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Introduction Date	8-13-14
Enactment Number	14-1475
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By	



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

August 13, 2014

To: Board of Education

From: Antwan Wilson, Superintendent
Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action
Curtiss Sarikey, Associate Superintendent of Family, School, and Community Partnerships

Subject: District Submitting Grant Application

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant application for OUSD schools to the Y&H Soda Foundation, for fiscal year 2014-2015 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 proposal for OUSD schools for the 2014-2015 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
14-1620	Yes	Grant	All Oakland Unified School District Schools	To support the position of Specialist to provide support services and service coordination for Unaccompanied Immigrant Minors.	9/1/14-8/30/15	Y&H Soda Foundation	\$30,000.00

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 at: \$30,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant application for OUSD schools for fiscal year 2014-2015 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:

Y&H Soda Founation Grant Application

Proposal: Unaccompanied Minor Inter-Agency Support System

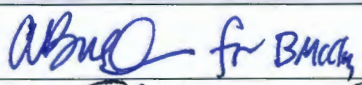
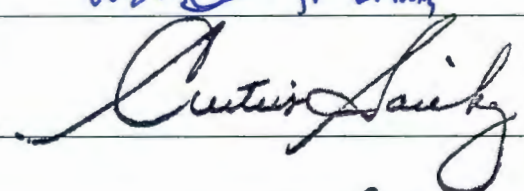
OUSD Grants Management Face Sheet 2014-15

Title of Grant: Unaccompanied Minor Inter-Agency Support System	Funding Cycle Dates: September 1, 2014 – August 30, 2015
Grant's Fiscal Agent: Oakland Unified School District Transitional Students and Families Office 746 Grand Avenue Oakland, CA 94610	Grant Amount for Full Funding Cycle: \$30,000.00
Funding Agency: Y & H Soda Foundation 1635 School Street Moraga, CA 94556 (925) 631-1133	Grant Focus: For the specialist position to provide support services and service coordination for Unaccompanied Immigrant Minors
List all School(s) or Department(s) to be Served: All Oakland Unified School District Schools	

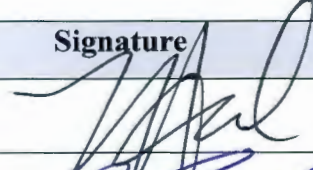
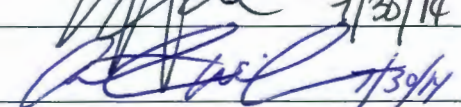
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Unaccompanied minors are immigrant youth who cross the border alone, without papers or parents. They are placed in federal detention centers then housed with sponsor adults in Oakland. They are some of the nation's most vulnerable immigrants—facing deportation proceedings, separated from family, and often fleeing violence at home. These factors, combined with interrupted formal education and limited/no English, make academic achievement extremely difficult for these students. This program would allow us to support the wraparound needs of students so that they are better able to focus on their academics.
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.)	We will develop an unaccompanied minor tracking system to measure and track attendance, CELDT scores, grades, and CAHSEE progress.
Does the grant require any resources from the school(s) or district? If so, describe.	An office space in the Transitional Students and Families Unit for the specialist position.
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.)	No.


Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Lauren Markham OUSD Refugee & Asylee Student Assistance Program 746 Grand Avenue Oakland, CA 94610 (617) 699-5114 lauren.markham@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Barbara McClung		
Department Head <small>(e.g. for school day programs or for extended day and student support activities)</small>	Curtiss Sarikey		

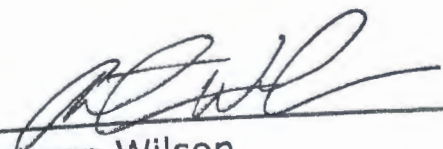
Grant Office Obtained Approval Signatures:

Entity	Name	Signature	Date
Fiscal Officer	Vernon Hal		3/30/14
Superintendent	Antwan Wilson		7/30/14



 David Kakishiba
 President, Board of Education

8-14-14



 Antwan Wilson
 Secretary, Board of Education

8-14-14

Y & H SODA FOUNDATION GRANT APPLICATION
Proposal: Unaccompanied Minor Inter-Agency Support System
Submitted June 26th, 2014
By the Department of Family, School, and Community Partnerships,
Oakland Unified School District

Address: Associate Superintendent's Office
746 Grand Avenue, 2nd Floor, Oakland, CA 94609
Website: www.ousd.k12.ca.us

Directors: Superintendent Antwan Wilson and Associate Superintendent, Curtiss Sarikey
Grant Contact person: Lauren Markham
laurenmarkham@oaklandinternational.org, 617-699-5114

Grant Requested amount: \$30,000
Time period: September 2014-August 2015
Project: Unaccompanied Minor Inter-agency Support System
Organizational budget:

Unrestricted Funds - \$5,267,962
Restricted Funds - \$8,733,611 (State/Federal and Local Grants)
Total funds for the 2014-2015 Fiscal Year: **\$14,001,573**

Project Budget: \$90,000

Number of staff in the OUSD Office of Family, Schools & Community Partnerships: Paid, Full Time Staff: 85; Part time staff: 0 ; Regular volunteers: 0 (volunteers are deployed at school sites)

Organization's mission: The OUSD's Family, School & Community Partnerships Department aims to promote the academic success, health, and social-emotional development of every student through a comprehensive array of support services.

Program Summary: In order to support the needs of the vulnerable and emerging population of unaccompanied minors in Oakland, the Oakland Unified School District is requesting funding to support the creation of an "Unaccompanied Minor Specialist" position in the Transitional Students and Families Office. This position would serve as a central hub for unaccompanied minors and stakeholder agencies in the legal, health, educational and human services sectors. Not only would this program address the tremendous needs of Oakland's unaccompanied minors, but it could also serve as a potential national model for how a multi-stakeholder, cross-sector system can effectively support this vulnerable population that is exploding throughout the country.

PART II: NARRATIVE

Section A: Organizational Background

Oakland Unified School District (OUSD) is a Full Service Community School District founded in 1865, operating 119 schools serving 47,327 students in grades K-12 (37,040 in 86 regular public schools and 10,287 students in 32 district-authorized charters). Additionally, we serve 1,615 in our Early Childhood Education (ECE) programs at 29 ECE centers. Students of color make up over 86% of the total student population enrolled in the regular public schools, with Latinos (38.1%) and African Americans (30.6%) comprising the largest groups. 71.4% of OUSD students are eligible for free and reduced lunch. Nearly half of our students speak another language than English at home and 30% of all students are English Language Learners.

The Community Schools, Thriving Students: Five Year Plan, approved by the Board of Education in June 2011, explicitly called for the establishment of a *Family, Schools, and Community Partnerships Department* (FSCP) in order to promote the academic success, health, and social-emotional development of every student through a comprehensive array of support services. For the current and upcoming school year, the FSCP is developing initiatives in four key areas: Full Service Community Schools, Attendance, Positive School Climate, and Family and Student Engagement.

The Oakland Unified School District is the first large, urban school district in the U.S. to adopt a district-wide commitment to Full Service Community Schools. In this model, schools act as resource and service hubs, connecting with local partners to help build healthy and vibrant schools and communities. We collaborate with families and community partners on our journey to realize the Full Service Community School Vision. As a Full Service Community District, we are committed to partnering with a wide-array of government agencies, community based organizations, national nonprofits, advocacy groups and civil society organizations in order to ensure the best services and support for our young people. Such partnerships allow us to leverage community resources for student benefit, co-locate vital community services—from health and mental health services to after school programs to parent leadership programs to coaching and mentoring services—on campuses for increased student and family access, and share best practices among schools and partners. Key district-wide partners include Alameda County Center for Healthy Schools and Communities, Kaiser Permanente, Bay Area Community Resources, East Bay Asian Youth Center, and Lincoln Child Center, among dozens of others.

Our Full Service Community District model also allows us to centrally support high-need families across the district—particularly those experiencing transition and instability. The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to Foster youth, Refugee & Asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The unit consists of an enrollment counselor (who sees all TSF students) and a Specialist for each population (a Refugee Specialist, a Foster Youth Specialist, and a McKinney Vento Specialist). Though dedicated to a specific population, the TSF Specialists are also cross-trained in the populations served and services offered by each program. The Unit's services include enrollment assistance, school supplies and transportation assistance, parent/guardian workshops, academic counseling, summer programming, referrals to school- and community-based education, social,

and emotional support services, and support to school site staff. Each year, TSF serves approximately 1,760 students throughout the district as well as their families (300 foster students, 1,160 McKinney Vento students, and 400 refugee and asylee students).

Recent Accomplishments in the OUSD: In OUSD, 1/3 of all schools have achieved an API score of 800 or better, putting them in the top API tier in the state. For each of the last three years, we have added two new schools with APIs of 800 per year. Now 28 out of our 86 schools are in the top tier. The district has raised over \$28 million for implementation of its Five Year Strategic Plan. In March 2013, OUSD was awarded a grant of \$10,000,000 from Kaiser Permanente Hospital Community Benefit Fund to transform our schools into Full Service Community Schools and raise achievement for African American males. OUSD is one of ten school districts in the California Office to Reform Education (CORE). These ten districts formed a consortium, which was granted a federal waiver in summer of 2013, to innovate instruction, curriculum and assessment, in service of equity and access for all children. Over the past three years, the four-year cohort graduation rate for the District overall has increased by 3.9%, and has increased by 5.4% for our African-American Male students.

Recent accomplishments in the Transitional Students & Families Unit: More than 200 refugee youth were provided supportive academic and enrichment opportunities during the summer of 2014; parent meetings and summer parent ESL classes reached more than 80 refugee parents/guardians; transportation assistance and grade/attendance monitoring was provided to more than 1,000 homeless/unstable housing students; transcript analysis and transition support was provided to over 300 foster students; more than 60 child welfare workers were trained on the Oakland education system and how to support Foster Children within the system; enrollment support and basic school supplies were provided to over 1,700 transitional students in the 2013-2014 school year.

Section B: Funding Request

UNACCOMPANIED MINORS IN THE UNITED STATES & THE OUSD

Since 2012, the Oakland Unified School District—and the United States, as a whole—has seen a dramatic spike in unaccompanied minors, (Unaccompanied Alien Children, or UACs): undocumented minors who cross the border without parents or guardians, and are apprehended by immigration officials.

Since 2012, the number of unaccompanied minors nation-wide has skyrocketed, creating a huge strain on public services throughout the nation, from schools to courts to legal service agencies to the shelter systems that care for these children during their initial months in the U.S. Between 2002 and 2011, a steady 6,000-7,000 UACs were apprehended and detained in the U.S. each year, but beginning in 2012, the numbers spiked: roughly 13,000 in FY2012, over 24,000 in FY2013, and a projected 90,000 in FY2014 (the original projection was 60,000, but the numbers were so high mid-year that the Federal government adjusted its prediction). It is notable that, during this same time period, overall apprehensions of adults have decreased by almost a third.

According to Federal policy, UACs are housed in special detention centers/youth shelters run by nonprofit contractors throughout the country, and immediately placed into removal proceedings. They are reunified (normally within a few weeks or months) with a trusted adult— aunt, uncle, older brother, family friend, even a parent they haven't seen in many years—in the

U.S. These adult “sponsors” are charged with enrolling them in school, providing for their health and well-being, and ensuring they show up to court. California is the most common state to which these children are reunified.

In 2013, 93% of UACs in the U.S. came from: Honduras (30%), Guatemala (37%) and El Salvador (26%). Though we do not yet have district-wide data about unaccompanied minors (part of the goal of this proposed program is to improve our data), Oakland International High School (OIHS), an OUSD school devoted entirely to serving the district’s newcomer English Language Learners, has seen a rapid spike, in accordance with the national trends, of unaccompanied minors at the school. The school currently has identified over 50 students, more than 13% of the student population, and since January of 2014 alone, more than 30 unaccompanied minors have enrolled at OIHS. At OIHS, approximately 60% of UACs are from Guatemala (mostly Mam speaking), 30% from El Salvador, and 20% from Honduras. Nationally, roughly 75% are boys—at OIHS, approximately 85% are boys.

OIHS has worked hard over the course of the past year to support its growing unaccompanied minor population, who arrive at school with high academic, legal, health and socio-emotional needs. Many of the youth at OIHS are reporting that they left their home countries not just for a better life in the U.S., but because of severe community violence—their parents or family members were killed or threatened, they were raped and/or stalked by men in their community, their families were being extorted, and/or they were being forced into a gang. Some are also leaving due to domestic abuse in their families, and others still for economic opportunity. The Women’s Refugee Commission, who has done a good deal of advocacy and research on UACs, says that the vast majority of youth are arriving because of “push factors” from their country (such as those named above) rather than “pull factors” (such as economic opportunity or the possibility of legal status in the U.S.)

Once they move to Oakland, unaccompanied minors’ legal cases are transferred to San Francisco immigration court, where they are given new notices to appear in removal (deportation) proceedings. In many cases, youth are showing up in court by themselves and with no attorneys, and have no idea what potential relief may be available to them or how to apply for it. Without an attorney, it is tremendously difficult to apply for immigration status, though national agencies estimate that at least 40% of these youth might qualify for some kind of relief (like asylum or special immigrant juvenile status). If they miss their court date (which is common) youth are often “removed in absentia”—ordered deported back to their home countries, where it may or may not be safe for them to return.

Nearly all of these children have suffered immense trauma—from abuse or violence in their home countries to the traumatic journeys north and through the desert to the experience of incarceration apart from anyone they know or trust. Once they arrive in Oakland, most of these children are living with estranged family members or even family friends they have never met before. They are in removal proceedings and need attorneys to help them apply for relief, but there is an extremely limited supply of low-cost attorneys in the Bay Area (something that might shift somewhat next year with a new public representation program for unaccompanied minors under the age of 16—but unlikely to shift dramatically enough to meet the ever-growing demand). The children almost always owe a large sum of money to coyote rings or lenders back in their home countries, and feel a pressure to work to pay off the debt and pull their weight in their Oakland household (particularly when living with someone they do not know very well).

Though they are required to go to school, they are pulled toward work. Due to their legal limbo, their lack of institutional savvy, limited educational experiences, past trauma, family separation, economic hardship/indebtedness, these youth are extremely vulnerable and need targeted, wraparound support. Not only do they need legal, mental health and health services, but they need support navigating the resources available to them at school and in the community.

Since OIHS is a specialized school focusing on immigrant communities and with a burgeoning full service community school program (funded in part by the Zellerbach Family Foundation), the school has dedicated itself (despite limited resources given current numbers) to tracking these students and providing special, much-needed support services—including connecting them with health care services and supporting them to navigate the legal immigration services in the Bay Area. **Yet due to staff limitations at OIHS, not all OIHS youth are getting the support they need—and students at other schools are getting no support at all. There remains a great deficit of services and support for unaccompanied minors in Oakland to make safe, healthy and successful transitions into life and school in the U.S. and to navigate the high-stakes federal immigration system.**

FUNDING REQUEST & PROGRAM PROPOSAL

The needs of unaccompanied minors are so complex and far-reaching, and are connected to health, educational and legal systems so complex and resource-scarce, that a centralized hub of support is required to ensure that these children's basic needs and fundamental rights are being addressed. In order to support the needs of this emerging, vulnerable population of unaccompanied minors, the Oakland Unified School District is requesting funding to support the creation of an "Unaccompanied Minor Specialist" position in the Transitional Students and Families Office. This position would serve as a central hub for unaccompanied minors and stakeholder agencies in the legal, health, educational and human services sectors. Not only would this program address the tremendous needs of Oakland's unaccompanied minors, but it could also serve as a potential national model for how a multi-stakeholder, cross-sector system can effectively support this vulnerable population that is exploding throughout the country.

As a condition of their release to sponsor families, all unaccompanied minors must enroll in school—meaning that the Oakland Unified School District is the one and only guaranteed place where all of Oakland's unaccompanied minors can be found. This makes the district an ideal hub of support for these young people. Though these youth do not fall under any particular mandate of the Transitional Students and Families Unit, their high needs and certain markers on their paperwork have led them to be referred to the Transitional Students and Families Office, which has, very informally, begun to track the youth that are identified (a very small percentage of the overall numbers) and connect them to services where available. Comprised of dedicated, highly-skilled specialists mandated to work with a specific population of transitional students, the Transitional Students and Families Unit has a pre-existing model for a support staff focused on a particular student mandate, who can ensure that all students are identified, screened, and connected to critical services, while also setting up district-, city- and county-wide systems and partnerships to improve service access for unaccompanied minors. Based centrally, the OUSD's Unaccompanied Minor Specialist would work with schools, community agencies, district offices, clinics and government support services to identify, orient,

support and track unaccompanied minors, and create systems and partnerships to ensure they receive the best and most comprehensive services available.

GOALS, OBJECTIVES/ACTIVITIES, & OUTCOMES

Goal 1: Create awareness and expertise throughout the Oakland Unified School District about Unaccompanied Minors backgrounds and needs

Objectives/Activities:

Create an “Unaccompanied Minor Specialist” position who will:

- Train district enrollment staff on how to identify unaccompanied minors in grades K-12
- Create district database “flag” for unaccompanied minors for their ongoing tracking and support
- Create direct referral system from district enrollment staff to the Unaccompanied Minor Specialist
- Provide training for staff and high-density schools on the identification, needs and support systems for unaccompanied minors
- Conduct school outreach & identification to connect with UACs already in the OUSD but not yet flagged—especially those newly-arrived needing legal assistance
- Connect with Community School Managers and Coordination of Services Teams (COST) at elementary, middle and high schools with high numbers of unaccompanied minors (with a specific focus on Oakland International High School and Fremont High School) to ensure students are prioritized for services and connected to on-campus resources upon enrollment

Outcomes/Results:

- 100% of newly-enrolled unaccompanied minors are plugged into unaccompanied minor system and connected to Unaccompanied Minor Specialist
- 100% of district enrollment staff are trained on how to identify and flag unaccompanied minors enrolling in the OUSD
- 100% of identified OUSD students are “flagged” in Aeries (the district database) for their ongoing tracking
- Staff from least 8 schools are trained on unaccompanied minor backgrounds, needs and challenges
- Unaccompanied Minor Specialist attends at least one COST meeting each month over the course of the year; visiting a total of at least 5 schools

Goal 2: Improve legal referrals and access for unaccompanied minors in Oakland

Objectives/Activities:

- Legal agencies & OIHS Community School Manager train Unaccompanied Minor Specialist on how to screen youth for potential relief
- Conduct screening for all new unaccompanied minors

- Develop confidential tracking system for unaccompanied minors to track potential relief, referrals made, “age-out” date, court dates, any progress on legal case, and support services received
- Create, formalize and manage partnerships with at least five legal agencies (such as Centro Legal de la Raza, Legal Services for Children, Pangea Legal Services, Lawyers Committee for Civil Rights, low-cost private attorneys, etc)
 - Develop matrix for which organizations support which kinds of cases, their agency capacity, the referral process and the ideal referral candidate
 - Developing clear referral and follow-up mechanisms with each legal agency
- Connect students with appropriate legal service agencies and/or low-cost attorneys
- Identify service gaps and work with legal stakeholders to fill these gaps
- Set up informational “*charlas*” at school sites for UAC students and families
- Set up legal screening/referral days at school sites with Legal Services for Children and Pangea Legal Services (and potentially others) to expedite referrals

Outcomes/Results:

- 100% of unaccompanied minors are screened for potential relief
- 100% of unaccompanied minors are directly referred (with follow-up) to legal service agency
- At least 75% of unaccompanied minors secure legal representation
- At least 5 “*charlas*” are held at school sites during the 2014-2015 school year, reaching at least 50 youth and their families
- At least 6 legal screening days are held at school sites during the 2014-2015 school year, reaching at least 45 youth and their families.

<p>Goal 3: All Unaccompanied Minors receive the best support services available to meet their health, socio-emotional and academic needs.</p>
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Objectives/Activities:

- Develop an initial screening checklist to determine student service needs—related to health, mental health, safety of living situation, food needs, etc.
- Meet with all unaccompanied minors within first week of the OUSD for socio-emotional screening
- Create, triage, and manage systems of care for unaccompanied minors
 - Work with COST teams and the Central Family Resource Center to ensure that students are connected to and prioritized for on- and off-campus services
 - Develop a network of service provider partners and referrals
 - Ensure enrollment in critical district and community services: ELL programs, summer programs, after school programs, etc
 - Monitor truancy and grades
 - Provide home visits for highest-need cases
- Support and train parents and guardians in parent engagement and the OUSD school district

- Hold parent meetings for UAC guardians about the U.S. school system, their rights & responsibilities, and available resources

Outcomes/Results:

- 100% of UACs are screened for social service needs within their first week in the OUSD
- 100% of UACs are connected with their school's COST Team
- 100% of UACs are connected to a school or community based health clinic for follow-up health appointments and vaccination
- 80% of UACs are enrolled in OUSD summer school program offerings
- 50% of UACs receive mental health services at their school
- 4 parent/guardian meetings are held during the 2014-2015 school year

STAFF & VOLUNTEERS

Curtiss Sarikey, LCSW, PPSC, OUSD Associate Superintendent - Family, School and Community Partnerships: As the Associate Superintendent for Family, School, and Community Partnerships department in the Oakland Unified School District, Sarikey is responsible for all student and family support services, such as Full Service Community Schools, Family & Student Engagement, After School & Summer Learning Programs, Health & Wellness, Behavioral Health, Social Emotional Learning, Attendance and Discipline, Translation and Student Assignment. Prior to joining Oakland Unified School District (OUSD) in 2011, Sarikey was a Supervisor for Student Support Service Department, San Francisco Unified School District, where he worked for over ten years. After completing his MSW at UC Berkeley, he worked for the US Naval Medical Center, Oakland, overseeing a comprehensive family violence intervention program. He then went on to Big Brothers Big Sisters of the East Bay as Executive Director. Sarikey brings over twenty-five years of experience working with children, youth and their families in a variety of public and non-profit organizations, working to improve communities for children and families.

Nate Dunstan, Refugee Specialist, Transitional Students and Families Unit: Nate Dunstan is the OUSD's specialist for the Refugee & Asylee program. Prior to joining OUSD, he was director of a homeless family shelter in San Francisco where he oversaw a variety of social service programs for youth and families. He has worked in refugee resettlement for the International Rescue Committee in Oakland as well as Southeast Asia. He holds an MSc in Forced Migration from the University of Oxford and an M.A. in International Relations from San Francisco State. As the Refugee Specialist, Nate would support the newly-hired unaccompanied minor specialist and share best practices, resources and wisdom from the Refugee Program, and would collaborate with this specialist on support programming (such as after school and summer school programs), and that all unaccompanied minors who receive asylum status and qualify for the Refugee Program continue to be supported by his programs and services. Nate is fluent in French and Spanish.

Lauren Markham, Community School Program Manager, Oakland International High School: As the Manager of the Full Service Community School Initiative at Oakland International High School, Lauren manages the school's non-academic programs for students, families and the community. She has led the support efforts for the recent influx of unaccompanied minors at OIHS and the OUSD, and will help train the newly-hired Specialist and serve as the key point person for the Unaccompanied Minor Specialist's work at OIHS. Lauren graduated from Middlebury College and then obtained her MFA at Vermont College of Fine Arts. Lauren has worked in a variety of positions over the past decade to support refugees, immigrants and vulnerable youth around the world. Lauren served as a caseworker and a resettlement capacity builder for the International Rescue Committee, during which time she supported the planning stages of Oakland International High School and conducted student recruitment. She spent three years as a Programs Coordinator for Refugee Transitions, where she coordinated home-based and after school tutoring programs for OIHS students and families. She is fluent in Spanish, French and speaks some Italian and Luganda.

Juan Vaca, Academic Counselor, Transitional Students and Families Unit: Juan Vaca is the Academic Counselor for the Transitional Students and Families Program in Oakland Unified School District. He has been working in education in California for the past 14 years. Juan has earned a Bachelors Degree in Psychology, a Masters Degree in School Counseling, and a Pupil Personnel Credential from California State University Long Beach. He also just complete his first year of the administrative credential program at California State University, East Bay. Juan serves underrepresented youth (Refugee, Migrant Ed, Foster Youth, and Homeless students) in OUSD by providing resources needed to attain an equitable education and the ability to navigate the educational system. Juan would support the Unaccompanied Minor Specialist with student identification, optimal student placement, summer school coordination, and transcript review for unaccompanied minors. Juan is bilingual in Spanish.

Unaccompanied Minor Specialist, TBD: Pending funding, we will post the unaccompanied minor position in the fall of 2014, circulating it through our staff and partner networks to recruit a high-quality candidate with the following pre-requisites: fluency in Spanish; experience working with immigrant communities and/or young people; ability to set up systems internally and with external partners; experience with case-management and working in partnership with multiple stakeholders; a commitment to educational equity and social justice.

SUSTAINABILITY & FUTURE FUNDRAISING PLAN

During the initial pilot year, the OUSD Unaccompanied Minor Specialist, with support from OIHS and the FSCP, will be responsible for soliciting additional funding and connecting with potential future funders. In line with the district's focus on multi-stakeholder partnerships, the OUSD will continue to seek partnerships and funding—looking into sources like Measure Y, the Alameda County Public Health Department, and private foundations—to continue this position as long as there continues to be high numbers of UAC students in the OUSD. We anticipate continued availability of Title III—Immigrant discretionary funds to dedicate to this position, and may be able to leverage/budget more funding from this pool of money in future years. The OUSD will

also attempt to recuperate revenue from the Alameda County Medi-Cal Office for work related to health enrollment (the district is able to get reimbursed for Medi-Cal outreach hours—so this position could recuperate funding for its health-related service referrals).

CONTRIBUTIONS TO OVERALL MISSION OF THE OUSD & THE FSCP

As a Full Service Community District, the OUSD is committed to supporting all students to achieve success in school and in their communities. With a high English Language Learner/Newcomer population, the OUSD has been deeply committed for decades to providing equity for our newly-arrived immigrant students. The Full Service Community District recognizes that barriers to student success are often related to challenges in their homes and communities (related to the adverse effects of systemic racism, poverty, violence, documentation status, and past trauma)—and has charged its schools and offices with creating systems of wraparound support co-located at on our dozens of campuses throughout the city. Operations like the Transitional Students and Families Unit— located centrally but supporting youth and schools from throughout the district with high-quality services and referrals—are vital to the realization of our Full Service Community District vision. We recognize that the needs of unaccompanied minors are so great, the legal and human services systems so complex, and the resources so few, that this population, too, needs a dedicated support person to give them a level playing field in order to be successful at home, in school, and in their communities. OUSD is committed to building a bright future for these very vulnerable young people. OUSD is seen as a nationwide model as a large, urban, Full Service Community District, and is enthusiastic about the prospect of creating a model systemic, multi-agency support program for unaccompanied minors, replicable by other school districts and cities throughout the United States.

III. ATTACHMENTS

A. Organizational Structure/Administration

The Governing Board, commonly called the Board of Education, is the elected policy-making body of the public education system within the city of Oakland, California. The Governing Board's primary responsibilities are to ensure that every student served by the District is well educated and demonstrates high academic achievement. The Governing Board seeks to provide the public with information about the public school system goals, objectives, and activities, including its weekly legislative agenda, strategic long-term goals, and other activities affecting education within the city. The Governing Board consists of seven elected representatives.

OUSD Board of Education – Fall 2013



Christopher Dobbins, Director

Christopher Dobbins, 37, was admitted to practice law in the State of California and is currently the Development Director at the New Leaf Center in Lafayette, CA. Dobbins is active in St. Paschal Baylon Parish, Oakland and in Theta Delta Chi Fraternity. Director Dobbins was appointed Chair, Facilities Committee, by President Gallo on May 7, 2009. Dobbins became a member of the Board on January 8, 2007. Director Dobbins previously served as Vice President of the Board for the 2010 term. His 2nd Term Ends: January 5, 2015



James Harris, Director

James Harris is a parent, a former teacher, and a small business owner in the field of advertising and marketing. For the last eight years, he has served on the Board of Aim High. He was also a founding board member of Great Oakland Public Schools, a local organization that connects and activates the community to advocate for quality public schools. His 1st Term ends: January 2, 2017.

Jumoke Hinton Hodge, Vice President



Jumoke Hinton Hodge is a community and youth development consultant who has worked in the Bay Area for the last two decades. For the past seven years she has devoted her efforts to strengthening her West Oakland neighborhood. Jumoke is the co-founder of the Parent Leadership and Engagement Academy Initiative (PLEA), a community-building project dedicated to the education and support of West Oakland parents and families. Director Hodge was elected Vice President of the Board by her colleagues, September 27, 2011, filling the unexpired term of Jody London through January 2, 2011; reelected January 4, 2012; January 7, 2013. Her 2nd Term ends: January 2, 2017



David Kakishiba, President David Kakishiba serves as the Executive Director of the East Bay Asian Youth Center (EBAYC), an independent youth development organization based in Oakland's San Antonio neighborhood district. EBAYC provides long-term comprehensive educational support and community-building opportunities to a multi-racial, multi-ethnic, and multilingual membership of 1,000 youth and their families. David has served as Executive Director since 1980. In March 2002, Kakishiba was first elected to the Oakland Board of Education. Director Kakishiba was elected, by his colleagues, to be President of the Board on January 7, 2013. His 3rd Term ends: January 5, 2015



Jody London, Director : Jody London is a consultant to local governments and non-profit organizations on a wide range of energy and environmental issues. Ms. London was Co-Chair of "Yes on Measure B," a \$435 million facilities bond to improve OUSD's physical plant in 2006. She has also served as Chair of the PTA Long Range Planning Committee at Chabot Elementary School. Under her leadership, the Committee led a community engagement process in the design of a new classroom building and multi-purpose room at the school site, a \$17.5 million project. Ms. London previously served as President of the Board in 2011 and 2012. Her 2nd Term ends: January 2,

2017



Roseann Torres, Director

Roseann Torres, the proud mother of a child thriving in the Oakland public schools, has practiced law for 12 years in both civil and criminal litigation, starting her career at the San Joaquin County, County Counsel's office followed by the San Joaquin County District Attorney. After moving to Oakland 8 years ago, she started her own firm. Ms. Torres currently serves on the Board of National Women's Political Caucus (NWPC), Centro Legal De La Raza, Hispanic Chamber of Commerce of Alameda County, East Bay La Raza Lawyers Association. Her 1st Term ends: January 2, 2017.



Anne Campbell Washington, Director

Anne Campbell Washington currently serves as the chief of staff to Oakland Mayor Jean Quan. She has two children at Montclair Elementary School, where she is a PTA member. She began her career working with youths in Pittsburgh, Pa., and she said she is passionate about working with kids. She plans to leverage her relationships at the city, county and state level to bring resources to assist the school district. Her 1st Term ends: January 2, 2015.

OFFICE OF REFUGEE RESETTLEMENT

An Office of the Administration for Children & Families

URM Home

About URM

Program Resources

About Unaccompanied Refugee Minors

Through its network of caretakers, the **Unaccompanied Refugee Minors Program (URM)** helps unaccompanied refugee minors develop appropriate skills to enter adulthood and to achieve social self-sufficiency.

Background

URM was originally developed in the 1980s to address the needs of thousands of children in Southeast Asia without a parent or guardian to care for them. For refugee minors, the State Department identifies children overseas who are eligible for resettlement in the U.S., but do not have a parent or a relative available and committed to providing for their long-term care. Upon arrival in the U.S., these refugee children are placed into the Unaccompanied Refugee Minors (URM) program and receive refugee foster care services and benefits. ORR also identifies certain minors who may become eligible for the URM program after they arrive in the United States and do not have a parent or a relative available to provide care. The majority of these minors identified by ORR within the U.S., originate as unaccompanied alien children (UACs) and are referred to the URM program once they meet all of the eligibility requirements.

Since 1980, almost 13,000 minors have entered the URM program. At its peak in 1985, ORR provided protection to 3,828 children in care. Now in various states, ORR has about 1300 children in care. While most children are placed in licensed foster homes, other licensed care settings are utilized according to children's individual needs, such as therapeutic foster care, group homes, residential treatment centers and independent living programs.

Program Description

The **URM program** ensures that eligible unaccompanied minor populations receive the full range of assistance, care and services available to all foster children in the state by establishing a legal authority to act in place of the child's unavailable parent(s). Our programs encourage **reunification of children with their parents** or other appropriate adult relatives through family tracing and coordination with local refugee resettlement agencies. However, if reunification is not possible, each program works to design a case specific permanency plan for each minor or youth in care.

Additional services we provide include:

- Indirect **financial support** for housing, food, clothing, medical care and other necessities
- Intensive **case management** by social workers
- Independent **living skills training**
- **Educational supports** including educational training vouchers (ETVs)
- **English language training**
- **Career/college counseling and training**
- **Mental health services**
- **Assistance adjusting immigration status**
- **Cultural activities**
- **Recreational opportunities**
- **Support for social integration**
- **Cultural and religious preservation**

Refugee children who enter the U.S. with family but experience a family breakdown may be eligible to participate in the URM program as well. ORR's State Letters on **reclassification** (<http://www.acf.hhs.gov/programs/orr/resource/state-letters-reclassification>) to URM status provide the standards used to determine if such a child may access the program.

Children eligible for the URM Program are under age 18, are unaccompanied, and are:

- Refugees
- Entrants
- Asylees
- Victims of Trafficking
- Certain minors with Special Immigrant Juvenile Status
- U visa holders

Two lead voluntary agencies— **Lutheran Immigration Refugee Service (LIRS)**

(<http://www.lirs.org/site/c.nhLPJ0PMKuG/b.5537769/k.BFCA/Home.htm>) and the **United States Conference of Catholic Bishops (USCCB)**

(<http://www.usccb.org/>) – help ORR with the unaccompanied refugee minor program.

These agencies conduct several important functions for the URM program:

- Identify eligible children in need of URM services
- Provide technical assistance in the reclassification process
- Determine appropriate placements for children among their national networks of affiliated agencies
- Conduct training, research and technical assistance on URM services.

Geographic Locations

Phoenix, AZ Fullerton, CA San Jose, CA Denver, CO Washington, DC Miami, FL Boston Worcester, MA Lansing, MI Grand Rapids, MI
Jackson, MS Fargo, ND Rochester, NY Syracuse, NY Philadelphia, PA Fort Worth, TX Houston, TX Salt Lake City, UT Richmond, VA Tacoma,
WA Seattle, WA.

Contact Information

URM Program
Division of Children's Services
Office of Refugee Resettlement
Administration for Children and Families
901 D Street, SW
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OUSD Board of Education

RE: OUSD's Unaccompanied Minor Specialist

7/23/14

Dear OUSD Board of Education:

Social Justice Collaborative (SJC) submits this letter of support for the potential position of Unaccompanied Minor Specialist at OUSD. We ask that the Board please vote YES in support of establishing this position within OUSD because of the dire need that these minors have for services, and the lack of any coordinated effort in the community to connect minors with services.

As an immigration legal services provider in Oakland, SJC represents many unaccompanied minors in their battles for immigration status in the United States. As we work on pending cases, we do our best to provide wrap-around services to these clients. However, given our limited resources and the pressures we have with other pending cases, it is impossible for us to provide our minor clients with the non-legal services that they so badly need.

Unaccompanied minors need an immense amount of non-legal support. There are many services available in the community for these minors, but without help, the minors cannot begin to take advantage of everything Oakland has to offer. This includes language support, physical and mental health care, cultural support, housing, and more. While we try to guide minors in the right direction to obtain these important services from the community, they need much more support that we can provide them.

Many of these minors have left their parents behind in their countries of origins, just as many parents of these minors have been killed due to the drug war. Without parents to guide them and be responsible for their success in Oakland, they look to their schools to provide the necessary support.

Further, many minors do not realize that they need immigration representation as well as non-legal support. Without a dedicated person at OUSD to guide these minors to attorneys that can defend them from deportation, many of these minors will not realize that they qualify for legal status, which in fact 50% of them do. They will lose precious time in applying for legal status, and often miss crucial deadlines. However, the proposed Unaccompanied Minor specialist would work with non-profits in the community to ensure that all minors with deportation cases have representation.

Thus, the need for this position in Oakland is immense. Without it, we run the risk of abandoning our newly arrived minors and risking their futures, and thus our own. The ability of our city to succeed is wrapped around the ability of each of our students to succeed, something which this

Board surely knows so well. While these minors living in Oakland during their immigration proceedings for a minimum of three years, we need to invest in their futures just as we do the futures of those students who were born in the United States, and even more so, given the extra hardships that many of them have suffered abroad and the continued struggles that they may suffer in adapting to life in the states.

Thank you for taking the time to read this letter of support.



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