communities (CHSC), is committed to addressing health and education inequities and improving the social-emotional, health and education outcomes of children and youth in the county. A strategic goal of the agency is to actively support school districts in the development of full service community schools, with special focus on schools that serve a high proportion of students of color and low income families, by providing technical assistance and financing to create a continuum of health and behavioral health services.

For more than three decades, ACHCSA, through its major departments, has partnered with OUSD to create health and wellness services in schools. In 2013-2014 alone, ACHCSA invested more than \$20 million in funding and dedicated staff to support the FSCS Initiative, and provide school-based health care, behavioral health, and public health services to children, youth and their families in OUSD. ACHCSA's longstanding partnership with OUSD is further strengthened through this initiative of establishing New Highland Academy, RISE Community, and Garfield Elementary Schools as full-service community schools, and augmenting the FSCS model at Alliance Academy, Elmhurst Community Prep, and Roosevelt Middle Schools; and establishing transition programs between the feeder schools so that children, youth, families, and the community have a continuum of support.

ACHCSA, through its CHSC, will ensure the delivery of comprehensive health services at these schools and provide oversight to the school-based health center lead agencies and behavioral health care providers responsible for the provision of comprehensive health and wellness services, including medical, dental, behavioral health, case management, nutrition, health education & promotion and youth development. In addition, ACHCSA will continue to support the development and rollout of the FSCS Initiative, staff the FSCS Leadership Council, and provide technical assistance and fund development support to ensure long-term sustainability of the full service community school effort. These services represent a total committed investment of \$1,500,000 per year.


Signature

Alex Briscoe

Print Name

Director

Title

2/17/14
Date

Alameda County Health Care Services Agency

Agency

La Clínica de La Raza, Inc:


For the school-based health center on the Roosevelt Middle School campus, the key community-based collaborative partner is La Clínica de la Raza.

La Clínica is a Federally Qualified Health Center dedicated to improving the quality of life of the diverse communities they serve by providing culturally appropriate, high-quality, and accessible health care for all. La Clínica operates 32 sites across Alameda County, Contra Costa and Solano Counties. La Clínica been partnering with OUSD schools since 2000 to ensure access to health services for students and families through six school-based health centers. As part of the OUSD dental program, La Clínica will provide preventative dental services on-site at Garfield Elementary.

Through its partnership with Roosevelt Middle School, La Clínica is committed to providing a comprehensive array of health services to families served by the schools as well as those served by feeder school Garfield Elementary. These services include primary care, physical exams, immunizations, dental screenings and treatment, reproductive health care services, HIV and STD testing, and behavioral health services. Students are provided services regardless of insurance or their ability to pay. La Clínica also screens students and families for health insurance eligibility and assists with enrollment.

In order to facilitate access to health services and supports for Garfield students and families, La Clínica will work with the FSCS Coordinator to plan and deliver workshops, review needs assessment data and develop outreach strategies. Additionally, La Clínica staff will attend the Coordination of Services Team meetings at Garfield to field referrals for medical, dental and behavioral health services.

These services represent an estimated in-kind investment of \$585,659 in year one, \$585,659 in year two, \$585,659 in years three, four and five.


Signature

Jane Garcia
Print Name

Executive Director
Title

2/17/2014
Date

La Clínica de La Raza, Inc
Agency

Lifelong Medical Care:

For the school-based health center on the Alliance Academy/Elmhurst Community Prep campus, the key community-based collaborative partner is Lifelong Medical Care (LifeLong).

LifeLong is a federally qualified health center that provides high-quality health and social services to underserved people of all ages in Oakland, Berkeley, Richmond, San Pablo and Novato. LifeLong has been partnering with OUSD schools since 2011 to ensure access to health services for students and families through two school-based health centers.

Through its partnership with Alliance Academy and Elmhurst Community Prep, LifeLong is committed to providing a comprehensive array of health services to families served by the two schools as well as those served by feeder schools New Highland Academy and RISE Community School. These services include primary care, physical exams, immunizations, reproductive health care services, HIV and STD testing, and behavioral health services. Students are provided services regardless of insurance or their ability to pay. Additionally, through a dental van, which will begin providing services to these campuses in fall 2014, LifeLong will provide dental screenings and treatment. LifeLong also screens students and families for health insurance eligibility and assists with enrollment.

In order to facilitate access to health services and supports for New Highland/RISE students and families, LifeLong will work with the FSCS Coordinator to plan workshops, review needs assessment data and develop outreach strategies. Additionally, LifeLong staff will attend the Coordination of Services Team meetings at Garfield to field referrals for medical, dental and behavioral health services.

These services represent an estimated in-kind investment of \$708,000 in year one; \$708,000 in years two and three; and \$708,000 in years four and five.



Signature

Marty Lynch

Print Name

Executive Director

Title

6/18/14

Date

LifeLong Medical Care

Agency

East Bay Asian Youth Center (EBAYC)

EBAYC serves as lead agency for extended-day programming at Garfield Elementary and Roosevelt Middle School, which includes an array of academic support activities, enrichment workshops, mentoring and leadership development activities, physical fitness activities, and family engagement events. Participants in these programs enroll for at least one full school year and are expected to attend the programs daily.

The East Bay Asian Youth Center is a youth development organization based in Oakland's historic Chinatown and San Antonio neighborhood districts. EBAYC's mission is to inspire young people to be life-long builders of a just and compassionate multicultural society. EBAYC serves a racially and ethnically diverse membership of 1,500 children, youth and young adults.

Our goals are to help young people be safe, smart and socially responsible. Our theory of change is that if EBAYC engages residents to lead the organization to achieve results, provides children, youth and young adults a seamless continuum of support services, and catalyzes policy and system changes that help create better schools, safer neighborhood, and greater economic opportunities for families, then young people will be safe, smart and socially responsible.

EBAYC Service Strategies

Juvenile Justice

EBAYC works with juvenile probationers move toward a healthy and productive life pathway to keep them safe, get off court probation and earn their high school diploma . We provide young people intensive mentoring, case management, and transitional employment services. Recidivism among young people is reduced by over 50% when they participate in EBAYC.

High Quality Schools

EBAYC partners with twelve Oakland schools to provide summer and after school education, work-based learning, attendance case management, and medical and mental health services. We help parents collaborate with their child's teachers, and to be leader in school governance. We support high school students to graduate and enter higher education. EBAYC consistently demonstrates high standards of program quality and performance as indicated by city, county, and school district evaluation.

Community Development

EBAYC works with residents and merchants to increase public safety, reduce street level prostitution, improve physical environment, and expand job opportunities along the International Boulevard corridor.

EBAYC's OASES Mentors Program recruits, trains, and assigns college students from local colleges and universities to provide mentoring in the after-school program. Mentors provide individualized academic assistance and serve as role models to youth participants.

In addition, EBAYC provides summer programs for children at seven elementary schools. Its summer camp focuses on health and science-based education through hands-on and physical learning activities, enrichment workshops, and outdoor exploration field trips, culminating in a 3-day overnight camping trip. Moreover, EBAYC's STEM-RECREATION-BRIDGE program serves over 100 Roosevelt Middle School students. The STEM component engages students in interactive projects and activities in science, technology, engineering, and mathematics. The BRIDGE program supports 8th graders as they transition to high school academics. The RECREATION program engages students in physical activities such as hiking, biking, and organized sports to build their confidence and fitness.

In partnership with the school principal, EBAYC facilitates weekly Attendance Management Team meetings; analyze weekly attendance reports; and implement and evaluate the continuum of absence intervention strategies. EBAYC identifies approaching and actual chronically absent students; establishes home contact; provides case management; monitors the students' progress; and implements school wide Student Recognition Campaign targeting students with perfect attendance.

EBAYC will contribute approximately \$50,000 in in-kind resources per year to the FSCS effort at Garfield and Roosevelt.

Gianna Tran
Signature

6/9/14
Date

GIANNA TRAN
Print Name

EAST BAY ASIAN
YOUTH CENTER
Agency

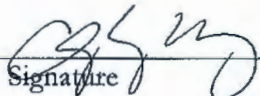
DEPUTY EXECUTIVE
DIRECTOR
Title

Lincoln Child Center

Lincoln Child Center (LCC) was founded in 1883 as the region's first non-sectarian, and fully integrated orphanage. Today, Lincoln practices a holistic approach to the child, family and community, which aligns with OUSD's vision for the "full service community school." LCC's continuum of programs includes Intensive, Early Intervention, and Prevention Services, focused on families' strengths, best practices, and team building strategies for the best outcomes for children and families. Over the years, we have established strong relationships with school administrators, district staff, and community based organizations in efforts to provide the most cohesive, comprehensive continuum of services to the Oakland community.

In 1997, Lincoln began providing school- and home- based behavioral health services in the Oakland Unified School District through Helping Open Pathways to Education ("HOPE"). HOPE is currently operating in ten Oakland Unified School District schools. The program model has evolved over HOPE's 17-year history, based on experience working with schools, high-need young people and their families, and on the evolution of evidence-based practices for school-based mental health services. The HOPE team supports administrators with initiatives that improve school-wide culture, facilitates counseling groups that address common issues faced by the students, and provides more intensive services to students whose emotional and behavioral needs are creating obstacles to their success at school. In 2013, 100% of participating HOPE students improved attendance; 98% improved academic performance; and 88% of participating HOPE teachers reported a significant reduction in the need for disciplinary actions and suspensions.

The Family Resource Center (FRC) at New Highland-RISE empowers families with access to information, community resources, and services. Through funding from the S.H Cowell and San Francisco Foundations and support from school and District leadership, the FRC is a vital resource for vulnerable families. The FRC is comprised of an LCC Family Resource Specialist New Highland-RISE Parent's Advisory Board and East Oakland community partners. Programs highlight critical needs such as family literacy and truancy prevention, healing circles, parent leadership development, active parenting, nutrition, and pre-school play groups. Services parents access include county and state medical programs, Cal-Fresh and Alameda County Community Food Bank, mental and emotional health counseling, housing and neighborhood supports, and employment assistance. Services are provided in Spanish and English. Lincoln Child Center's estimated in-kind contribution each year is \$350,000 in staffing and \$250,000 in materials (12-15 staff members contribute directly to this work at various percentages and LCC donates sheds, clothing, small household appliances and goods such as linens and towels, and toys).


Signature

Christine Stoner-Mertz

Print Name

President and CEO

Title

6/12/14

Date

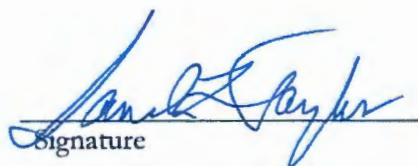
Lincoln Child Center

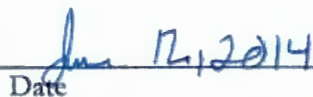
Agency

Lincoln Child Center's behavioral health services are provided in partnership with the Oakland Unified School District.

Oakland Fund for Children and Youth (OFCY)
Human Services Department (HSD), City of Oakland

For the areas of Extended Day Programming related to after school programs at all of the target schools – New Highland, RISE, Garfield, Alliance, Elmhurst, and Roosevelt – a key public partner is OFCY. OFCY is a City of Oakland program that was established in 1996 as a result of voter approved Measure K to set money aside for programs and services benefiting children and youth. OFCY is committed to providing opportunities and resources for Oakland's children and youth to become healthy, productive, ethical, and successful community members OFCY has supported OUSD for years in a variety of services including early childhood education, after school programs, and other social support programs. Through its partnership with all of the target schools, OFCY is committed to supporting extended day programs in three-year funding cycles. For the years 2014-2016, the direct afterschool, transition, and peer restorative justice services supported by OFCY and operating at New Highland, RISE, Garfield, Alliance, Elmhurst, and Roosevelt schools represent an estimated annual investment of \$593,469. OFCY provides over \$4,300,000 annually to support Oakland Unified School District school-based after school programs at 60 elementary and middle school sites, \$476,100 in annual grant funding to support OUSD transitions programs for incoming middle and high school students operating at 14 school sites, and \$461,670 in annual funding to support youth leadership in community school programs operating at 16 OUSD middle and high schools.


Signature


Date

Sandra Taylor
Print Name

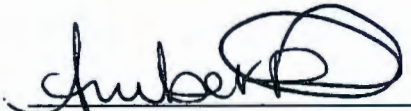
**City of Oakland, Human Services Department,
Children & Youth Services Division**
Agency

Human Services Manager
Title

Higher Ground Neighborhood Development Corp (Higher Ground) is a multi-service non-profit 501(c)(3) organized to provide supplemental services, coordination and coaching to children, families, schools and school districts. The organization was launched in 2001 and is in its tenth year of partnership with the Oakland Unified School District. Some of the OUSD sites with which the organization has partnered include Education for Change, formerly E. Morris Cox, Fruitvale, Allendale, Brookfield, Jefferson, Laurel, New Highland, RISE, Sobrante Park Elementary Schools and MPA (formerly) James Madison Middle School and Fremont, Castlemont and McClymonds High Schools.

Higher Ground has been the Lead Agency partner with the New Highland campus since 2007 and will be in the second year of partnership with the RISE campus. Through the partnerships with both New Highland and RISE, Higher Ground will provide comprehensive daytime and afterschool support services to the students, their families and the greater school community. During the daytime Higher Ground will offer several services on the site. They include: the Strong Behavior Program that includes Individual Behavior Intervention, Crisis Intervention as needed, Healthy School Climate Workshops and Support, Developmental Recess, Gender-Specific Behavioral Skill Building Group Rehabilitation, In-Class Support, and Parent Engagement through our Time Banking project; Professional Development and Teacher Support in Youth Development and Positive Behavioral Building Strategies. Higher Ground will also be supporting both sites' implementation of their attendance intervention and the 5th grade transition programs. Afterschool, Higher Ground will continue to serve as the lead agency for all extended-day programming on both campuses. This allows for more comprehensive community building between the students, their parents and both campuses as a whole. The extended-day programming consists of academic assistance, leadership development, health and wellness, visual and performing arts, community service and service learning projects that culminate in fieldtrips meant to expose, enlighten and educate. Youth also participate in the HG Workforce Development Program that focuses on College and Career development. Both ASPs have a parent governance group that not only offers parents the opportunity to give their input and suggestions to the afterschool program, but also operates to inform, educate and support parent engagement in the SSC, ELAC and other site-based leadership groups. Our passion is to build resiliency in the children and families we serve.

These services represent a total annual committed investment of \$213,185 for New Highland and \$212,985 for RISE.


Signature

Amber Blackwell
Print Name
Administrative Operations
Director
Title

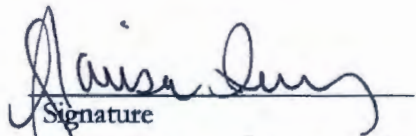
6.13.14
Date
Higher Ground
Neighborhood Development
Corp
Agency

Bay Area Community Resources (BACR)

Serves as lead agency for extended-day programming at Alliance Academy and Elmhurst Community Prep Middle Schools, which includes an array of academic assistance, enrichment, leadership development, physical fitness, and family engagement activities. The academic assistance component includes academic intervention, skill building, and homework support. Other activities provided in our programs include: STEM activities, organized sports, health and wellness activities, cooking, gardening, performing arts, visual arts, mentorship and leadership classes. We support many family engagement activities throughout the year in partnership with the school wide events or partnering organizations events. In addition, we coordinate Lights on After school and Showcase events. BACR partners with other organizations to provide some of our services, such as Citizen Schools, Girls Inc, East Side Arts Alliance and Pro Arts.

The mission of Bay Area Community Resources (BACR) is to promote the healthy development of individuals, families and communities. There are three core components to our mission: a) Provide direct services to promote healthy development b) Encourage volunteers to provide service to their community; and c) Build and strengthen all of the communities we serve, so that community members and institutions can effect change. BACR is one of the largest providers of after school programming in the Bay Area, serving as the lead agency at more than 90 public after school, before school, and summer programs, including in Oakland, Antioch, Mt. Diablo, Richmond, San Pablo, San Francisco, Alameda, Berkeley, San Leandro and San Rafael. BACR serves more than 6,000 youth, grades K-12, in after school programs, five days a week, throughout the school year. Further over the last 10 years BACR has served as after school lead agency for 26 OUSD after school programs, 4 High School, 7 middle school, and 14 elementary schools.

BACR will contribute approximately \$387,533 in-kind resources per year to the FSCS effort at Alliance Academy and Elmhurst Community Prep


Signature

MARISA RAMIREZ
Print Name

Program Director
Title

4/13/14
Date

Bay Area Community Resources
Agency

Andrea Bustamante
andrea.bustamante@ousd.k12.ca.us

EXPERIENCE

OAKLAND UNIFIED SCHOOL DISTRICT

Oakland, CA

Director, Community School Partnerships

July 2012 – Present

- Manage OUSD Community Schools Implementation
- Develop Community Schools partnerships including Family Engagement, Extended Learning, & Health
- Facilitate professional learning opportunities for all stakeholders connected to community school efforts

Elev8 Coordinator

September 2009-June 2012

- Manage implementation of Atlantic Philanthropies' Elev8 Initiative at 5 Oakland Schools: a collaboration of city, county, schools district, and community partners. Monitor Elev8 Budget \$750,000
- Supervise and support implementation of Family Engagement and Support Strategy at each school including selection, hiring, and supervision of Family Advocates.

Education Pioneers Fellow

Summer 2009

- Selected for leadership training program with graduates from business, law, policy, and education sectors.
- Researched and created a catalogue of summer learning opportunities for Oakland youth to be distributed online and in print to 30,000 Oakland families.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

San Francisco, CA

ExCEL Manager

2006 – 2008

- Managed and provided oversight of 90 state and federally funded after school programs promoting academic success and youth development for grades K-12.
- Collaborated with city and district departments and community-based organizations to create professional development systems to enhance after school program quality.
- Won \$10 Million in state and federal grants for expanded after school funds. Managed contracts to over 30 community partners

ExCEL District Coordinator

2001 – 2006

- Developed and implemented academic leadership component of SFUSD after school programs. Coordinated SFUSD's participation in a statewide learning community focused on best practices in after school programs.
- Supervised, trained, and evaluated 150 certificated, classified, contract, and volunteer staff.
- Collaborated with superintendents, principals, teachers, parents, students, community partners, and city/county offices on program planning and implementation.
- Managed the creation and development of the ExCEL After School Programs Resource Guide. Distributed to San Francisco and Greater Bay Area after school programs.

SAN JOSÉ UNIFIED SCHOOL DISTRICT

San José, CA

Elementary Spanish Bilingual Teacher

1999 – 2001

- Designed and implemented lesson plans for a bilingual third/fourth grade class in all academic areas,

OTHER INTERESTS

- Travel, cooking. Proficient in Spanish. Division III All American Volleyball Player. Pomona College Hall of Fame.

EDUCATION

University of San Francisco

San Francisco, CA

Masters of Arts in Education with Preliminary Administrative Services Credential

2004 – 2008

- Master's Project: ExCEL After School Program District Coordinator Competencies: Identifying a Need

San José State University

San José, CA.

Bilingual Cross-cultural Language and Academic Development Credential – Spanish Emphasis

1999 – 2001

Pomona College

Claremont, CA.

Bachelor of Arts degree in Sociology

1995 – 1999

- Senior Thesis "Does Per Pupil Expenditure Affect Academic Achievement? An Analysis of the Factors that Contribute to Standardized Test Performance." *Awarded distinction.*

University of Salamanca

Salamanca, Spain.

Study Abroad

Spring 1998

Director Community School Partnerships

Job Description

BASIC FUNCTION: The Director of Community School Partnerships will facilitate the development of a Full Service Community School District through the provision of leadership in planning, developing, implementing, monitoring and evaluating school/business/community partnerships. This position ensures that services fully or partially originating with community partners are effectively coordinated, integrated and delivered for maximum benefit to students and families in all schools. Partner with District leaders to develop a Full Service Community District. Supervise team members who provide direction, services, and professional development focused on the Full Service Community School framework.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

E = Essential Functions

Leadership, Development/Management of Partnerships

- Identify and develop prospects for partnerships between the District and external organizations in service of creating Full Service Community Schools. **E**
- Develop marketing/outreach campaign with follow-up/periodic reporting on recruitment and onboarding of partners in business, community, non-profit, or other areas potentially involved with Community Schools. **E**
- Manage a portfolio of key community leaders and constituent relationships with the end goal of building a stronger awareness and increased partnership between the community and OUSD. **E**
- Coordinate with OUSD Legal department in developing and executing formal agreements with community partners. **E**
- Develop and manage the implementation of community partnerships, including detailed scheduling and coordination between partners and districts/sites. **E**
- Coordinate annual events to invite local business leaders and politicians into individual schools. **E**
- Plan, develop, and coordinate parent and community outreach activities and programs that support improved student learning and academic achievement. **E**
- Attend neighborhood and community group meetings to understand the values, priorities, and needs of our families and residents in the neighborhoods surrounding our schools. **E**
- Represent OUSD at public forums, including local school board meetings and citywide meetings on public education, public policy, youth development, and after-school education. **E**
- Monitor the effective implementation of Board policies regarding family and community involvement and recommends goals, policies, and programmatic changes. **E**

Community Schools Support

- Plan and develop the operations of OUSD Community Schools, in consultation with district, government and community partners. **E**
- Ensure the operation of high-quality community schools, in partnership with principals, designated lead agencies, and community school directors and managers. **E**
- Coordinate joint planning among schools, agencies, funders, service providers, and other partners jointly responsible for programs in related service delivery systems (i.e., medical and mental health services). **E**
- Collaborate with service providers, FSCP department and District to ensure coordinated, seamless support system for students and families including extended learning and family engagement. **E**
- Collaborate with site principals in identifying and effectively including partners as they develop their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools. **E**

- Collaborate with OUSD staff and partners including city, county, and community agencies in developing and delivering orientation, technical assistance and professional learning for community schools staff and partner personnel. *E*
- Participate in development of evaluation standards for OUSD Full Service Community Schools; identify and facilitate periodic school audits and reports by expert, independent evaluators. *E*
- Develop funding proposals and other resource development strategies for community schools to enhance support and resources for OUSD schools. *E*
- Support the Full Service Community Schools Task Force and implementation team to ensure joint planning, joint resource development, and optimal levels of efficiency and coherence in service delivery through maximum coordination and integration of services. *E*

Staff management and Professional Development

- Collaborate with other FSCP department leaders and with OUSD professional development staff in the development, panning, and implementation of high quality professional development focused on FSCP priority areas. *E*
- Supervise and evaluate assigned classified and certificated staff; provide cross-training to other staff members within the department. *E*
- Perform related duties as assigned. *E*

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A bachelor’s degree from an accredited college or university and five years of experience.

Master’s degree in social work, education or related field

Bilingual English/Spanish preferred

Experience with contracts, budgets, Memoranda of Understanding

Successful experience working with public school systems, including the development of community schools, achieving excellent results for all constituents

Proven experience fostering social change involving large, complex organizational systems, educational reform processes, and school-based partnerships

Experience working in an urban school district environment

Experience developing and facilitating community partnerships

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver’s License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Knowledge of current trends in community schools, public education, youth development, and family systems

Utilization of various forms of assessment to guide and design program

Applicable federal, state, and District codes, regulations, policies and procedures governing workscope

Planning, organization and coordination needed for assigned program

Diversity sensitivity, and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Organizational development, communications and change management, specifically:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Interpersonal skills emphasizing tact, patience, courtesy and respect
- Facilitation techniques
- Building capacity of adults to function in new systems
- Facilitation to foster new behaviors and practices in challenging contexts
- Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Presentation, communication, and public speaking techniques

Use and application of computer software, hardware, and related technology

The District's Strategic Plan

The Community School philosophy of aligning resources in service of students

ABILITY TO:

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

Recognize, research, assess and analyze management challenges; adopt appropriate plans of action

Meet District standards of professional conduct as outlined in Board Policy

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community

Establish and maintain effective and working relationships with multi-faceted public and private agencies and District departments

Demonstrate effective written communication skills, including content communication, conciseness, grammar and usage

Recommend and assist in the formulation and implementation of operating procedures and policies

Plan, coordinate and supervise the work of others

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

MARA K. LARSEN-FLEMING

4526 Pampas Avenue, Oakland, CA 94619 - (510) 684-6549 – mara.larsen-fleming@ousd.k12.ca.us

EDUCATION

MPP/MPH - Health Policy and Management, University of California at Berkeley, Spring 2009

BA Psychology, University of California at Berkeley, Spring 2000

PROFESSIONAL EXPERIENCE

Oakland Unified School District, Oakland, CA

Coordinator, Health Access/SBHCs – July 2013 – Present; Coordinator, Community School – October 2012 – June 2013; Program Manager, School-Based Health Centers – June 2009 – September 2012

- Serve as District lead on Oakland's school-based health center expansion
- Provide TA to schools and providers around coordination and integration of services
- Facilitate integration and coordination of school-based health centers with other OUSD resources
- Perform long-term planning for implementation, evaluation, quality improvement and sustainability of existing and new school-based health centers
- Supervise and coach site-based Community School Managers
- Support development and implementation of a District-wide Professional Learning Community for Community School Managers

The Adolescent Health Working Group, San Francisco, CA

Intern/Special Projects Coordinator – June 2008 – May 2009

- Conducted research & development for special projects, including the Adolescent Provider Toolkit, Youth Health & Wellness Data Snapshot and Transitional-Aged Youth Resource Guide

Pacific Business Group on Health, San Francisco, CA

Intern/Project Coordinator – California Quality Collaborative, May 2007 – November 2007

- Responsible for coordination of quality improvement programs, including outreach, budgeting, event planning, as well as support for program design and content development
- Conducted physician group assessments around organizational development in the areas of clinical care, improving the patient experience, health IT adoption, P4P & improvement infrastructure

La Clínica de La Raza, Oakland, CA

Clinic Supervisor/ Health Educator – TechniClinic School-Based Health Center, October 2001 – August 2006

- Responsible for overall administrative supervision & management of school-based health center and interdisciplinary team of ten
- Staffed Coordination of Services Committee made up of on campus support service providers
- Provided clinical & classroom-based health education
- Coordinated youth development programs, including Peer Health Ed. & Youth Advisory Board

Alameda County Health Care Services Agency, San Leandro, CA

Coordinated School Health Advisor, November 2002 – August 2004

- Developed resources and provided TA for Alameda County School-Based Health Centers
- Participated in planning of Coordinated School Health Implementation plan for Oakland USD

LifeLong Medical Care, Berkeley CA

Community Health Specialist, November 2000 – October 2001

- Responsible for prenatal/pediatric programming and community outreach
 - Designed and operationalized data collection systems to enhance tracking and delivery of services
-

PUBLICATIONS & PRESENTATIONS

- A Snapshot of Youth Health and Wellness in San Francisco, Adolescent Health Working Group, 2009
- Sexual Health: An Adolescent Provider Toolkit, Adolescent Health Working Group, 2010
- Starting an SBHC: Funding, Partnerships and Strategies, California School Health Centers Association Conference, February 2011, Oakland, CA
- SBHC Integration: A Cross-Agency Quality Improvement Collaborative Model, National Assembly on School-Based Health Center Conference, June 2011, Chicago IL
- School Nurses and SBHCs Collaborating for Student Health, California School Health Centers Association Conference, March 2012, Sacramento, CA
- Collaborating to Design Your School-Based Health Center Facility, California School Health Centers Association Conference, March 2012, Sacramento, CA
- SBHC Integration into the School Environment: A Cross-Agency Approach, National Assembly on School-Based Health Center Pre-Conference Institute, June 2012, Albuquerque, NM
- School Health Center Sustainability in the Oakland/Alameda County Context, Elev8 Conference, November 2012, Oakland, CA

SKILLS & KNOWLEDGE

- Communication Skills (listening, verbal, written)
- Computer/Technical Proficiency (Windows, Mac, Microsoft Office, Adobe, Google, etc.)
- Experience with Leadership, Supervision and Coaching
- Interpersonal, Teamwork Skills
- Knowledge of Effective Meeting Facilitation Practices
- Flexibility, Adaptability and Experience Managing Multiple Priorities
- Knowledge of Oakland Community, Organizations and Resources
- Analytical, Problem-Solving Skills

COMMUNITY INVOLVEMENT

Leadership Oakland, Oakland Metropolitan Chamber of Commerce

Participant, October 2012 – May 2013

- Gained working knowledge of key structures and sectors in the City of Oakland, including government, public safety, health and human services, arts and education, boards and commissions, transportation and environment and media and communications
- Built network of colleagues from diverse professional and personal backgrounds

The Center for Cities & Schools, PLUS Fellowship

PLUS Fellow, October 2008 – May 2009

- Helped track and document OUSD's Complementary Learning Initiative
- Conducted an Assessment of Unmet Need for Out of School Time Programs Among Academically At-Risk Students in Oakland

European Study Tour, Advocates for Youth, The Netherlands, France & Germany

Study Tour Participant, May – June 2002

- Educated on reasons behind US and European adolescent health disparities
- Spokesperson for Public Health Institute's Comprehensive Sexuality Education campaign

References and additional work experience available upon request

Coordinator, Health Access & School Based Health Centers

Job Description

BASIC FUNCTION: Manage and lead the development and implementation of comprehensive health services through School-Based Health Centers/Programs, as well as integration of the health programs into the Full Service Community School (FSCS) framework. Assist in the development of strategies and structures that strengthen the ability of the District to operate as a Full Service Community District. Provide professional development to health partners, community school managers and principals to build their capacity as Full Service Community School (FSCS) leaders.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Assist in the development of central office and site-level strategies and structures that strengthen the ability of the District to operate as a Full Service Community District.

Manage and lead the development of School-Based Health Centers (SBHC) and other programs that increase access to health services (e.g. medical, dental, behavioral health, nutrition, health education and health-focused youth development), including development of criteria for site selection, stakeholder engagement, facilities design, service provider selection and program implementation.

Perform long-term planning for implementation, evaluation and sustainability of existing and new School-Based Health Centers/Programs.

Direct and supervise Community School Program Managers and other staff as assigned.

Provide ongoing professional development and training for community school managers and principals to build their capacity as Full Service Community School leaders.

Provide orientation, training, supervision, and support to health partners to increase their capacity to do effective school health program planning and implementation, in the context of Full Service Community Schools.

Develop training materials and tools for health partners, community school managers and principals to guide the implementation of FSCS, including needs assessment, communications, coordination of services and partnership development.

Support the development of communication materials to share successes, lessons learned and exemplary FSCS practices.

Support the development of systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.

Conduct fund development and grant management.

Develop systems and structures to facilitate data and information sharing between school/District and agencies, in accordance with state and federal law.

Serve as liaison between SBHCs and District Facilities and Planning Department to ensure that health centers are designed and maintained in accordance with licensing regulations, e.g., including fire clearance, cleaning and repair.

Support development and implementation of internal and external referral systems to connect students and families to needed health services.

Identify and pursue program priorities for SBHC/Programs, e.g. increasing access to care, integration into the core work of schools, quality improvement, insurance enrollment, providing developmentally appropriate reproductive health care as indicated.

Train community school managers and principals in SBHC and other health programs/services to increase their capacity to partner and integrate health programs into FSCS.

Develop and implement a system for cross-SBHC communications among SBHC liaisons, staff and site principals and community school managers.

Provide education, orientation, and consensus building among key stakeholders and District leaders, including the school board, departmental leaders, principals, parents, and community partners.

Facilitate integration and coordination with other District services and departments, including behavioral health and school nursing.

Serve as the District's SBHC lead with key agency partners, including Alameda County School Health Services Coalition, the City of Oakland, Community-Based Health Agencies and others as indicated.

Represent school sites and the District at contract negotiation meetings between Alameda County Health Care Services Agency and lead agency providers (Community-Based Organizations) for health service delivery in schools.

Assist in ensuring that the District is compliant with federal and state health-related mandates.

Develop and oversee implementation of SBHC policies and procedures, and related District health policies and regulations.

Assist with program evaluation, including data collection, analysis and reporting.

Prepare District-wide and site-specific SBHC reports.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Master's degree required in public health, public policy, social work, nursing or related field, 3 years experience implementing social and health services programs.

Experience working in an urban school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Strategic direction of the District

Social, emotional, health and economic issues faced by Oakland youth and their families

Diverse groups across race, ethnicity, religion, gender, class, and sexuality

Research-based programs and practices that support health and wellness of the whole child

Local community-based organizations providing health and wellness services

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

Applicable laws, codes, regulations, policies, and procedures governing health and safety

Budget preparation and management to ensure fiscal responsibility
Strategies, funding opportunities, and community contacts for multiple health and wellness programs
Correct English usage, grammar, spelling, and punctuation
Research methods, report writing and record-keeping techniques
Communication (e.g. telephone and e-mail techniques) systems and etiquette
Interpersonal skills using tact, patience, and courtesy

ABILITY TO:

Plan, organize, and direct programs and assigned personnel
Interpret, apply, and explain rules, regulations, policies, and procedures
Analyze situations accurately and adopt effective courses of action
Communicate effectively in English both orally and in writing
Plan and organize work
Meet schedules and timelines
Work independently
Develop and document short and long term plans
Implement plans and evaluate their outcomes
Prepare and deliver clear and concise presentations to a variety of audiences
Perform duties with awareness of all District requirements and policies
Coordinate and enhance communications among students, parents, District staff, and community representatives
Establish and maintain effective working relationships with District personnel and the public
Use all Microsoft applications efficiently
Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments
Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment, school sites, and off-site locations; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status,

pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Community Schools Program Manager

Job Description

BASIC FUNCTION: Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor to manage and lead the development of the full service community school, including assessment of the school community's needs and assets, coordination of all student and family support services and development of resources and partnerships.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor.

Manage and lead the development, in partnership with the Site Administrator, of a seamless system of support services for students and families.

Facilitate and/or provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers.

Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST).

Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.

Train and support service providers to understand and align programs with school structures, systems, curriculum and goals.

Work with school staff and administration to integrate academic and non-academic supports.

Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.

Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.

Develop, manage, and sustain partnerships with city, county and non-profit agencies to provide supports and opportunities to students and families that meet their identified needs.

Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs.

Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support and school nursing.

Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.

Design programs to support student transitions, including but not limited to transition between grades, re-entry from juvenile justice system or prolonged illness.

Manage and lead the development of new programs, including service provider selection and program implementation and monitoring.

Provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts.

Assist school and partner agencies with resource management and development, including fund development and grant maintenance.

Facilitate data and information sharing between school and agencies, in accordance with state and federal law.

Assist with program evaluation, including data collection, analysis and reporting.

Coordinate the allocation of space for student and family support services, and for special events.

Participate in professional development opportunities around development of Full Service Community Schools provided by the Family, Schools, and Community Partnerships Department and other partners.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor's degree required and three years of relevant experience in one or more major student and/or family support areas, and the ability to meet the Essential Functions stated above.

Experience working in an urban school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing workscope

Strategic direction of the District

Social, emotional, health, and economic issues faced by Oakland youth and their families

Diverse groups across race, ethnicity, religion, gender, class, and sexuality

Local community-based organizations providing mental health services

Research methods, report writing and record-keeping techniques

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Principles and practices of supervision and evaluation

ABILITY TO:

Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing work scope

Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Work successfully with diverse groups across race, ethnicity, religion, gender, class, and sexuality

Identify and resolve school site health and safety issues in a timely manner

Communicate effectively in English orally and in writing

Plan and organize work

Work confidentially and with discretion

Work independently

Meet schedules and timelines

Manage multiple projects simultaneously

Complete work as directed despite frequent interruptions

Prepare and deliver clear and concise presentations to a variety of audiences

Develop and implement training and evaluation programs

Supervise and evaluate assigned staff

Operate personal computer, related software, and other office equipment

Cross-train department personnel

**WORKING CONDITIONS
ENVIRONMENT:**

Office environment, school sites, and off-site locations; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling light to moderate weight objects; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Jordan D. Haar, MSW, PPSC

Work Experience - Education and Social Services:

2011 – present

Project Coordinator, Roosevelt Middle School (Oakland Unified School District)

Safe Passages/Elev8 Oakland
Oakland, CA

- Responsible for site-based implementation of a 7-year community schools grant designed to integrate health, mental health, academic/extended-day, family/community engagement and family support services with the day-to-day operations of a low-income urban middle school – in close collaboration with school administration, faculty and other staff as well as OUSD Central Office personnel and community partners.
- Coordination of community partners including mental health providers, school-based health center staff, after-school providers and local governmental and non-governmental organizations. Serve as school principal's liaison to all partner agencies working at site.
- Responsible for triaging all referrals for mental health and other student support services, via a weekly interdisciplinary case-conferencing meeting. Follow up on referrals for services via communication with concerned families, consultation with teachers and other referring parties, and individual case conferencing with service providers as needed.
- Assessment and counseling of students in crisis, as needed.
- Responsible for monitoring chronic absenteeism of all students. Facilitate biweekly meetings to case-manage chronically absent students. Work closely with families, school nurse, attendance clerk and OUSD to encourage students to improve their attendance. Home visits to chronically absent students as needed.
- Serve Roosevelt's most high-need students and families via advocacy and collaborative planning with biological and foster families, school administration, faculty, Special Education staff, mental health providers, school-based health center staff and external service providers. Work to find alternatives to reactive discipline for students struggling with social and behavioral issues. Coordinate conflict-mediation program to help students learn non-violent means of resolving their differences.
- Direct clinical supervision of MSW interns, as well as direct supervision of Americorps volunteers and after-school contractors.
- Coordinate family supports and services via on-site services as well as referrals to community resources.
- Facilitate integration of school-based health center services – including medical, dental, school nursing, behavioral health, health education, youth development and benefits enrollment services – with the larger school community.
- Facilitate integration of mental health service providers with the larger school community.
- Serve on numerous site leadership committees including Positive Behavioral Interventions & Supports Committee, Instructional Leadership Team, Family Engagement Team, School Crisis Response Team, etc.
- Analyze and foster alignment of Elev8 Oakland programs with school site plans and objectives for student achievement in partnership with school administration.
- Conduct onsite data collection and oversee site-based evaluation efforts in partnership with provider lead agencies, OUSD, Alameda County and other partners as needed.

2009 – 2011

Lead Case Manager

Southwest Key Programs, Unaccompanied Minors Program #949
Pleasant Hill, CA

- Coordinated case management services for undocumented/unaccompanied minors in a residential care facility that includes an in-house school provided in partnership with the Contra Costa School District.
- Partnered with federal Office of Refugee Resettlement (US Dept. of Health and Human Services) in order to provide services including: ongoing assessment of minors and families according to child welfare principles, family reunification, and referral to foster care or alternative residential placements.
- Served as head of the Case Management department with responsibilities including: supervision of Case Managers, continuous quality assurance on documentation of services provided, monitoring and evaluation of departmental outcomes, and producing weekly, monthly and quarterly reports.
- Primary point of contact for multiple stakeholders involved in minors' cases including: staff at the Office of Refugee Resettlement, other federal agencies such as the Department of Homeland Security and the Executive Office for Immigration Review, pro bono attorneys, local law enforcement, Contra Costa Dept. of Education, fellow ORR grantees, and other third-party voluntary agencies.

- Worked internally with other departments, including teacher from Contra Costa Dept. of Ed. assigned to site, in order to coordinate medical, mental health, educational, vocational and recreational services.
- As part of Management team, assisted with administration of program including continuous improvement of services offered, program development within the constraints of a limited budget, and improvement of internal communication. Attend internal and external meetings and trainings on a weekly basis.
- Responsible for understanding and implementing the constantly evolving policies and procedures of all governmental and non-governmental organizations involved in program administration including Office of Refugee Resettlement, CA State Community Care Licensing and Southwest Key national organization.
- Worked closely with clinical department in order to assess minors re: any history of abuse, neglect, exposure to community violence and/or being a victim of child trafficking. Tailor services as appropriate.
- Worked with diverse populations including minors and their families from Mexico, Central America, China, India and many other countries.
- Applied principles of culturally competent social work as informed by personal and professional experiences, in order to help minors with acculturation challenges.
- Utilized Spanish-language skills and culturally competent social work practice on a daily basis, in order to provide direct services to Latino minors and their families.
- Served as an advocate for marginalized and vulnerable youth in order to ensure effective, timely and appropriate solutions to complex social and legal problems.

2009

Social Work Intern, International Policy Practice Concentration

Programa con Jóvenes, Profamilia (Dominican partner, International Planned Parenthood Fed.)

Santo Domingo, Dominican Republic

- Designed, supervised and implemented a mixed-methods research project assessing the needs (re: sexual and reproductive health, educational challenges and other risk factors) of youth in 30 low-income neighborhoods in the Santo Domingo metropolitan area, Dominican Republic.
- Analyzed and presented the results of both qualitative and quantitative studies in the context of their implications for the activities of the Programa con Jóvenes (Youth Program).
- Worked in an exclusively Spanish-speaking environment both in the field and in the office.

2007 – 2008

Social Work Intern

El Corazón Neighborhood N.O.R.C. (Naturally Occurring Retirement Community)

Washington Heights, New York City, NY

- Provided case management and supportive counseling services to mostly Spanish-speaking seniors.
- Assisted with program planning/development/evaluation.

2005

Residential Counselor

R&R Educational Homes

Richmond, CA

- Acted as part of the therapeutic milieu at this residential mental health program for urban youth, while coordinating educational, recreational, vocational and other types of services.

2003 – 2004

Job Coach, Work Education Dept.

Fred Finch Youth Center

Oakland, CA

- Coordinated a vocational program for 20-25 at-risk teenagers in an Oakland non-public school, emphasizing the teaching of “soft skills” such as employability and work maturity.
- Assisted with the successful management of an annual CA State WorkAbility grant. This involved managing the budget and demonstrating successful implementation of grant funds.
- Worked closely with treatment team to help clients move towards greater independence as they transitioned out of residential treatment.

2003

Staff, Cleveland Elementary After-School Program

YMCA of San Francisco

San Francisco, CA

- Worked with at-risk children in an after-school program, in both academic and recreational contexts.

2002 – 2003

Residential Care Provider

Worthy House

Hayward, CA

- Worked with teenagers and adults with developmental disabilities in a residential context.
- Helped clients develop academic and independent living skills.

2001

Instructional Assistant

Via Center

Berkeley, CA

- Supervised and assisted students with developmental disabilities in a special education school setting.

Education:

San Francisco State University, School of Social Work, San Francisco, CA

PPS School Social Work Credential, October 2013

Columbia University School of Social Work, NY, NY

MS in Social Work, May 2009

Field of Practice: International Social Welfare and Services to Immigrants and Refugees

Sarah Lawrence College, Bronxville, NY

BA in Liberal Arts, May 1999

Languages:

Native speaker of English; advanced non-native speaker of Spanish.

KAMAR O'GUINN

1259 85th Street ♦ Oakland, CA 94621
(510) 376-6623 ♦ kamaroguinn@gmail.com

EDUCATION

University of California, Hastings College of the Law, San Francisco, CA

- ♦ Juris Doctor Candidate- Leave of Absence 2010, No degree conferred

California State University, East Bay, Hayward, CA

- ♦ Bachelor of Arts, *summa cum laude*, Democracy, Arts and Cultural Studies, June 2006. GPA 3.96

EXPERIENCE

Alliance Academy and Elmhurst Community Prep (Oakland Unified School District)

Program Manager, 2012-Present

- ♦ Manage and lead the development, in partnership with the Site Administrator, of a seamless system of support services for students and families.
- ♦ Facilitate and/or provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers.
- ♦ Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST).
- ♦ Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.
- ♦ Train and support service providers to understand and align programs with school structures, systems, curriculum and goals.
- ♦ Work with school staff and administration to integrate academic and non-academic supports.
- ♦ Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.
- ♦ Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.
- ♦ Develop, manage, and sustain partnerships with city, county and non-profit agencies to provide supports and opportunities to students and families that meet their identified needs.
- ♦ Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs.
- ♦ Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support and school nursing.
- ♦ Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.
- ♦ Design programs to support student transitions, including but not limited to transition between grades, re-entry from juvenile justice system or prolonged illness.
- ♦ Manage and lead the development of new programs, including service provider selection and program implementation and monitoring.
- ♦ Assist school and partner agencies with resource management and development, including fund development and grant maintenance.
- ♦ Facilitate data and information sharing between school and agencies, in accordance with state and federal law.
- ♦ Assist with program evaluation, including data collection, analysis and reporting.
- ♦ Coordinate the allocation of space for student and family support services, and for special events.
- ♦ Provide cross-training to other staff members within the department.

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Alliance Academy, Oakland CA

Full Service Community Consultant, 2011-2012

- ♦ Establish systems to manage and maintain quality partnerships, including, but not limited to: developing of MOU's, facilitation of regular meetings, planning session, joint work plans and collaborative problem solving/conflict resolution.
- ♦ Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.
- ♦ Develop and sustain partnerships with city, county and non-profit agencies to provide supports and opportunities to students and families that meet their identified needs
- ♦ Develop and oversee implementation of an effective referral process including facilitating the Coordination of Services Team (COST).
- ♦ Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs.
- ♦ Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support and school nursing.
- ♦ Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.

Aspiranet, Oakland, CA

L.E.A.P Program Coordinator, Summer 2010

- ♦ Co-developed pilot OFCY Summer program, designed to help elementary students transition to middle school
- ♦ Collaborated with school administrators, community partners, parents and other key stakeholders
- ♦ Coordinated all participant activities, including bi-weekly off-site trips
- ♦ Created program start up materials and forms
- ♦ Maintained attendance and other data for grant reporting and evaluation
- ♦ Managed and trained staff

UNITY After School Program Site Administrator, 2007-2009

- ♦ Directed after school and extended day programs for Coliseum College Preparatory Academy, Roots International Academy, and Havenscourt Middle School
- ♦ Designed and implemented daily social, recreational and educational activities for over 150 low-income students
- ♦ Analyzed budget development, expenditures and payroll for over 40 staff, faculty and partners
- ♦ Recruited, coordinated, and trained staff, and ensured compliance with measurable goals and objectives
- ♦ Built strategic partnerships and fostered solid working relationships with community organizations, local agencies and universities, and student support programs
- ♦ Ensured compliance with Oakland Unified School District standards, Alameda County regulations, and state operational requirements
- ♦ Participated in weekly staff briefings and information meetings regarding program activities, projects, and events

Westlake Middle School, Oakland, CA

AmeriCorps VISTA Volunteer Program, 2006-2007

- ♦ Developed and supervised on-site volunteer program through partnerships with local community organizations, colleges and public agencies
- ♦ Created brochures, flyers, and program description booklet for community distribution
- ♦ Analyzed and compiled aggregate and survey data for annual report, and maintained all program records
- ♦ Led parental outreach efforts and communicated with parents, students, and staff regarding program updates, events and meetings
- ♦ Participated in leadership training and community building workshops
- ♦ Met with constituents and addressed individual and community concerns

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Extended Day Instructor, 2003-2007

- ♦ Designed and implemented curriculum to improve literacy and student performance on standardized tests
- ♦ Instructed at-risk students in character development, life skills and academic learning
- ♦ Collaborated with school faculty to research, design and implement evaluation measures
- ♦ Conducted program surveys for lead agency and fiscal partners
- ♦ Revitalized and expanded Credit Recovery Program allowing students to retake courses that they were not academically successful in to earn credits towards promotion
- ♦ Counseled individual students on academic and personal issues

Associated Students Incorporated, Hayward, CA

Appointed Chairman & President, 2005-2006

- ♦ Analyzed \$1.3 million dollar budget to identify cost-cutting initiatives and balanced negative operating budget of \$286,823, ending the year with a \$60,000 positive carryover
- ♦ Worked with University President on fund development strategy and execution
- ♦ Negotiated new partnership agreement and served as liaison between Associated Students, Inc., California State University-East Bay, and the Early Childhood Education Center (ECEC), which helped to reduce over \$200,000 in expenditures
- ♦ Authored and passed Student Fee Referendum that increased revenue by 34%
- ♦ Served as California State Student Association Board of Director's spokesperson and represented the university at official functions
- ♦ Recommended changes to school policies and curriculum offerings
- ♦ Designed new bylaws, organizational structure and job descriptions
- ♦ Nominated by university president to attend Leon and Sylvia Panetta Institute for Public Policy

Jamie Carmen Harris

1390 South Van Ness #1 • San Francisco, CA 94110 • (415) 531-3633 • jmeaqui@hotmail.com

KEY COMPETENCIES

- Experience in managing, designing, evaluating, fundraising for, and providing technical assistance to educational, non-profit and public organizations, including community school efforts.
- Skilled at designing and leading planning processes that build capacity and set the strategic direction of city/counties, agencies and collaboratives.
- Proven ability to train and coach on a variety of topics related to school-based and school-linked efforts.
- Technical expertise in grant writing, and establishing monitoring and evaluation systems.
- Effective in working with and supporting youth and families in an integrated and holistic manner.
- Extensive cross-cultural experience, work in urban settings, and written and oral fluency in Spanish
- Excellent writing and communication skills; proficient with Microsoft Office Applications and SPSS.

PROFESSIONAL EXPERIENCE

CENTER FOR HEALTHY SCHOOLS AND COMMUNITIES

ALAMEDA COUNTY HEALTH CARE SERVICE AGENCY, San Leandro, CA 2012-present
Capacity Building and Community School Development Coordinator

Countywide Capacity Building and Community School Development

- Develop the Center for Healthy Schools and Communities' (CHSC) capacity building strategy and community school framework.
- Assess capacity building needs related to health, education and other school-based/school-linked supports.
- Develop tools, and provide and organize trainings and technical assistance to schools, districts, county departments, service providers, and other stakeholders to support development and sustainability of healthy schools and communities.
- Oversee the planning, development and convening of countywide conferences, learning communities and meetings to increase quality practice and positive outcomes for children and youth.
- Liaise with existing partners and new organizations to build a pool of experts to strengthen the capacity of schools, school districts, and partners to provide services

Oakland Full Service Community School Initiative

- Represent CHSC in the Full Service Community School (FSCS) Initiative, and support the success of the FSCS initiative and impact of the County's investments on improving outcomes for children and families in Oakland.
- Staff the FSCS Initiative Steering Committee and Leadership Council
- Support development of a strategic framework for action for the roll-out of FSCS strategy.
- Staff, co-plan, and/or facilitate FSCS Initiative groups, including Community Partnerships Workgroup, Community School Manager Professional Learning Community, and Lead Agency Advisory Group.
- Develop tools and resources to aid FSCS implementation, including developing and advising on the Oakland FSCS model, needs assessments, and creation of an interactive FSCS toolkit.

NEW DAY FOR LEARNING, San Francisco, CA

2009–2012

Deputy Director (0.8FTE)

- Launch and support citywide effort to develop, implement and sustain community schools to foster the academic success, health and wellbeing of SF students, families and communities; liaison between the NDLE governance organizations (SFUSD, SF Mayor's Office, Department of Children, Youth & their Families, and SF School Alliance) and the district, school, and community stakeholders; staff the SF Community School Council.
- Lead planning at the school and system levels; facilitate needs and gap assessments, and develop plans for provision of identified services; and provide content expertise, advice and capacity building for SFUSD leadership and stakeholders— SFUSD and city departments, non-profits and school communities.

- Provide planning support, problem-solving, professional development, technical assistance, content expertise and tool development to a pilot cohort of 12 community schools.
- Facilitate design and innovation in key elements, i.e. coordination, behavioral health, health and wellness, school and after-school alignment, summer learning; family engagement and community engagement; promote joint efforts and monitor implementation of the key elements.
- Facilitate the work of the CBO subcommittee to SFUSD, and develop recommendations and tools for developing and strengthening strategic partnerships, and improving coordination at the school site-level.
- Organize and facilitate community school summits, retreats, orientations, etc., in conjunction with key partners.
- Lead evaluation planning and develop an evaluation framework, evaluation plan, measurable objectives and implementation plan; begin to create data collection instruments and data sharing agreements.
- Write proposals, progress and fiscal reports to governance committee, Board of Ed, funders, etc.

CENTER FOR STRATEGIC COMMUNITY INNOVATION, Berkeley, CA **2009-2012**
Community School Initiative Director (0.2 FTE)

- Led the Bay Area Community Schools Network (designed and launched in 2007 with CSCi Director), which connects the needs of schools, social services, health services, and youth development practitioners, with the momentum of a national movement to increase the capacity of schools, providers, families, and communities to help children and youth succeed in school and in life; and acted as liaison, and community school advocate, to school districts, schools, funders, public, and non-profit partners.
- Designed, planned, facilitated, and evaluated an annual Forum (average of 160 attendees from around the Bay Area), quarterly Network Sessions and technical assistance for individual Network members on a host of topics.
- Supported community school planning, needs assessments, and implementation for districts and collaboratives, such as Oakland Unified, Alameda Unified, and San Pablo City; and fostered strategic partnerships within and across efforts to link health and education institutions and community organizations to achieve equity.
- Developed the CSCi community school approach, and related materials for technical assistance, professional development and planning; keep informed of best practices and community activities.
- Developed marketing materials and contribute to fund development; represented CSCi at meetings, conferences, and within the community school field, including presenting three workshops and one mini-plenary session at the 2012 Coalition for Community Schools Bi-Annual Forum.

HATCHUEL TABERNIK & ASSOCIATES, INC., Berkeley, CA **2002-2009**
Senior Associate

- **Manager Planning Team.** Duties included: design and facilitate planning processes (e.g. strategic, program and business plans) and meetings; develop and use needs assessments; broker strategic partnerships; write and present reports; supervise staff; project negotiation and management. *Ex.: SF Mental Health Prevention/Early Intervention Plan; Monterey COE After-School Needs Assessment*
- **Manager Training and Technical Assistance (TA).** Duties included: provide trainings and technical assistance to afterschool programs as part of the Region 4 After School Office; develop and lead trainings and conferences on a range of topics; supervise and train staff; and provide advice and assistance to launch new programs strengthen existing organizations. *Examples: Behavior Guidance; Project-based Learning; and Schools & CBOs Working Together.*
- **Member of Evaluation Team.** Duties included: develop evaluation plans and timelines with clients; establish measurable objectives; design data collection instruments; conduct focus groups and interviews; analyze qualitative and quantitative data; write reports; and present findings. *Ex: 21st C Community Learning Center and ASES afterschool programs; and Healthy Start.*
- **Member of Grants Team.** Duties included: write state, federal, corporate, and foundation grants for community-based organizations, city and county government agencies, schools, districts and collaboratives. *Examples: 21st CCLC; Middle College High School Applications for Distinguished Schools Award & Blue Ribbon Program*
- **Additional duties included:** served on Management Team and represented HTA at conferences and on committees; and researched best practices and research for training, grantwriting, and general knowledge.

BOSTON EXCELS of the HOME FOR LITTLE WANDERERS, Boston, MA 1999-2002
Community School Director at David A. Ellis (2 yrs) and Lucy Stone (1 yr) Elementary Schools

- Coordinated all Boston Excels Full Service Community School programming at the schools, hosted visitors and policy makers, and participated in strategic planning at the agency.
- Supervised Excels staff, including a clinician, afterschool coordinator and staff, family literacy teacher, parent liaison, mentors/tutors and interns.
- Launched, coordinated, developed curricula for, and taught in multiple afterschool programs - one focused on building girls' self-esteem and healthy lifestyles through exposure to sports and positive female role models.
- Provided crisis intervention and conflict resolution with students, families, and in classrooms.
- Provided consultation to teachers and school staff on behavior, school climate and family issues.
- Co-coordinated Student Success Team, and participated in school leadership teams.
- Developed and supported family engagement model that included ongoing classes, family learning nights, parent-teacher dialogues, leadership development, and case management and advocacy.
- Leveraged resources, identified gaps, and cultivated partnerships with city, community, business and CBOs.
- Presented at conferences and conducted formal and informal trainings with parents and staff.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT, San Francisco, CA 1997-1998
Teacher

- Taught as a short and long-term substitute in Spanish Bilingual and Two-Way Immersion classes.
- Developed curriculum and lesson plans, team taught and handled parent contact and conferences.

COLEGIO BASE (K-5) & CIBELES LANGUAGE ACADEMY, Madrid, Spain 1995-1997
Teacher

- Developed and taught in the English Immersion program, Clubs classes, and Summer School, combining English with music, drama, pro-social skill building, science experiments, art activities, computers and sports.
- Taught private tutorials to a variety of ages and levels, including TOEFL preparation.
- Taught Business English of all levels to clients, including RENFE, the national train network.

EDGEWOOD CHILDREN'S CENTER, San Francisco, CA 1994-1995

- Worked as cottage staff in residential treatment center for severely emotionally disturbed children.
- Organized the day, coordinated visits, led meetings and outings, did activities with the children.
- Maintained a safe environment, including processing problems and physical restraints as necessary.

PRIMARY INTERVENTION PROGRAM (PIP), San Francisco, CA 1993-1995

- Worked one-on-one with children in non-directive play sessions to help develop better academic and social skills, build self-esteem and work through problems both at school and at home.
- Launched program at Visitation Valley Elementary, oriented teachers and staff to the program and consulted with them on referring appropriate students, participants' progress and, when necessary, accessing additional services, for the students and families, e.g. more intensive mental health services, health care, social services, housing, transportation, basic needs, etc.

AMERICAN CIVIL LIBERTIES UNION, San Francisco, CA 1993-1995

Assistant Director, Howard A. Friedman First Amendment Education Project

- Project goal was to educate youth about their rights and empower them to become leaders.
- Organized and facilitated statewide student-led Say What!?? Conferences.
- Managed the Project's Speakers Bureau, included developing materials on students' rights issues.

Education

1999 **Harvard University Graduate School of Education, Cambridge, MA**
Master of Education with specialization in Risk and Prevention

1993 **University of California at Santa Cruz, Santa Cruz, CA**
Bachelor of Arts with Honors in Sociology

Family Advocate

Oakland's Full Service Community Schools effort seeks a dynamic individual to support implementation of the Family Engagement and Support Component of the initiative.

Oakland envisions a community where all young people have the opportunity to realize their full potential. Oakland's Full Service Community Schools Initiative is based on the premises that access to educational opportunity, health services, and family support should not be dictated by race or socio-economic status, and that healthy and supported young people are better prepared to learn and succeed.

Family Advocate Examples of Essential Duties:

Family Engagement

- Lead the site based development of family resource centers incorporating a broad range of family support services including but not limited to parent education, public benefits enrollment, case management, mental health, child care and translation services.
- In partnership with site academic counselor/s, educate families about grade level, high school, and college requirements.
- Facilitate family engagement in leadership, advocacy, and governance at school sites.
- Organize campaigns aligned with the parent community of the school in collaboration with all partners including the principal, the Community School Manager, the School Based Health Center (SBHC) Manager and the After School Site Supervisor.

Family Support

- Work in partnership with Attendance Case manager to support high chronic absence students and families and provide linkages to basic resources including but not limited to housing, food, child care and job training programs.
- Communicate, monitor, and provide frequent feedback to parents regarding their individual student's achievement in collaboration with teachers and counselors.
- Act as an advocate/liaison between high risk students' families and legal guardians and various community program services.

Coordination, Communication, & Collaboration

- Participate in site-based service coordination process; serve as resource specialist for high-risk families; make referrals for individual and family counseling; and consult with other multidisciplinary team members.
- Work collaboratively the school principal and other site-based service managers, including but not limited to the community school manager, the

after school site coordinator, school-based health center manager, and behavioral health providers.

- Assist in onsite data collection, monitoring and site based evaluation efforts in partnership with provider lead agencies
- Follow all legal mandates for reporting suspicion of physical and sexual abuse, danger to self or others, or other legally required exceptions to confidentiality.
- Participate in a variety of required on site and off site meetings and committees related to Full Service Community Schools.

Qualifications

Bachelor's degree with two or more years of experience working with families at a school site or equivalent work experience.

Excellent inter-personal skills and experience working in collaboration with multiple stakeholders and diverse populations a must.

Bilingual/bicultural applicants strongly encouraged to apply.
Ability to read, write, and speak in Spanish preferred.

Attendance Case Manager

Job Description

Overall: The Attendance Case Manager will work with attendance team members to develop Chronic Absenteeism Service Plans, and provide case management and service linkages for students/families with chronic absenteeism challenges.

Essential Functions:

- Participate in Attendance Teams focused on supporting chronically absent students
- Create and implement attendance case management plans for identified students
- Work with families to identify barriers to attending school regularly and provide assistance in addressing issues
- Organize parent workshops on the importance of attendance.
- Create and implement attendance incentive programs
- Regularly gather and share attendance data with school stakeholders. Use data to create program supports.
- Identify community partners to assist with attendance supports including mentors and other student supports
- Establish attendance support teams for students entering 6th grade to ensure strong attendance from the beginning of middle school
- Work with the District Attendance Office to ensure schools are in compliance with required attendance procedures including SART/SARB.
- Collaborate with Community School Manager and Family Advocate to identify partnerships that will support increased attendance.

Qualifications:

Bachelor's Degree preferred or equivalent experience. Experience working in schools and communities. Familiarity with the needs of elementary and middle school youth. Ability to read, write, converse in Spanish preferred.

Transitions Coordinator

Job Description

Overall: Coordinate transitions programming for students to families to provide positive experiences for 5th graders transitioning to 6th grade / middle school. The Transitions coordinator will work with 2 school-neighborhood clusters to create local practices to ensure students transition to middle school successfully.

Essential Functions:

- Develop transitions programming for students and families including transitions plans, orientations, curricula for youth and families.
- Support 5th grade families in actively participating in the District's School Options process.
- Develop and provide annual orientations to middle school for 5th grade families.
- Facilitate family partnerships linking current 6th grade families with 5th grade families to share key learnings from the middle school.
- Work with elementary COSTs to identify 5th graders most in need of transitions supports to ensure success in middle school.
- Work with middle school COSTs to identify support services for priority students.
- Provide priority students with welcome activities at middle school.
- Provide priority student families with welcome activities at new schools.
- Identify opportunities for 5th graders to engage in transition programs in after school, summer, lunch time or class activities.
- Host walkthroughs with 6th grade teachers/schools prior to students entering or selecting their schools.
- Explore and create student and family mentorship opportunities.
- Liaise with community school manager and school based health center staff to provide developmentally appropriate workshops and supports for students, teachers, and parents about the transition from elementary to middle school.

Qualifications

Bachelor's Degree preferred or equivalent experience. Experience working in schools and communities. Familiarity with the needs of elementary and middle school youth. Ability to read, write, converse in Spanish preferred.

Martín López Díaz, Jr.

Design Thinker & Strategist / Experienced Healthcare Administrator

mdiaz.design@gmail.com

Summary

Effective administrator with 10+years of leadership, management, and creative experience in the non-profit community healthcare industry, searching to learn more about innovative healthcare companies, their design approaches, and their applied solutions for marginalized communities.

MY TAKE:

The 50-year-old community healthcare system is in dire need of true leadership & innovation; it's not serving its patients with "better quality care". Truth, and Strategic-Design Thinking can bring about major solutions to our healthcare complex.

Break what's broken; rebuilt it back with ingenuity, intelligently.

Experience

Health 2.0 DB Intern at Health 2.0

June 2014 - Present (1 month)

Health DataBase internship at Health 2.0, San Francisco's SOMA HQ.

Adolescent Services Coordinator/School Based Health Center- Site Manager at LifeLong Medical Care

September 2012 - Present (1 year 10 months)

Manage and oversee all clinical and outreach activities at a school based health center within two middle schools in East Oakland.

Ensure urgent care, chronic disease management, health education, dental screenings, insurance enrollment, and scheduled appointments are provided to young patients with quality health care, culturally/age appropriate communication, and attentive customer service.

Address and solve patient flow and front desk issues, clinical and administrative issues, schools/district policy that affect clinic operations, identify clinical/patient needs, prototype and apply systems that support patient centered care.

Manage & Coordinate -Youth Leadership Nutrition, School Garden, and Cooking Health Center's Staff activities, Collaborate and strengthen relationships with students, school administration, teachers, behavioral health staff, outside partners, and community members, Manage and control a small grant budget.

Supervise clinical staff [PA-C, MA, and HealthCorps Member]

Lead Consultant at Azadon y Pala Consulting

2009 - August 2012 (3 years)

Conducted and taught basics of migrant health, history of farm workers in the United States, working with community members, and community organizing. Interpreted for various existing leadership programs in the Central Valley, including visiting national journalists. Clients include: Centro Binacional para el desarrollo Indigena Oaxaqueno de Fresno, Photo Journalist Lisa Hamilton- [Roots of Change Fund/The Bill Lane Center for the American West: Real Rural Project], Deborah Schoch- USC Annenberg/Center for California Health Care Journalism

Community Health Program and Outreach Manager (Poder Popular & El Centro-Cultural Arts Center) at Golden Valley Health Centers

March 2006 - February 2011 (5 years)

Program Manager

Managed & oversaw a statewide social justice/health initiative. Conducted community organizing- recruiting 20+ community members, establishing an active grassroots group. Redesigned leadership curriculum & conducted Capacity Building Training for Promotoras. Organized & lead over 40+ large scale community activities, health outreach, & health fairs. Presented at state conferences, managed community need assessment surveys, championed community advocacy activities. Supervised all grant expenditures, wrote annual reports. Health Promotions Dept. team member. Worked with outside organizations, & schools.

Recruited, hired, and supervised staff.

Outreach Manager

Established & directed a new cultural arts center. Converted unused community space into the 1st cultural/arts center in an unincorporated city. Developed, directed, and lead daily programming that included scheduled daily/monthly activities for low-income Latino families/youth- social justice matters, health advocacy, empowerment, & leadership capacity building trainings. Established & cultivated partnerships with various non-profit organizations, UC Merced groups, Merced Co Depts. & Co Supervisor to bring daily youth, cultural, exercise, health, educational, cultural art festivities, and health events/workshops. Supervised volunteers and staff.

Mobile Clinics Manager

Coordinated & managed two distinct mobile clinics-Homeless Health Care and Farmworker Health Education Outreach, respectively. Supervised health education outreach activities occurring at ag fields. Planned outreach sessions- educating laborers about chronic disease management, nutrition, health insurances, importance of health check-ups, & safe work practices. Homeless Mobile Clinic focused on clinical outreach services, providing primary healthcare services to homeless community. Managed & closely worked with medical providers to ensure optimal support. Oversaw clinic maintenance, and mechanical needs.

Reach Out and Read Program Coordinator at Darin M. Camarena Health Center

August 2003 - March 2006 (2 years 8 months)

Program Coordinator, 2003-2005

Reach Out and Read Program & Reading is Fundamental Program

Coordinate child literacy program & integrated into clinical practice. Taught student volunteers to perform literacy interventions. Planned health education outreach fairs, including conducting parent/ school presentations. Practice selected and showcased as the Western 2005 Sister Cecilia B. Abhold Award Recipient from Health Outreach Partners, a national farmworker health organization.

Program Coordinator, 2003-2005

California Nutrition Network Program

Coordinated clinical nutrition program, nutrition education, and food stamp referrals for patients.

Advisory Council Coordinator, 2003-2005

Camarena Health Farmworker Advisory Council

Lead farmworker council members on a monthly basis to discuss health center's policy, inner workings, and advocated for patients rights and farmworkers health.

Program Coordinator, 2003-2005

Every Women Counts: Breast/Cervical Prevention Program

Lead and conducted Women's Cancer Awareness Education and Outreach, administered capacity building for Promotoras de Salud (community health workers) and help promote prevention practices for women of color.

Event Coordinator, 2004

UC Berkeley's School of Public Health - Binational Health Week Event

Managed, organized, and executed Madera County's first Binational Health Week Event.

Languages

English	(Native or bilingual proficiency)
Spanish	(Native or bilingual proficiency)

Education

California College of the Arts

MBA-Design Strategy, Graduating spring '15, 2013 - 2015

Central Valley Health Policy Institute-California State University, Fresno, CA

Certificate, Health Policy Leadership, 2009 - 2009

Leadership Development in Interethnic Relations (LDIR)

Certificate, Interethnic Relations, Fostering & Sustaining Intergroup Relations for Social Change, 2007 - 2007
Activities and Societies: Facilitation for Social Change program

University of California, Berkeley

Bachelors of Arts, Art Practice, 1999 - 2002

Courses

MBA-Design Strategy, Graduating spring '15

California College of the Arts

Managerial Economics

Live Exchange- understanding of words, thought,
action and outcomes

Innovation Studio

Financial & Managerial Accounting

Leadership by Design

Market Insight

Sustainability Studio

Business Models & Stakeholders

Independent Coursework

2003: National Conference, Phoenix, AZ

National Coun. de la Raza

2004 Western Migrant Stream Forum Annual
Conference, Seattle, WA

Natl Cntr Farmwrk Health

2005 California Childhood Obesity Conference, San
Diego, CA

CA Dept. of Health, et al

2006 National Assoc. of Comm. Health Cnts
Conference, San Antonio, TX

NACHC

2007 Lay Health Workers Conference, New Orleans,
LA

LA State Dept.Pub Health

2008 Mobile Health Clinics Association Annual Conf., MHCA
Nashville, TN

'06,'07,'09 Poder Popular/Farm Health Conference, Los Angeles CA
The California Endowment

2009 Boys and Men of Color Conference, Los Angeles, The California Endowment
CA

'10-'11 Building Health Communities Conference, Los Angeles, CA The California Endowment

'06-'11 Annual Statewide Promotores Conference, Los Angeles, CA Vision y Compromiso

2006 Instituto de los Mexicanos en el Exterior (IME), Guadalajara, MX Jornada de Sld Mental

Projects

Native Spot, designing for urban biodiversity

January 2014 to May 2014

Members: Martín López Díaz, Jr., Joanna Dillon, Fayaz Ashraf, Elizabeth Thapliyal

User research, prototyping, concept validation, preliminary financials, and SROI analysis for a decentralized plant nursery service that provides urban greening initiatives with native plants and increases awareness of species loss through urbanization via direct community engagement.

Skills & Expertise

Design Thinking

Design Strategy

Program Management

Public Health

Community Outreach

Capacity Building

Arts

Health Disparities

Healthcare Management

Grants

Leadership Development

Healthcare

Interests

Design Thinking, Business/Innovation, Healthcare Systems, Toys, Art/Pop Art, Graphic Design, Transformational Ideas

Volunteer Experience

Trumpet Player at Cal Band Alumni

August 2011 - Present (2 years 11 months)

Martín López Díaz, Jr.

Design Thinker & Strategist / Experienced Healthcare Administrator

mdiaz.design@gmail.com



[Contact Martín on LinkedIn](#)

Ricardo Pena

4228 Berk Ave,
Richmond, CA 94804
510-938-9565 cell
rpena411@yahoo.com
ASW #29832

QUALIFICATIONS

- Completed Board of Behavioral Science requirements of hours and preparing for LCSW exam soon
- Worked at Junior High Schools throughout Oakland and Richmond providing Trauma Therapy
- Restorative Justice clinician and help create RTIPS restorative program for teens in Oakland/Richmond
- Over ten year, social work/case management experience/grief counseling
- Worked with diverse population individual and families representing broad range of cultures, ethnicity, economic background, and health issues (including developmentally disabled, homelessness, domestic violence, substance abuse, and mental health)
- Deeply committed to empowering people in reaching their full potential
- Comfortable in the role of advocate and active listener and open minded
- Experienced in crisis management, including mental health intervention & violent situations
- Trained TGCT-A trauma based practitioner for adolescents groups
- Trained ICTCT-A trauma based practitioner for adolescents through individual therapy

RELEVANT EXPERIENCE

- Worked in the schools, communities and homes throughout Oakland with grief and healing circles
- Interviewed potential clients and conducted psychological assessments to determine support needs
- Developed tailored action plans based on the individual's needs and goals
- Regularly reviewed client's status; advocated for continued services
- Provided and followed-up on appropriate referrals to community-base
- Maintained regularly scheduled contact with clients, as well as informal contact
- Monitored clients, assuring compliance with action plan and home visits
- Facilitated group therapy for families and provided individual therapy affected by homicide
- Crisis counseling and psychosocial assessments for families who lost

RELEVANT WORK

Clinical Case Manager	Crisis Response Support Network - Catholic Charities 2011 - 2014 Oakland, CA
Bilingual MH Therapist	Onlok PACE triage senior care 2008-2010 SF CA
Social Work Intern	San Francisco Family Service Agency 2008 SF CA
Crisis Assessment Counselor	Compass Community Services/Connecting Point 2004-2006 SF CA
Social Work Intern	Homeward Bound Family Shelter of Marin 2003-2004 San Rafael CA
Case Manager	La Raza Community Resource Center 2007-2008 SF CA
Social Work Intern	Salvation Army Adult Rehabilitation Center 2007 SF CA

EDUCATION

2008 Master of Social Work	California State University of East Bay
2005 B.A. Double Major in Psychology and Social Work	San Francisco State University
2005 Minor in La Raza Studies	San Francisco State University

Timothy P. Zenor-Davis

938 Bancroft Way Berkeley, California 94710
Home: (510) 843-8234 ~ Cell: (510) 334-4686
tzenordavis1@yahoo.com

LifeLong Medical Care, West Oakland Middle School Wellness Center – Oakland, CA

Adolescent Services Coordinator – Site Supervisor – 07/2012 – Present

- Managed School Based Health Center during the first year of operations providing medical and dental services to 68% of West Oakland Middle (WOMs) students result.
- Revised and implemented policies & procedures in second year of operation that has resulted in a 50% increase in billable visit, and an increase of 94.1% in revenue.
- Designed, implemented, and supervise ongoing efforts of Health Education programming that has resulted in 75% of West Oakland Middle School students receiving some health education.
- Supervise implementation of *WOMS Breathe Easy Asthma Program* providing ongoing asthma management education and clinical care to 30 students diagnosed with asthma.
- Program Developer and Advisor to the *WOMS Wellness Champions Peer Health Educators & Leadership Program*.
- Supervise implementation of public relations activities.

City of Berkeley, Frances Albrler Community Center ~ Berkeley, CA

Recreation Activity Leader/Artistic Director of Theatre Arts Program – 06/2010 – 07/2012

- Managed the restructuring of the After School and Summer Programs by developing curriculum that balanced enrichment programming with academic support.
- Supervised and trained staff to provide enrichment and academic support programming that resulted in a more positive customer service experience for participants and their families.
- Coordinated Tutoring Program to aid students in areas of academic struggles.
- As parent liaison streamlined communication between students, program staff, and parents.
- Wrote and produce student performances for families and community.

Rosa Parks Collaborative, Rosa Parks Elementary School ~ Berkeley, CA

Drama Enrichment Instructor/Office Support – 09/2009 – 06/2010

- Conducted workshops with 20 students ages 7-11 years old, utilizing theatre techniques to build reading comprehension and problem solving skills.
- Coordinated and directed student performances.
- Successfully completed special administrative projects.

Timothy P. Zenor-Davis

938 Bancroft Way Berkeley, California 94710
Home: (510) 843-8234 ~ Cell: (510) 334-4688
tzencrdavis1@yahoo.com

**Church Without Walls: Middle School and High School Youth Ministries ~ Berkeley, CA
Leader, Middle School Group - 09/2006 - 06/2011**

- Developed youth community service project program.
- Mentored youth.
- Design and taught youth focused bible study curriculum.

Youth Ministry Intern - 09/01/2007-09/30/2008

- Assisted in the oversight of Middle School and High School Youth Ministries.
- Performed various ministry tasks (e.g. leading meetings, planning lessons, and events).

EDUCATION

San Francisco State University

**B.A. Political Science
Dean's List**

Dr. Joseph Marshal's Omega Boys Club

Alive and Free Training



east bay agency for children

June 19, 2014

U.S. Department of Education
Attn: Adrienne Hawkins
400 Maryland Avenue, SW, Room 4W256
Washington, DC 20202

To Whom It May Concern:

I am writing this letter in support of Oakland Unified School District's (OUSD) application for the Federal Full Service Community Schools Grant through the U.S. Department of Education. East Bay Agency for Children is proud to partner with OUSD as it fulfills its mission to become a Full Service Community School District. Through this grant, OUSD plans to develop full service community school models at three high need elementary sites, as well as expand existing programs at the middle schools they feed into.

East Bay Agency for Children (EBAC) is the lead agency for OUSD's Central Family Resource Center (CFRC). EBAC's mission is ***to build brighter futures and stronger communities by promoting the health, safety and educational success of our children and youth, and their families.*** Specifically, EBAC's Hawthorne Family Resource Center staff, in partnership with OUSD, Alameda County and East Bay Innovations, staff the center to enroll children and families in health insurance and food assistance programs, as well as connect families to other resources they may need to thrive and support their children's success in school.

Garfield, New Highland and RISE Elementary Schools have already been identified by OUSD as priority sites for dental services. In order to ensure that this program is sustainable, the Federally Qualified Health Centers plan to bill for dental services provided to children who are enrolled in Medi-Cal. The Central Family Resource Center is planning to conduct on-site health insurance enrollment at these sites to increase billable services, as well as to make sure that families are able to access other needed health services.

We sincerely hope that you strongly consider funding Oakland Unified School District's proposal. We look forward to the opportunity to deepen the work with families through these schools, as well as our partnership with Oakland Unified School District. If you need any further information, please feel free to contact me.

Sincerely,

Josh Leonard, Executive Director
East Bay Agency for Children

ADMINISTRATIVE OFFICES
303 Van Buren Ave.
Oakland, CA 94610
Ph: 510.268.3770
Fx: 510.268.1073
www.EBAC.org

PROGRAMS

Child Assault Prevention
Training Center
Central Family Resource
Center
Circle of Care/PALS
East Oakland Pride &
Peralta After School
Fremont Healthy Start
Frick Health Center
Hawthorne Family Resource
Center
Lafayette Intensive Counseling
Enriched
Oakland Intensive Counseling
Enriched
Roosevelt & Muir Counseling
Enriched
Sequoia Healthy Start
Sequoia Intensive Counseling
Enriched
Therapeutic Nursery School
Youth Empowerment Services

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Josh Leonard

BARBARA LEE

13TH DISTRICT, CALIFORNIA

DEMOCRATIC STEERING AND POLICY COMMITTEE



**Congress of the United States
House of Representatives
Washington, D.C. 20515-0509**

REPLY TO OFFICE CHECKED

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2267 Rayburn House Office Building
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1301 Clay Street, Suite 1000N
Oakland, CA 94612
Phone: (510) 763-0370
Fax: (510) 763-6538

website: lee.house.gov

COMMITTEE ON APPROPRIATIONS

Member, Subcommittee on
Labor, Health and Human Services, Education,
and Related Agencies

Member, Subcommittee on
State, Foreign Operations, and Related Programs

COMMITTEE ON THE BUDGET

June 4, 2014

U.S. Department of Education
Attn: Adrienne Hawkins
400 Maryland Avenue, SW, Room 4W256
Washington, DC 20202

Re: Federal Full Service Community Schools, CFDA: 84.215J, OMB No. 1894-0006

To Whom It May Concern:

It is my pleasure to write in support of Oakland Unified School District's (OUSD) application for the Federal Full Service Community Schools Grant (CFDA: 84.215J, OMB No. 1894-0006) through the U.S. Department of Education. OUSD's experience and progress in implementing the Full-Service Community Schools (FSCS) model is paralleled by its track record of achieving the greatest gains in student achievement of any large urban district in California for the past eight years in a row.

As the Representative of California's 13th Congressional District, I am proud to have a school district such as Oakland Unified School District which has been at the forefront of the national movement to develop Community Schools. OUSD's plan focuses on eliminating inequities in education and extant achievement gaps in the district, with the overarching goal to ensure that all students graduate from high school ready for college, careers, and life in the community. Its central strategy to achieve that goal is to transform OUSD into a district of Full-Service Community Schools that, in collaboration with community partners, integrate a strong core academic program with social, health, and other services that address students', their families' and communities' needs. Thus far, it has transformed 24 of OUSD's 86 non-charter schools into FSCS, each with a dedicated Community Schools Manager.

Oakland Unified School District plans to extend the Full Service Community Schools model to three high-need elementary schools and expand existing FSCSs at three middle schools they feed into. In addition, OUSD hopes to build a continuum of support for students and families at these elementary and middle schools to yield substantial improvements in academic and other outcomes for the young people and families in the targeted school communities. It will also serve as an invaluable pilot for creating a FSCS model in a feeder pattern of elementary and middle schools which will inform both OUSD's ongoing efforts to scale this model district-wide and similar efforts in other urban school districts.

Therefore, it is my hope that you will give every serious consideration to Oakland Unified School District's application for the Federal Full Service Community Schools Grant. Thank you for your attention to this matter.

Sincerely,

Barbara Lee
Member of Congress



MILLS



May 30, 2014

Adrienne Hawkins
U.S. Department of Education
400 Maryland Avenue, SW, Room 4W256
Washington, DC 20202

Dear Ms. Hawkins:

As co-chairs of the Oakland Education Cabinet, we respectfully submit this letter in support of the Oakland Unified School District's application for federal Full-Service Community Schools funding.

The Oakland Education Cabinet is a collaboration among the City of Oakland, Oakland Unified School District, Mills College and educational leaders in the business and non-profit communities. Together we are working to create a vibrant Oakland where every child is afforded an education and a future.

Guided by its innovative and ambitious five-year Strategic Plan in 2011, Oakland has been at the forefront of the national movement to develop Community Schools. OUSD's plan focuses on eliminating inequities in education and achievement gaps in the district, with the overarching goal to ensure that all students graduate from high school ready for college, careers, and participation in the community. Its central strategy to achieve that goal is to transform OUSD into a district of Full-Service Community Schools that, in collaboration with community partners, integrate a strong core academic program with social, emotional, health, employment and other services that address students' and their families' and communities' needs. As a result of our plan, the district is currently in the process of transforming 24 of its 86 non-charter schools into FSCS, each with a dedicated Community Schools Manager.

At the same time that Oakland Unified has been successful in partially implementing the FSCS model. This model has achieved a track record of achieving the greatest gains in student achievement of any large urban district in California for the past eight consecutive years. While these gains have been steady and impressive, OUSD students still substantially underperform their peers, county- and state-wide, in core academic skills, graduation, and dropout rates, and its white and Asian students fare dramatically better than African-Americans, Latinos, and English Learners in these outcomes.

OUSD's current proposal is to extend the FSCS model to three high-need elementary schools, expanding existing FSCSs at three middle schools they feed into, and to build a continuum of support for students and families at these elementary and middle schools. This ambitious plan promises to yield substantial improvements in academic and other outcomes for the young people and families in the targeted school communities. It will also serve as an invaluable pilot for creating a FSCS model in a feeder pattern of elementary and middle schools, which will inform both OUSD's ongoing efforts to scale this model districtwide. Importantly, it will inform similar efforts in other urban school districts.

We strongly support this proposal and hope the Department of Education will agree that OUSD's proposal merits funding based on the urgent need to create and expand FSCSs in the district, and the district's demonstrated capacity to do so.

Sincerely,

Jean Quan
Mayor, City of Oakland

Gary Yee
Interim Superintendent, OUSD

Katherine Schultz
Dean of Education, Mills College