

File ID Number	12-1117
Introduction Date	5-9-12
Enactment Number	12-1319
Enactment Date	5-9-12
By	TS



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

To: Board of Education
 From: Tony Smith, Superintendent *VEA G.T.S.*
 Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal year(s) 2012-2014 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 2012-14 fiscal year(s) 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
12-1117			Oakland Unified School District	Building the Full Service Community School District	March 2012-February 2014	W.K. Kellogg Foundation	\$2,000,000.00

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: \$2,000,000

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year(s) 2012-2014 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: Proposal


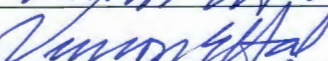
OUSD Grants Management Face Sheet

Title of Grant: Thriving Students, Community Schools	Funding Cycle Dates: March 1, 2012 to February 28, 2014
Grant's Fiscal Agent: Oakland Unified School District	Grant Amount for Full Funding Cycle: \$2,000,000
Funding Agency: W.K. Kellogg Foundation	Grant Focus: Implementing the Full Service Community School District--- aligning district and community resources to serve families and ensure that every child in Oakland is reading by third grade; implementing lessons learned from the African American Male Achievement initiative to impact a set of pilot schools.
List all School(s) or Department(s) to be Served: All	
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	
1. Organizing public pressure for early identification and support of students at risk of dropping out of school or incarceration; 2. Integrating the family, school, city, and county systems that support families and children in the 0-8 years, with the Community Schools' strategy; 3. Aligning standards, curriculum, instruction and assessment Pre-K-3rd grade; and 4. Building our capacity for systemic coherence and authentic family engagement	
How will this grant be evaluated for impact upon student achievement?	Oakland Unified School District's Research Assessment and Data department will design and implement the evaluation and funds are set aside in the grant budget for this purpose.
Does the grant require any resources from the school(s) or district? If so, describe.	No.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	Yes. The grant budget sets aside 4.25% for indirect services.
Will the proposed program take students out of the classroom for any portion of the school day?	No.
Who is the contact managing and assuring grant compliance?	Maria Santos, Deputy Superintendent 1025 Second Avenue, Room 301 Oakland, CA 94606 510-879-8200 or maria.santos1@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			
Department Head			

Grant Office Obtained Approval Signatures:

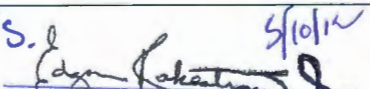
Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		

LEGISLATIVE FILE

File ID Number 12-1117
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Jody London,
President, Board of Education

 5/10/12


 Edgar Rakestraw, Jr., Secretary
 Board of Education



Community Schools, Thriving Students

The Oakland Unified School District (OUSD) under the leadership of Superintendent Tony Smith has launched a Five-Year Strategic Plan to create high quality and equitable academic and life outcomes for every child in Oakland by building a Full Service Community School District that serves the whole child, eliminates inequities, and provides each child with excellent, culturally proficient, teachers every day.

We are proposing that W. K. Kellogg Foundation provide a grant of \$2 million over 2 years focused on three key elements of the Strategic Plan:

- A. Our Zero-to-Eight (0-8) Initiative: Provide high quality professional development for 0-8 educators; align systems of early care and preschool through third grade; foster professional learning communities; and build protected pathways 0-8, in authentic partnership with families.

- B. Two major strategies of our African American Male Achievement (AAMA) Initiative:
 - 1. Voluntary School Study Teams (VSSTs): cross-functional teams of committed parents, students, faculty, administrators and community members, who work together, with professional development and training from AAMA, Partners in School Innovation, and district staff, to transform the culture of their school and guide their own school communities in adopting best practices to increase the academic success of African American Males (AAMs).
 - 2. Manhood Development classes for at-risk AAMs, grades 6-12.

- C. Systemic Integration 0-8/AAMA: Develop and codify 0-8/AAMA systemic reform and integration, multileveled two-way communications, evaluation, and integration of district and community supports for school, families and students.

A Director of Systemic Integration (DSI) (0-8/AAMA), reporting to the Superintendent, partners with Chief of Staff and two Education Pioneer Analyst Fellows, to create structures of alignment to shared outcomes, communications plans, data analysis, and a culture of data-based decision-making and collaboration throughout the district and with the multiple county and city agencies and community partners with focus on 0-8/AAMA.

A Coordinator of Early Childhood Education (ECE), the Director of ECE, Supervisors of the Elementary Principals, and the Deputy Superintendent of Instruction, Leadership and Equity-in-Action “implement a district-wide Pre-K to 3rd grade instructional program, integrating administrative, financial, and academic systems, with aligned standards and curriculum supporting the district’s goal of having all pupils read, write, communicate, and calculate at or above grade level by the end of 3rd grade” (OUSD School Board Resolution No. 0910 – 0155).

The Executive Director of AAMA and our Deputy Superintendent implement 1) Voluntary Student Study Teams (VSSTs) and 2) the Manhood Development program.

Research, Assessment, and Data (RAD) oversees data collection and evaluation.

The Oakland Schools Foundation engages families in 0-8 and AAMA while also increasing OUSD institutional capacity for engagement.

GOALS AND OBJECTIVES

Goal 1. Create vertical and horizontal systems integration and implement multileveled two-way authentic communications to seamlessly serve families and their children 0-8 (prenatal to third grade).

1. Family, school, community, city, and county systems that support our most vulnerable children 0-8 are aligned, so that families have the information, skills and services (including health and mental health services) needed in order for their children to thrive.

2. All 0-8 providers partner in the alignment process for Kindergarten Readiness, Responsiveness, and Transition.

3. 0-8 educators engage in an aligned 0-8 professional learning community to study disaggregated child data, implement data sharing practices and structures for data-based decision-making.

4. Pre-K to 3rd grade standards, curricula, teaching practices, data collection and assessments carry social, emotional, and academic learning from one developmental level to the next.

5. Parents are equipped with knowledge and skills about 0-8 development to ensure their child's well-being.

5. Authentic communication and partnerships with families and community at the core of this seamless integration are nurtured, valued, and sustained.

Goal 2. AAMA implements systemic change through VSSTs; and expands the Manhood Development program.

B. AAMA VSSTs

1. School communities are empowered to set their own goals for AAMs and work in concert to achieve them.

2. AAM chronic absence in kindergarten and first grade is reduced.

3. AAM achievement, literacy, and graduation rates increase in the VSST schools; and AAM suspension, chronic absence, and push-outs from middle and high schools decrease.

3. AAMs significantly improve attendance, behavior, and academic progress.

4. Teachers in the VSST Schools routinely practice and lead professional development in culturally responsive pedagogy for others.

B. Manhood Development

1. Students significantly improve attendance, behavior, and academic progress; increase their social emotional learning; and demonstrate increased capacity and willingness to support their peers.

2. Students deepen their self-knowledge and their understanding of African American culture and heritage.

3. Students articulate their own college and career goals; and reach the intermediate goals that they set for themselves.

4. Students acquire job readiness skills and successfully get and complete summer and school year internships.

5. Instructors, advisors, and teachers effectively facilitate the Manhood curriculum, manage classroom behavior, and create Student Success Teams.

6. AAMA staff and RAD document the refinement, expansion, and outcomes of the Manhood Development program.

Goal 3. Build district's capacity for ensuring system and school level coherence.

1. Champions from all the major school governance structures are actively engaged in the alignment process.

2. Stakeholders and cross-functional leadership review data for collaborative decision-making.

KEY ACTIVITIES

0-8

1. Chief of Staff hires Director of Systemic Integration (DSI) for 0-8/AAMA and Education Pioneer Analyst Fellows.

2. DSI and ECE Coordinator provide training and technical assistance to school site and central personnel in the rationale and methods for achieving 0-8 integration.

3. DSI leads design and implementation of effective outreach to enroll most vulnerable children in preschool, pre-kindergarten summer camp, and transition kindergarten.

4. Education Pioneers Analyst Fellows analyze disaggregated data.

5. RAD maps Early Childhood Education, Head Start, and Early Headstart resources against 0-4 populations for each Region.

6.0-8 educators receive high quality joint professional development with focus on analyzing student data to improve both transitions and instruction.

7.Education Pioneers create and support a media platform for two-way family and community communications, using traditional and emerging media technology.

8.ECE Coordinator pilots prenatal to 3rd grade brain development workshops for families.

9.ECE Coordinator trains sites to improve the use of and quality of teacher observations included on the Desired Results Developmental Profile - Revised; provides joint professional development for kindergarten and first grade teachers.

10.DSI, ECE Coordinator, and RAD create preliminary design for evaluation in collaboration with 0-8 families and service providers.

11.DSI establishes mechanisms for ensuring that pre-K information and assessments follow students to K and teachers are supported to use the info to differentiate instruction.

12.DSI and OSF convene ECE/K-3 team to align parent survey and develop joint family engagement strategies.

AAMA

1.Deputy Superintendent and the E.D. of AAMA set criteria for VSST schools.

2.AAMA and Partners in School Innovation develop curriculum for the Voluntary School Study Teams Summer Retreat and Saturday Sessions.

3.AAMA supports VSSTs to set annual goals and create action plans.

4.AAMA sustains existing cohorts of 9th or 10th grade Manhood Development classes as they move to 10th and 11th grade and launches additional classes at new sites.

5.RAD and AAMA analyze data for impact on achievement, attendance, disciplinary actions.

6.DSI and VSST schools pilot systems and processes to align the Community School Strategic Site Plans with the Balanced Scorecard and the School Quality Reviews.

SYSTEMIC INTEGRATION

1.DSI, with the support of the ECE Coordinator and the Executive Director of AAMA African will collaborate with First Five Alameda to devise a 2-year plan for seamless service integration with 0-8 external partners.

2. DSI and ECE promote and establish transition practices in every preschool and kindergarten: school-to-child connections; family-to-school, school-to-school, school-to-community, peer-to-peer connections (OUSD Title 1 Transition Plan).

3. RAD implements data governance for 0-8 data, documents effective processes and structures, provides formative evaluation and feedback mechanisms.

SUSTAINABILITY: COLLECTIVE IMPACT

While funds for public education and public services are shrinking, it is more imperative than ever that we leverage existing and new resources for collective impact, transforming our schools into neighborhood “hubs” where families can access services and opportunities.

The Full Service Community School District lowers costs through more efficient county, city, district central office, and school service delivery. With the proposed grant support, we will be aligning and making coherent the resources that support 0-8 and AAMA within the community, but are currently disconnected across different institutions and sectors.

When we offer professional development for childcare providers, early childhood pre-school, and K-5 teachers TOGETHER, we are investing in an ecological approach in aligning resources of care and education for young children, ensuring that they receive social, emotional and health supports from Prenatal to 8. We are equipping them not just for a seamless transition into kindergarten and later third grade reading success, but for life. Similarly the VSSTs aim to provide seamless support for AAMs and their families, which ultimately will reduce costs.

California was recently awarded \$52M in Race to the Top funds for Early Learning which will lead to more resources for Alameda County's First Five (a state-funded program for 0-5 kids)--- and seed money for alignment and infrastructure to sustain the 0-8 Initiative. As documented in the strategic plan for First Five, the majority of the neediest families in the county live in Oakland and First Five has committed to concentrating resources on these families and geographies, such as West and East Oakland, where African American and English Language Learner families are concentrated.

OUSD ECE is the largest state subsidized preschool program in Alameda County, with a 70 year history of serving low income working and student families. Our current CDE contracts total \$17 million and as of December 2011, we were serving 1800 students in 32 centers. We consistently leverage economies of scale.

The provision of holistic, high quality early education for the working families OUSD ECE programs serve, helps to create community schools where children and families are supported to thrive physically, cognitively, socio-politically, and economically.

Oakland's partnership with First Five, our pilot Transition Kindergarten, and a W.K. Kellogg-supported alignment of 0-8 resources represent long term public and private investments in our community. Over

the last year, the district has raised over 10 million dollars for the Oakland Education Fund, from local corporations and foundations, approximately \$1.5M for AAMA. The East Bay Community Foundation, has created an Early Childhood Success Fund, which is aligning Bay Area philanthropy to sustain 0-8 work for many years to come.

POLICY IMPLICATIONS

Oakland Unified School District is part of a national Community Schools movement <http://www.communityschools.org/> and currently leads the nation in leveraging community schools to correct injustice and redistribute resources to increase equity across the school system.

OUSD is among the first school districts in the nation committed to interweaving the importance of Early Education (0-8) with the rigorous academic achievement and socio-emotional health of African American males. Documentation of each intervention and multiple measures of effectiveness are preparing us to share our work nationally. Oakland has already been invited to share our initial K-12 work with similar efforts in New York, Memphis, and other cities. School VSSTs that integrate the 0-8 and AAMA inquiry will be closely watched across the nation.

With the new Race to the Top federal funding, First Five Alameda is actively exploring opportunities to support Every Child Counts services in areas of Early Care and Education, Home Visiting and the screening, assessment, referral and treatment system (SART). The work in OUSD will contribute to the conversation at local, state and national policy level that address reimbursement and funding streams for services. OUSD's experience with the Prenatal to Eight Initiative will contribute to the development of First 5 Alameda County's policy agenda around sustainability.

OUSD belongs to several organizations that give us an opportunity to learn about other efforts, to share the lessons we are learning, and ultimately to influence policy: the Stuart Foundation's Network of Highly Effective CA Districts; the national Collaborative for Social and Emotional Learning; the League of Innovative Schools; Campaign for Black Male Achievement; Cities in Schools; the Coalition for Community Schools; UW School Portfolio Management network; the Stanford initiative to make the national Common Core standards accessible to English Language Learners, funded by the Bill & Melinda Gates Foundation and the Carnegie Corporation.

EVALUATION

Jean Wing, Executive Director of the Research Assessment and Data, will oversee the evaluation of the various components of the project and contract with independent evaluators for specific pieces of the work as well as arrange collaborative evaluations with local researchers from UC Berkeley, Stanford, Mills College, and other local universities and institutions as opportunities arise. Dr. Wing has extensive experience developing research questions in collaboration with stakeholders and devising effective and relevant evaluation designs in multiple contexts.

Both qualitative and quantitative data will inform the evaluation of the three components of the project. OUSD will be creating balanced scorecards for Prenatal to Eight and for AAMA that measure key

indicators of progress focused on strategic goals to drive continuous improvement in the unit that is being evaluated.

Evaluation of Prenatal-to-Eight Initiative

First Five is available to partner with OUSD to design an effective evaluation for the Prenatal to Eight Initiative that addresses community-based school readiness interventions as well as child health promotion. First Five includes feedback loops from families and service provider stakeholders and incorporates 9 years of experience assessing programs serving vulnerable families in Alameda County. We will use multiple data points (both quantitative and qualitative) to measure progress of our efforts, including: pre & post prenatal/maternal health surveys, attendance records, Kindergarten Readiness & Responsiveness using the Desired Results Developmental Profile (DRDP) Suite (IT, PS, & SR), improvement of scores over time on the Early Childhood Environmental Rating Scale (ECERS) and the School Age Environmental Rating Scale (SACERS); improvement of ratings over time using the 0-8 Classroom Assessment Scoring System (CLASS); DRDP parent and family surveys, and students meeting and exceeding proficiency levels in reading, writing, listening and speaking by the end of third grade to measure progress.

Evaluation of the AAMA VSSTs

The VSST model is a participatory action research project that includes ongoing assessment of progress against specific goals for AAMs set by the team at the school sites. The district professional development guides the teams through reflective processes that allow them to assess progress, make midcourse corrections and document impact. The teams prepare annual reports to the larger school community, as part of the schools' annual cycle of strategic planning. Recommendations are incorporated into the school's Community School Strategic Site Plan (CSSSP).

Evaluation of the AAMA Manhood Development Program

AAMA and the Research Assessment and Data department are evaluating the Manhood Development classes on the following global metrics: improved academic performance and aspirations, increased school engagement; and a 45 item Self Perceptions Profile for Adolescents (Harter, 1988).

PARTNER ORGANIZATIONS

The list of partner organizations is extensive, but some examples are:

Prenatal to Eight: Alameda County Health Care Services Agency (our partner in soon-to-be opened 0-5 Health Clinic) has committed to increase OUSD's capacity to deliver health care services to families with 0-5 children across all 15 SBHCs. The Oakland Education Cabinet, jointly chaired by the Mayor, Superintendent, and the Dean of Mills College, has established Prenatal to Eight: Early Childhood Committee to support interagency collaboration in delivery of services to families 0-8 and to leverage resources to implement special projects, such as Swing into Preschool to dramatically increase the number of students enrolled in OUSD ECE programs as part of a coordinated effort to increase state funding and maximize capacity for serving our families. First 5 Alameda County sponsors Summer Pre-K

Programs at low-performing elementary schools focusing on children with no prior preschool or child care experience who are transitioning to Kindergarten. There are many, many more organizations providing indispensable services to our families in partnership with our schools and our district.

African American Male Achievement: Partners in School Innovation supports the design and implementation of the AAMA Voluntary Student Study Teams; UC Berkeley Principal Leadership Institute and National Equity Project provide coaching and professional development for principals and teachers in culturally responsive leadership and instruction. The Mentoring Center provides mentor recruitment and training. 100 Black Men supports recruitment of instructors for the Manhood Development program; Race and Gender Disparities in Discipline: A Research to Practice Collaborative supports AAMA to reach suspension reduction goals. The California Endowment (TCE) Boys and Men of Color (BMoC) and TCE's East Oakland Building Healthy Communities support integration and coordination of services to AAMs and their families. Campaign for Black Male Achievement provides technical assistance and national networking.

Additional partners for AAMA: Youth Speaks, Story-Bridge, 100 Black Men of the Bay Area, Inc., National Society of Black Engineers, African American Education Task Force, Youth Uprising, Oakland Schools Foundation, Alameda County Department of Public Health, Urban Strategies Council, Be a Mentor, Question Bridge, East Bay Scholarship Fund, Merritt College – Maximum Achievement Program, Partners in School Innovation, Bay Area Urban Debate League, UC Berkeley University to School Partnership.

STRATEGIC APPROACH

VISION

All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career.

MISSION

Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.

We are radically refocusing our district and community resources into community school hubs embedded in our historically marginalized neighborhoods and by replicating practices that have proven to ensure safety, health, and educational excellence.

In our newly adopted five-year strategic plan, we have organized our work by goal area and by initiative, so that every person and organization can identify their part in the systemic transformation process. Our actions together create the OUSD and Community Schools Model for Change & Action, a Triangle with three focuses:

A. Ensuring a high quality instructional core (HQI),

- B. Developing social, emotional, and physical health (SEH), and
- C. Creating equitable opportunities for learning (EOL).

We have five major goal areas.

1. Safe, Healthy, and Supportive schools
2. Prepared for Success in College and Careers
- 3: High Quality & Effective Instruction
4. Building the Full-Service Community School District
5. Accountability for Quality

The organizational benchmarks and milestones that indicate success are captured in our Balanced Scorecards and Dashboards which provide regular feedback to managers, schools, and the general public.

The Superintendent, the Deputy Superintendent of Instruction, Leadership and Equity-in-Action, the Director of Systemic Integration (0-8/AAMA), the Coordinator of Early Childhood Education, and the Executive Director of African American Male Achievement share responsibility for overseeing the implementation of the proposed project.

Our proposed partnership with the W.K. Kellogg Foundation will support the triangle and all five of our goals.

1. Collaborate to promote optimal physical, social-emotional, and developmental health of children ages 0-8. (Goal 1, 4, 5 Foc B)
2. Pilot effective strategies for improving African American Male Achievement to prepare them for success in college and career. (Goal 2, Foc C)
3. Uplift our African American male students; organize public pressure for early identification and support of students at risk of dropping out of school or incarceration; restorative alternatives to suspension. (Goals 1,2 Foc B C)
4. Integrate the family, school, city, and county systems that support families and children in the 0-8 years, with the Community Schools' strategy (Goals 4,5, Foc B,C)
5. Align standards, curriculum, instruction and assessment Pre-K-3rd grade, fostering horizontal and vertical professional communities that become self-sustaining. (Goal 3, Foc A)
6. Build our capacity for systemic coherence and authentic family engagement (Goal 4, Foc B).

Budget

Personnel			
<i>List by Position-Role</i>	Avg. % of Staff Time	Period 1	Period 2
Chief of Staff	7%	\$14,654	\$14,654
Director of Systems Integration (0-8 and AAMA)	100%	\$160,000	\$160,000
Coordinator Early Childhood Education	100%	\$140,000	\$140,000
Education Pioneer Analyst Fellow --A	75%	\$61,613	\$61,613
Education Pioneer Analyst Fellow --B	75%	\$61,613	\$61,613
Education Pioneer A -- Communications	25%	\$20,538	\$20,538
Education Pioneer Analyst B -- Communications	25%	\$20,538	\$20,538
Subtotal Personnel		\$478,954	\$478,954
Contractual Services			
<i>List Contractual Services</i>		Period 1	Period 2
Consultants		\$30,000	\$30,000
Education Pioneer Fees		\$6,262	\$6,262
Professional development, stipends, and release time		\$90,000	\$90,000
Family Engagement Partnership with Oakland Schools Foundation		\$50,000	\$50,000
Stipends for Parent Leaders		\$11,000	\$13,000
Manhood Development		\$50,000	\$50,000
Communications: design, printing, website maintenance		\$32,448	\$32,448
Subtotal Consultants		\$269,710	\$271,710
Project Supplies			
<i>List Project Supplies</i>		Period 1	Period 2
Supplies (food for meetings, office supplies)		\$26,916	\$26,916
Subtotal Supplies		\$26,916	\$26,916

Capital Assets & Equipment			
<i>List Capital Assets & Equipment</i>		Period 1	Period 2
Workstations		\$3,000	\$1,000
Subtotal Capital Assets & Equipment		\$3,000	\$1,000
Evaluation			
<i>List Evaluation items</i>		Period 1	Period 2
Research Assessment and Data Consultants		\$35,000	\$35,000
Evaluation Partnerships		\$100,000	\$100,000
Subtotal Evaluation		\$135,000	\$135,000
Travel			
<i>List Travel items</i>		Period 1	Period 2
Air fare		\$14,450	\$14,450
Hotel		\$4,500	\$4,500
Meals		\$1,800	\$1,800
Mileage		\$250	\$250
Subtotal Travel		\$21,000	\$21,000
TOTAL DIRECT COSTS		\$934,579	\$934,579
Indirect 4.25%			
Grants Management 2.75%		\$65,421	\$65,421
GRAND TOTAL		\$1,000,000	\$1,000,000
*Kellogg Form requires that the amount of time spent on Communications be separated out for each position.			