

File ID Number	16-1862
Introduction Date	9-14-16
Enactment Number	16-1468
Enactment Date	9-14-16
By	



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education**

September 14, 2016

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: District Submitting Grant Proposal - The Wallace Foundation - After School and Social Emotional Learning (SEL) Project - Community Partnerships Unit - Community Schools and Student Services Department

**ACTION REQUESTED:**

Approval by the Board of Education of District application to The Wallace Foundation for the support of OUSD's After School and Social Emotional Learning Project, for 2016-2017 School Year, and 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 years, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2016-2017 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
16-1862	Yes	Grant	Oakland Unified School District Schools	To plan for full grant implementation of Social Emotional Learning (SEL) in the After School Programs; examine how much professional development they need, as well as how often and how in depth, and what systems and infrastructure will be needed to shift mindset and commit more deeply to SEL practice in a way that fully integrates and aligns theory and practice in school day and expanded learning settings.	September 1, 2016 - September 1, 2017	The Wallace Foundation	\$400,000.00

**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 \$400,000.00

**RECOMMENDATION:**

Approval by the Board of Education of District application grant proposal for OUSD schools for fiscal year 2016-2017, to The Wallace Foundation, After School and Social Emotional Learning Project, and 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 years, if any.

OUSD Grants Management Face Sheet



<b>Title of Grant:</b> After School and Social Emotional Learning Project	<b>Funding Cycle Dates:</b> September 1, 2016 - September 1, 2017
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) Andrea Bustamante, Executive Director Community Schools and Student Services Department 1000 Broadway, Suite 150, Oakland, CA 94607 (510) 879-2901 <a href="mailto:Andrea.Bustamante@ousd.org">Andrea.Bustamante@ousd.org</a>	<b>Grant Amount for Full Funding Cycle:</b>  \$400,000.00
<b>Funding Agency:</b> Claudia DeMegret, Program Manager The Wallace Foundation 5 Penn Plaza, 7th Floor, New York, NY 10001 (212) 251-9700 <a href="mailto:CDemegret@wallacefoundation.org">CDemegret@wallacefoundation.org</a>	<b>Grant Focus:</b> Social Emotional Learning & After School Programs
<b>List all School(s) or Department(s) to be Served:</b> Community Schools and Student Services Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The Wallace Foundation is a non-profit organization that focuses on education in the field of school leadership and out-of-school learning. Through this Wallace Foundation grant opportunity, we hope to learn how adults develop their SEL competencies, how much professional development they need, as well as how often and how in depth, and what systems and infrastructure will be needed to shift mindset and commit more deeply to SEL practice in a way that fully integrates and aligns theory and practice in school day and expanded learning settings.
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 5.46% 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.)	N/A This planning grant will design an implementation plan that will include program evaluation.
Does the grant require any resources from the school(s) or district? If so, describe.	Staff time.
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 5.46% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No

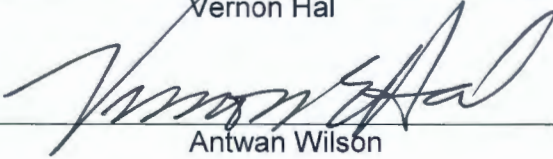
Who is the contact managing and assuring grant compliance?  
(Include contact's name, address, phone number, email address.)

Andrea Bustamante, Executive Director  
Community Schools and Student Services Department  
1000 Broadway, Suite 150, Oakland, CA 94607  
(510) 879-2901  
[Andrea.Bustamante@ousd.org](mailto:Andrea.Bustamante@ousd.org)

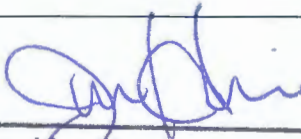
**Applicant Obtained Approval Signatures:**


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)	Sondra Aguilera		

**Grant Office Obtained Approval Signatures:**

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

File ID Number: 16-1862  
Introduction Date: 9-14-16  
Enactment Number: 16-1968  
Enactment Date: 9-14-16  
By:

  
James Harris  
President, Board of Education

  
Antwan Wilson  
Secretary, Board of Education



# OAKLAND FULL SERVICE COMMUNITY SCHOOLS

WHERE ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY



**TABLE OF CONTENTS**

A. Summary Narrative pg. 2

B. District Section pg. 3

C. OST Intermediary / Network Section pg. 9

D. District-OSTI Section pg. 15

## **A. Summary Narrative**

Expanded learning programs are a critical component of Oakland Unified School District's (OUSD) efforts to provide students and adults with social emotional learning (SEL) supports crucial for equity in learning outcomes and life effectiveness. OUSD serves more than 16,000 students in expanded learning programs at 44 elementary or K-8 sites. These programs have begun to integrate core SEL competencies into their professional development systems, their longstanding youth development frameworks, and their well-established approaches to continuous quality improvement. This work to integrate SEL into expanded learning, and to achieve seamless collaboration between expanded learning and school day around SEL, is also a central priority in the ongoing collaboration between OUSD and the Partnership for Children & Youth (PCY). Building on our prior decade of shared work on quality improvement, citywide systems-building, and the Summer Matters campaign, OUSD and PCY have worked together for the past 1.5 years on the Expanded Learning 360°/365 initiative, which aims to develop effective district- and site-level strategies to approach expanded learning programs as assets and partners in reaching district SEL goals. OUSD is part of a nine-district Professional Learning Community supporting this work and facilitated by PCY.

This continues and reinforces SEL programming and practices implemented during the school day. As a member of the California Office to Reform Education (CORE), OUSD incorporates SEL programming across all district divisions, embracing it as a vital component of a strategy to create learning opportunities for all students. This commitment to SEL is reflected by its inclusion in the district's five-year strategic plan, the formation of the Office of SEL & Leadership within OUSD's Community Schools & Student Services Department, the school board's adoption of the first SEL policy in the nation, and the embedding of SEL standards for children and adults in all district performance and evaluation frameworks.

Through this Wallace Foundation grant opportunity, we hope to learn how adults develop their SEL competencies; how much professional development they need, as well as how often and how in-depth; and what systems and infrastructure will be needed to shift mindset and commit more deeply to SEL practice in a way that fully integrates and aligns theory and practice in school-day and expanded learning settings.

## **B. District Section**

**1) Major district priorities & role of SEL in these priorities:** The OUSD Board of Education SEL Policy states that “explicitly teaching SEL skills is the key lever within our strategic plan.” OUSD’s 2015-2020 strategic plan outlines three major priorities (followed by how SEL programming complements each): 1) Effective talent programs. OUSD provides professional development in SEL to cultivate teacher growth and encourage high retention of exceptional staff. 2) Accountable school district. SEL standards are part of the district’s entire system of performance frameworks—from elementary school report cards to principal evaluations. 3) Quality community schools. Today, 72% of OUSD elementary schools have at least one evidence-based SEL program, and all OUSD schools will have core SEL curricula by fall 2018.

Going forward, one of OUSD’s priorities is to break down the artificial line between the “regular” school day and after-school programming, so that everyone experiences one seamless system no matter what time they are on a campus. OUSD sees SEL programming not only as the link between all pieces of each person’s experience on campus, but also as the platform from which to shift belief systems that have historically separated these components of the school day.

**2) Organizational structures to support SEL:** OUSD has been steadily integrating SEL into policies, professional development, and classrooms in order to transform a public education system that once reinforced race and class-based fault lines into one that breaks down barriers to achievement and prepares every student for college, career, and community. ♦ To lead SEL work, the Office of SEL & Leadership was established within OUSD’s Community Schools & Student Services Department in 2011. ♦ Two years later, the School Board unanimously adopted the first SEL Policy in the nation, which states that SEL competencies “need to be taught and developed in our students and modeled by adults in classrooms and schools and throughout our system.” Since then, OUSD has had districtwide SEL standards for students and adults—from the classroom to the boardroom. ♦ OUSD SEL Standards are now an essential part of the district’s entire system of performance frameworks-- embedded in elementary school report cards, graduate profile, teacher evaluations, and principal evaluations. ♦ At the school level, OUSD is creating networks to support the integration of SEL in academics, culture climate, and professional development. See #11 for examples.

**3) What does SEL mean in your district, and why have you started to focus on it?** OUSD added its own “social lens” (underlined) to the Collaborative for Social and Emotional Learning definition: Through the SEL process, children and adults develop the fundamental skills for life effectiveness--skills we all need to handle ourselves, our relationships, and our work effectively and ethically. We believe that strengthening our social skills and competencies enhances our ability to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age.

OUSD began focusing on SEL systemwide in 2010. After engaging hundreds of community members, the superintendent and school board identified that what was missing in the district were positive relationships that connected teachers, students, leaders, and curriculum with the diverse community. They proposed that OUSD become a Community School District, and, in order to do so, SEL skills would have to become a district priority--starting with adults.

**4) Strategies in place or being considered to promote SEL in elementary schools:** ♦ Provide SEL instruction/support for adults first so that they can provide SEL instruction and be SEL role models for students. OUSD’s SEL Theory of Change states that shifts in organizational structure and culture will occur as *adults* across the system strengthen their SEL skills and competencies.

♦ Embed SEL in the performance system (current practices include report cards, teacher evaluations, etc.), an infrastructure strategy that ensures SEL survives leadership changes.

♦ Implement district-wide, universal K-12 SEL curriculum, with the three-year roll-out process beginning fall 2016.

**5) Evidence-based SEL programs in elementary schools:** OUSD has 49 K-5 schools and five K-8 schools.

<i>Program/Curricula</i>	<i>School(s) where in use (list all that apply)</i>	<i>Grade levels</i>
Caring School Community (26 schools, 2010 start date)	Cleveland, Crocker Highlands, Emerson, Hillcrest*, Joaquin Miller, Lincoln, Montclair, Thornhill, Bridges, CUES, Esperanza, Futures, International Community, Redwood Heights, Sequoia, East Oakland Pride, Grass Valley, Greenleaf*, Horace Mann, Howard, La Escuelita, Parker, REACH, RISE, Sankofa*, TCN	K-5 (those asterisked are K-8)
Toolbox (6 schools, 2015)	Kaiser, Glenview, Korematsu, Parker*, Encompass, Sequoia	



MindUP (1 schools, 2015)	Garfield	
Harmony (3 schools, 2016)	Sankofa*, Howard, Acorn	

**6) Major district investments to support SEL:** OUSD has made significant financial investments to support SEL, including one full-time OUSD-supported staff in the Office of SEL & Leadership (\$150,000), and the selection/purchase of a universal K-12 SEL curricula (\$170,000). OUSD has also invested considerable resources in Restorative Practices (\$1.5M) and the Office of African American Male Achievement (~\$2M). While neither are explicit SEL programs, both are grounded in and guided by SEL skills/competencies. OUSD also funds the Office of Continuous Improvement, which tracks and shares the California Healthy Kids Survey (CHKS) 25 SEL responses with and across school sites.

**7) District SEL champions and their role(s):** OUSD has several SEL champions in the district and on the school board, most notably—♦ Board of Education Members James Harris and Rosanne Torres, sponsors of the SEL board policy; and Nina Senn, champion of aligning SEL in the system and with leaders. The Board of Education overall has also established meeting norms that align to SEL and are in the process of creating a set of Core Beliefs also grounded in SEL ♦ Chief Academic Officer, Devin Dillon, who supports the implementation of programmatic SEL PreK-12, provides/supports SEL professional learning for teachers and content specialists, and supports full utilization of SEL as part of performance assessments. She also oversees the Teacher Growth Development System (an evaluation process that includes SEL) and will ensure that SEL is embedded within her office and the Teaching & Learning department. ♦ President of the teachers' union (Oakland Education Association) Trish Gorham, who was on the original SEL design team and continues to be an “SEL Ambassador” by supporting the SEL standards in the Teacher Growth and Development System. ♦ Superintendent Antwan Wilson, who speaks frequently and publicly about the importance of SEL in addressing systemic issues of race and class inequities and in leading to joy in every student’s, teacher’s, and leader’s experience in OUSD. He ensured that SEL was embedded in the district’s new Equity Policy, and the first of his five work plan goals is to “Improve our organizational effectiveness and culture--including deepening our work with social emotional learning.” To plan SEL implementation for 2016-2018, Superintendent Wilson formed the monthly SEL Steering Committee, which

includes representatives from OUSD’s Teaching & Learning; Police Services; Family Engagement; Attendance & Discipline, Research, Assessment & Data; and Talent Development departments.

Other champions include outside partners who have invested in the district’s SEL work, e.g. the Collaborative for Social and Emotional Learning (CASEL), the NoVo Foundation, Education First, the S.D. Bechtel Jr. Foundation, Mills Teacher Scholars at Mills College, and the Oakland Public Education Fund, which has provided resources to support development and rollout of the district communications plan including the district SEL website (<http://www.ousdsel.org/>), print materials for classrooms, and a video to support professional learning for teachers and leaders.

**8) Do you have the following in some of your schools?**

- School-based health clinics:  Yes (9%)  No
- School-based mental health services:  Yes (100%)  No
- Minimum requirement for recess:\*  Yes (%)  No
- Full-time coordinator of student supports:\*\*  Yes (19%)  No

\*There is a minimum requirement for PE. \*\* 10 elementary schools have a Community Schools Manager, with 4-7 more to be added this summer, which will bring the percentage up to 26-32%.

**9) Suspension/expulsion data for K-5 level and policies addressing this issue:**

2014-15 School Year	African American	Asian	Latino	Multi-Ethnic	Native American	Not Reported	Pacific Islander	White
% Suspensions*	69.5%	1.2%	19.2%	2.3%	.8%	2.9%	.4%	3.5%
% of OUSD students	27.4%	14.4%	41.1%	3.5%	.3%	1.4%	1.1%	10.8%

OUSD is participating in a voluntary resolution plan (VRP) with the Office of Civil Rights to address the disproportionate number of students of color who are suspended and expelled.

Strategies begun as a part of the VRP include: ♦ Implementation of Positive Behavioral Interventions and Supports (PBIS) to create consistent expectations/consequences across classrooms and campuses. ♦ Implementation of the Whole School Restorative Justice program as an alternative strategy to suspending students. ♦ The creation of OUSD’s Office of African American Male Achievement, which provides enriching learning environments designed to increase connection to school and develop strategies for academic success. ♦ A universal referral form, which better tracks student referrals and also requires teachers to practice

classroom interventions (many of which are based on SEL) before a student is referred for disciplinary action. \*There were no expulsions in the 2014-15 school year.

**10) *Current family engagement strategies and opportunities for improvement:*** Current strategies: 1) Parent leadership development/support for parents and site family liaisons—including 50 parent leaders who involve an additional 2,000 parents across 20 schools; 2) site-based all-staff training on academic parent-teacher partnerships and the Parent Teacher Home Visit Project pilot in 14 schools; 3) support for developing parent volunteer infrastructure; and 4) professional learning for school governance teams on engaging families with site planning and continuous improvement, grounded in SEL principles with a focus on relationships as helpful. Role of family engagement: OUSD after school programs (ASPs) and partners have great relationships with families. There is a family outreach requirement to all OUSD school-based ASPs, and because families physically sign out their children when they pick them up from their programs, there are many opportunities for informal interactions. OUSD plans to capitalize on this for the proposed effort by working with school day staff and OST partners to increase their family engagement opportunities. This could include such programming as Parent Teacher Home Visits with an emphasis on SEL, and Parent Nights with SEL as the focus.

Improvement: While OUSD has made great strides in family engagement, schools continue to be understaffed to support engagement practices.

**11) *Professional development system's support for SEL and desired changes/improvements:*** Right now, 27 schools (half of OUSD elementary schools) are using the Caring School Community (CSC) SEL curriculum. Each of those schools receive quarterly all-day professional development in CSC, and four of the 27 are Learning Hub schools. SEL Learning Hub Schools are piloting DESSA (Devereux Student Strengths Assessment), a strength-based SEL assessment to inform teaching practices and alignment of school and district resources. Teachers at these schools are also participating in a teacher inquiry group with the Mills College *Mills Teacher Scholars*, who are studying the impact of explicit SEL instruction on student academic success. OUSD would like to expand this teacher inquiry process and SEL assessment to include expanded learning providers. And while SEL is currently embedded in the professional learning of principals/ assistant principals, teachers of newcomers, Community School Managers, and

Family Engagement parent leaders, the district’s goal is to make SEL professional development training and support available to all staff at all schools. This is another way that the artificial line between the “regular” school day and after school programming will begin to dissolve.

**12) Data on SEL programming, competence, and climate:**

<i>Data type</i>	<i>Yes/No</i>	<i>Specific tools or measures used</i>	<i>Example of how data is used</i>
Ratings of student SEL competence (e.g., teacher ratings, student survey)	Yes	Elementary student report cards; K-5 Devereux Student Strength Assessment (DESSA) - Pilot	1) Design & plan lessons & student groupings based on student SEL strengths & needs. 2) Align school & classroom resources based on student SEL strengths & needs. 3) Have SEL-informed conversations with parents to support student growth & development.
SEL programming data	Yes	Principal self-report on SEL programming; SEL & Leadership dept. observations	Alignment of resources to support SEL implementation at sites.
SEL implementation data	Yes	Teacher Leader self-report	Determine whether teachers using Caring School Community need more support.
Parent/student survey data	Yes	CHKS (SEL-specific questions for 5 <sup>th</sup> graders)*	1) Assess student connection to school. 2) Inform programming.**
OST participation data	Yes	Attendance sheets; youth surveys	Inform enrollment, programming, outreach plans.

\*OUSD contributed the California Office of Reform Education (CORE) 25 SEL questions to the California Healthy Kids Survey (CHKS) in the areas of growth mindset, self-efficacy, self-management, and social awareness. \*\*This is the first year that OUSD has collected this data, and the district is in the process of determining how best to use it.

**13) Is there any state or local policy or pending legislation that precludes the collection and sharing of state or local data? \_\_\_ YES XX No**

### **C. OST Intermediary/Network Section**

*1) Vision and practice as an intermediary:* In California, intermediary functions as described in the RFP are often shared between the school district and external organizations because the state's after school funding primarily flows through school districts. Large districts often use a portion of these funds to build infrastructure and capacity for quality improvement and other functions, drawing on external intermediaries like the Partnership for Children & Youth (PCY). This section will describe PCY and OUSD's vision and priorities for their intermediary roles.

PCY's vision is for communities to work together to ensure all children have the learning, health and social supports they need to succeed in school and life. Its mission is to build systems of continuous learning, collaboration and leadership among school districts, government agencies and community-based organizations serving low income children and youth, particularly through community schools and expanded learning programs.

OUSD's vision in its intermediary role is consistent with the district's central school-day priorities identified in B1 above, with a fundamental and longstanding emphasis on providing support, incentives, technical assistance and infrastructure needed to build program quality and implement the cycle of continuous improvement, with the understanding that interactions between staff and students are the driver for all positive student outcomes.

Shared PCY and OUSD practices supporting these visions include extensive training and coaching to expanded learning staff and leadership detailed in C6 below. PCY and OUSD collaborative intermediary functions also include our longstanding partnerships around quality improvement and summer learning. In 2009, OUSD and its expanded learning programs were selected by the California Afterschool Network to pilot the Weikart Center's Youth Program Quality Intervention (YPQI) system. Since that early adoption, the YPQI has been the foundation for Oakland's quality improvement work, including establishing common quality standards across 75 school-based after school programs, 25 summer hubs, and 50 community-based youth development programs funded by the City of Oakland's Oakland Fund for Children and Youth.

OUSD has also played a prominent role within PCY's statewide Summer Matters campaign, which has over the past seven years built a statewide movement for more accessible, high-quality summer learning programs. OUSD is one of 12 communities receiving technical



assistance and opportunities for statewide visibility and thought leadership. This summer-focused work has grown to include capacity and systems-building work with district, city agencies and community organizations in order to embed and advance a shared set of goals and strategies for summer learning, and to increase citywide capacity to support these goals (see D2, below).

Finally, PCY and OUSD have partnered for the past 1.5 years on a new statewide initiative, Expanded Learning 360°/365, which aims to develop effective district- and site-level strategies to approach OST programs as assets and partners in reaching district SEL goals, facilitate inter-district practice sharing and learning, and produce statewide communications and advocacy focused on broader systems and policy change to scale effective practices.

**2) Provider community vision of social and emotional learning:** Many of OUSD’s after school lead agency partners are community based organizations sharing a strong youth development and “whole child” orientation. Social emotional skill development has always been a fundamental aspect of their work with children and youth, long before “SEL” and “Full Service Community Schools” terms became part of OUSD’s strategic plan and vision for students and schools.

The work moving forward with these partners is to increase the intentionality and quality of SEL skill development, building on the existing alignment between the YPQI standards at the center of the district-wide quality improvement system and SEL competencies. A related goal is to increase communication, alignment, cross-learning, and coordination across the school day and expanded learning. Ultimately, the goal is for OUSD students to experience a seamless day from 8am to 6pm and throughout the year, where they see all adults during after school, summer and the school day using common language and shared practices that model and support SEL.

**3) Governance structure, network resource-sharing, shared revenue and fundraising; composition of provider network; other OSTIs serving elementary school students and potential for collaboration:** OUSD’s Expanded Learning Office (which includes the After School Office and Summer Learning Office) centralizes district fiscal, programmatic, and quality improvement oversight and coordination of all OST partnerships. Key staff include the Coordinator of After School Programs and Coordinator of Summer Learning Programs (overseeing program grants management, partnership development, quality improvement

system-building, evaluation and accountability, and alignment with district initiatives), 2 After School Program Managers (providing direct support to schools and programs, and developing PD and technical assistance plans for programs), a Kindergarten Readiness Program Manager, an Expanded Linked Learning Manager, and an Operations and Compliance Manager.

The Expanded Learning Office also develops contracts and collaborative initiatives with outside intermediaries, including most significantly PCY. While other OSTIs serve elementary-level expanded learning programs in Oakland, most lack the level of scale and connection to statewide policy and systems change that PCY brings. How and when to engage these more locally-focused intermediaries will be a consideration for our planning process.

**4) *Balancing high-priority initiatives; how the SEL initiative complements existing priorities:***

Collaboration on SEL alignment and integration between school-day and OST is already a shared, high-priority commitment in both OUSD and PCY's strategic visions of their work.

**5) *Support for SEL within your network:*** The Expanded Learning Office has begun to work with the OUSD SEL team to embed SEL into expanded learning professional development offerings (see C6 below for a description of these). The challenge and work ahead in this initiative is to connect professional learning for expanded learning with professional learning for school day staff, so that all the adults in the Oakland education system—from morning attendance clerks and school day teachers, to the after school dance instructor and summer site coordinator—model common language and practices around SEL. Another goal of this work is to integrate youth development practices that inherently support SEL into the practices of school day teachers and staff, through shared SEL and youth development professional learning in both school day and expanded learning contexts.

**6) *TA / coaching / PD on positive youth development, SEL, or other related topics:*** The district's Expanded Learning professional development structure includes the annual August Institute, a four-day training for all 75 after school site coordinators and over 20 agency directors to launch the program year. Throughout the year, monthly trainings reach all site coordinators, focused on building their capacity to lead the assess-plan-improve continuous quality improvement (CQI) cycle at their program sites and to address key high-priority topics (e.g., trauma-informed practice, serving English language learners, etc.). These trainings are

complemented by monthly collaborative meetings and trainings with agency directors. PCY staff and coaches provide additional coaching support to six of these agencies, with a broader set of agencies also participating in PCY's fee-based Bay Area Continuous Learning program, which presents workshops and trainings focused on implementing the CQI, trauma-informed practice, planning with data, and effective management strategies for expanded learning programs. PCY also presents two free, annual summer learning conferences (one for program leadership, and one for direct service staff) that include participation by approximately 100 Oakland expanded learning practitioners each with participants from the broader Bay Area.

Various after school learning communities are offered by OUSD for cohorts of program staff, each focused on specific content areas including elementary science, secondary English Language Learners and newcomers, early literacy, trauma-informed pedagogy, and restorative justice. A monthly learning community for summer program providers - initially designed by PCY - occurs from January - June, with summer-end reflection and planning in October.

**7) *Current family engagement strategies and opportunities for improvement:*** Because of the district's lead intermediary role in OST program management, much of the family engagement approach for these programs is already described in B10 above. OUSD also trains expanded learning staff on its newly adopted Family Engagement Standards and provides parent education curricula on college and career readiness and supporting each child's education. Each expanded learning program's required plan includes targets for family engagement, typically including regular parent education workshops and positive parent-child learning opportunities.

Unfortunately, funding constraints have placed many of the district's Adult Education programs on hold. Only a handful of elementary schools have family literacy / adult education programs or a Family Resource Center. A culturally competent staff person, focused on building relationships with those families most in need (e.g., newcomer families) and skilled in linking families to school and community resources, would greatly increase family engagement. OUSD is seeking Family Literacy funds to meet this need.

**8) *Elements of quality improvement system:*** Inspired by learnings from the Wallace Foundation's 2013 Baltimore conference on Citywide Quality Improvement System-Building, OUSD's expanded learning CQI efforts have significantly progressed with the following key

elements: ♦ Use of the CQI by OUSD and city agencies, as noted in C1 above, with technical assistance and capacity-building support from PCY. A close and active partnership has developed between the Expanded Learning Office and the City’s Oakland Fund for Children and Youth around YPQI assessment and evaluation, drawing in the district’s network of 17 community-based expanded learning lead agencies and additional technical assistance and planning support from PCY. An extensive, multi-tiered professional development system detailed in C6 above supports this collaborative effort. ♦ The cultivation of peer leaders from the Oakland expanded learning field. Experienced site coordinators support their peers in understanding the value of CQI, and they train/coach their fellow site coordinators on best practices in leading the assess-plan-improve CQI cycle with staff, youth, and stakeholders at their program sites. ♦ The clear expectations and accountability for expanded learning lead agency performance in support of CQI, outlined in OUSD’s lead agency Request for Qualifications process. ♦ Organizational coaching and technical assistance provided by PCY to lead agencies to strengthen community organizations’ systems and structures around CQI.

The establishment of this district-wide quality improvement framework has led to increased collaboration between the Expanded Learning Office and other units within OUSD’s Community Schools & Student Services Department to align youth development with other district initiatives and priorities, including SEL, Restorative Justice, PBIS, and Linked Learning.

**9) Key data and measures:** As noted above, the district-wide quality improvement system centered on the YPQI entails extensive commitments by agencies to provide regular program operation, quality, and participation data. OUSD partners with Public Profit, a research and evaluation firm specializing in OST and other youth-serving programs, to develop additional evaluation protocols and systems. Public Profit is also a long-term PCY partner, allowing for seamless sharing of program assessment and evaluation data across the full scope of OUSD’s quality improvement and technical assistance system. Finally, with regard to SEL data in particular, OUSD has recently piloted use of the Devereux Student Strengths Assessment, a student-level, multiple-informant survey tool currently in pilot implementation at four schools.

<i>Data type</i>	<i>Yes/No</i>	<i>Specific tools or measures used</i>	<i>How is data used</i>
Program Manager and Staff Survey data	Yes	YPQI Scores Reporter (scores, reports, self-assessments, quality improvement)	Guides and informs continuous improvement process

		plans, and updates)	
Program data * Program quality assessment	Yes	Scores Reporter; Public Profit site visits and youth surveys	Inform continuous improvement and plans for technical assistance support
* Number / frequency of program offerings	Yes	Public Profit site visits; program operation data in CitySpan	Ensure grant compliance
Participation data * Program enrollment	Yes	Required program daily attendance and activity data in CitySpan (both)	Grant compliance; ensure equitable participation
* Program attendance for individual students	Yes		
Satisfaction data * Participant satisfaction	Yes	Public Profit youth survey	Support quality quality improvement in domains including safe and supportive environments, peer and adult interactions, youth engagement, and academic climate
* Parent satisfaction	No		
Youth outcomes data * Academic outcomes	Yes	Data on English re-designation, credits earned, CAHSEE pass rates, district reading and math test scores, school day attendance and chronic absenteeism (academic outcomes)  Public Profit youth surveys (both)	Establish correlations between OST practices and school-day outcome measures  Use SEL measures to further inform program quality improvement and technical assistance support plans
* Social and emotional outcomes	Yes		
Other (please describe)	Yes	Devereux Student Strengths Assessment	Provide more detailed, multiple-informant data on student SEL skills and outcomes

**10) Network's incentives and aids to participate in your management information system:**

Expanded learning programs' data participation in CitySpan (participation and activity data) is written into lead agency MOUs with OUSD, and contract agreements with the City's Oakland Fund for Children & Youth. Cooperation with external evaluators is similarly addressed in the planning and MOU process. Compliance is internally audited monthly for both participation and accuracy. Full participation in the scope of evaluation activities also presents programs with opportunities to showcase their best practices, innovations, and effective strategies in broader forums including statewide reports and communications produced by PCY.

**11) Staff or research partnerships focused on using data to strengthen programs:** As indicated above, OUSD and PCY partnerships with the Weikart Center and Public Profit serve this function, along with OUSD's in-house Department of Research, Assessment, and Data.



#### **D. District-OSTI Partnership Section**

**1) Describe the nature of your district-OSTI partnership:** PCY and OUSD have worked together for more than 10 years to build the capacity and improve the quality of expanded learning programs. This work has ranged from training and coaching with OUSD's CBO partners, to district planning and facilitation, to engagement with statewide initiatives and advocacy. Throughout, PCY's has made an intentional effort to gradually release responsibility for TA roles to district staff; for example, developing the summer learning PLC and gradually transferring its implementation to OUSD. This approach allows PCY and OUSD to continuously work together towards innovative practices, as exemplified by Expanded Learning 360°/365.

Administration and oversight of expanded learning programs begins with a district planning tool which commits program providers to goals aligned with the Single Plan for Student Achievement (SPSA, or Site Plan) in addressing key district and site targets for student achievement, extended learning, behavior, and family engagement. The Expanded Learning Office reviews all plan documents and passes them on to the school board for final approval. A formal, standardized MOU holds each expanded learning lead agency accountable for meeting requirements and expectations laid out in its approved plan.

**2) Evidence of the partnership's past successful experience:** PCY's collaboration with the district around the YPQI has led to a comprehensive approach to quality improvement that places OUSD well ahead of its peers in complying with a new state CQI requirement. OUSD's success in using the CQI to make tangible changes to program quality was cited by PCY in its advocacy with CDE and the legislature about the CQI requirement. This spirit of continuous learning has also helped to build an improved summer learning system in Oakland, including expansion of program slots and hours, equitable distribution of programming across neighborhoods, paired use of school day and expanded learning dollars, increased and coordinated staff training, planning of academic curriculum to better match with enrichment, increased collaboration between summer providers and teachers, and the Oakland Summer Learning Network, which has coordinated district, municipal, and CBO partners as a citywide system. Expanded Learning 360°/365 continues this collaboration, with early wins in improved intradistrict coordination and clear articulation of links between SEL outcomes and existing program quality work.

**3) What challenges do you anticipate and how do you plan to address them?** *Clarification of district and intermediary roles:* Creating a unified system of support for program sites, and new relationships between PCY and OUSD school-day offices and roles. Strategy: Creation of an intentional PCY/T&L/SEL planning process. Ensure sufficient time, preparatory data-gathering, communications support, and collaborative planning engagement with these departments and with selected program sites to support their full engagement as partners in the project.

*Limited staff capacity:* ASPO and the SEL office have small staff teams, which currently provide or coordinate support to 75 after school program sites and all district SEL work.

Strategy: Significant support from PCY's facilitation role, as well as additional district staffing.

*Culture shift:* This project aims to shift district-wide belief systems, reframing SEL in terms of the full day/full year, not just the school day. This will mean breaking down programmatic silos to create receptivity among teachers, OST providers, and family engagement teams to mutual learning and planning around SEL. Strategy: Our holistic, multidisciplinary vision of the planning process (see below) is designed to address precisely this need.

**4) Vision for the planning process / core staff and planning group members:** OUSD and PCY will strengthen and deepen our current partnership to support SEL across settings, for all students. Our vision is to catalyze a culture shift within the district, bridging the school day and expanded learning to create a seamless SEL student experience. Our planning will strengthen district collaboration while developing a program, staffing, technical assistance, evaluation and resource development plan for at least five selected school-day/expanded learning program sites.

The planning group will meet monthly, with ad hoc working groups meeting on an as-needed basis. Lead staff from OUSD will be Mary Hurley (Coordinator of SEL Office), Julia Ma (Coordinator of ASPO); and Andrea Bustamante (Executive Director of Community Schools and Student Services Dept.), with additional planning group members including a Teaching & Learning representative (likely Julia Bennett), an Elementary Schools Network representative (likely Wes Jacques), the Elementary After School Program Manager (Chen Kong-Wick), the Elementary SEL Program Manager (Sonny Kim), the Executive Director of Research, Assessment, and Data (Jean Wing), and representatives from district expanded learning lead agencies and from Teacher Professional Learning (both TBD). Lead staff from PCY will be

Katie Brackenridge (Senior Director, Expanded Learning Initiatives), and Megan Agee (SEL Director). Additional staff participating in the planning group will include Andrea Broxton (Director of Technical Assistance and Planning) and Taylor Brady (Development Director).

**5) District/OSTI support for achieving goals / evolution of partnership:** Partnership with OUSD allows the advancement of PCY's core commitment to high-quality and accessible student supports, while the systems-building and gradual release approach to this work serves OUSD's commitment to integration and collaboration between all facets of the learning experience. Both organizations also benefit from the partnership's emphasis on bridging the spaces between local supports and innovations and statewide policy and advocacy. During the planning year, OUSD and PCY hope to develop a PCY role in shared resource development, and new relationships between PCY and OUSD's school-day offices, instructors, and systems.

**6) Staff members responsible for cultivating and overseeing partnerships:** For OUSD, see the attached chart. PCY's district partnerships are held by the staff members identified in D4 above.

**7) Specific activities of your partnership:** Our SEL partnership includes expanded learning program and district training and capacity-building; OUSD participation in the nine-district Expanded Learning 360°/365 initiative with a PLC and coaching support; participation in statewide communications and advocacy strategies; and support for more robust student-level outcomes data through third-party partnerships (e.g., our shared relationship with Public Profit).

**8) Describe the current strengths and challenges of your district-OSTI partnership:** Over more than a decade of partnership with stable leadership staff, both organizations have developed a shared understanding of youth development and a core commitment to continuous quality improvement. Both also prioritize SEL and hold shared relationships with SEL partners including CASEL and Center for the Collaborative Classroom.

Challenges include executive leadership mobility in OUSD. However, core elements supporting our proposed initiative (community schools, SEL, and expanded learning) have sustained leadership, vision, and growth through the terms of three different superintendents. Capacity for an integrated approach to school-day and expanded learning SEL at scale is also a challenge, but addressing the early stages of this challenge would be one of the principal roles of the Wallace Foundation investment.

## About Wallace

### The Wallace Foundation

Based in New York City, The Wallace Foundation is a philanthropy working nationally to answer important questions that, if solved, could help strengthen practices and policies within a field.

- **Mission**

Our mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone.  
[Learn more](#)

- **History**

We trace our history back more than half a century to DeWitt and Lila Acheson Wallace.  
[Learn more](#)

- **Financials and Governance**

Our audited financial statements and transparency and accountability practices are posted online.  
[Learn more](#)

- **People**

Meet the board of directors and staff of The Wallace Foundation.  
[Learn more](#)

- **Annual Reports**

We describe our grants, research and initiative strategies in our annual reports.  
[Learn more](#)

- **Our Grantees**

Our searchable database contains the names and locations of grantees going back some 25 years, and the size and purpose of their grants.  
[Learn more](#)

- **Funding Guidelines**

[Learn more](#)

- **Employment**

[View job openings and instructions for how to apply for positions at Wallace.](#)

ABOUT WALLACE

## Funding Guidelines

The mission of The Wallace Foundation is to expand learning and enrichment for disadvantaged children and the vitality of the arts for everyone. As stewards of limited resources, we seek to maximize the benefits derived from our grant dollars, so that they have an impact beyond the services we can fund directly. Our approach is to look for opportunities to develop important new insights and evidence in our areas of interest; fund real world tests of innovative concepts; and then disseminate what we have learned nationally to policymakers and those who work on the ground providing services.

Virtually all of the grants we award are made through a competitive process. In most cases, we identify and evaluate prospective grantees through the issuance of requests for proposals or other careful screening processes. While we believe this approach strengthens the effectiveness of our investments, it also means that unsolicited proposals are rarely funded.

We encourage you to visit our Knowledge Center for free access to a range of knowledge products that you may find useful. Please also sign up for our newsletter at [here](#).



### IN THIS SECTION

[Mission](#)

[A Brief History](#)

[Financials and Governance](#)

[People](#)

[Annual Reports](#)

[Our Grantees](#)

**[Funding Guidelines](#)**

[Employment](#)

[Location and Directions](#)

---

GET THE LATEST NEWS AND IDEAS FROM WALLACE

Enter your email

SUBSCRIBE

FOLLOW THE WALLACE FOUNDATION



**SAM Search Results**  
**List of records matching your search for :**

**Search Term : The\* Wallace\* Foundation\***  
**Record Status: Active**

**No Search Results**