

**LEGISLATIVE FILE**

File ID Number 12-0587  
Introduction Date 3-14-12  
Enactment Number 12-0879  
Enactment Date 3-14-12 B



**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  
Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action  
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 years 2011-2013 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 2011-2013 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
12-0488	YES	Proposal	Oakland Unified School District, Family, Schools and Community Partnerships	Enable school district to plan for participation in the Collaborating Districts Initiative and to create a strategy to implement social and emotional learning district-wide.	02/15/2012-08/15/2012	NoVo Foundation	\$125,000.00

**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: \$125,000.00      \$125,000.00

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year 2011-2013 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: 1. Final CASEL Grant Proposal**

## **Narrative**

### Vision and Goals:

Oakland Unified School District's (OUSD) vision is to create a Full Service Community School District that serves the whole child, eliminates health, social and educational inequity and provides each child with a caring environment that supports student learning and success. We want every student to attend a Full Service Community school that creates a safe and supportive environment where they can thrive academically, socially, and emotionally.

Our model for change has three primary areas of focus; ensuring High Quality Instructional Core, Developing Social and Emotional Health, and Creating Equitable Opportunities for Learning. These foci guide the district goals for youth: Safe, Healthy, and Supportive Schools; High Quality and Effective Instruction; and Prepared for Success in College and Careers. Significantly, the foci are integrated into our accountability priorities for the organization (e.g. School Quality Standards – *“define learning standards for social and emotional development and implement strategies to teach those standards.”*)

Currently, we are in the implementation phase of the third year of our seven-year strategic plan. During this phase we are aligning, coordinating and leveraging all of our resources in service to our implementation goals. It is imperative that we make the strategic plan's priority and commitment of developing social, emotional, and physical health visibly integrated across the organization from vision, to content, to accountability. This is the most opportune time for a partnership with CASEL.

The planning grant provides time and resources to develop the infrastructure we need to create the conditions, culture and competencies to guide SEL district-wide. This will lead to an increase in expertise as well as build a common understanding across the PreK- 12 spectrum that social emotional learning and leadership is both fundamental to a quality education and creates equitable opportunities for learning and success.

We need to assess the current state of SEL in the district in order to develop an assets based multi-year systemic SEL plan that includes goals, benchmarks, support, assessments, and monitoring for accountability. The plan will identify mechanisms to ensure alignment between the vision, definition, standards, programming and outcomes. We will then take the necessary measures to align budget and resource to the goals outlined in the district's SEL plan.

The development and integration of contextualized and culturally relevant SEL standards both for students and adults are critical areas of focus for our SEL plan. We are highly aware of the need to foster a strong partnership with our colleagues in the Leadership, Curriculum and Instruction department to co-construct the standards and develop aligned systems and structures for on-going leadership and professional development opportunities for teachers and leaders to successfully model and integrate SEL. We will collaborate across departments to develop a criteria and process aligned to SEL standards and our district vision to select appropriate SEL programs.

In order to move this work forward we recognize the need to establish a change management structure that is guided by a cycle of inquiry process and will ensure structures are in place to document, inform, and cultivate organizational learning throughout this process. We will create four teams that will manage and facilitate the

district in reaching its goals and develop a reciprocal plan for communication among and between the teams. Each team will have clearly defined roles and responsibilities aligned to each focus area. Teams will be charged to establish benchmarks and answer essential questions relevant to their team's purpose. The teams are; Steering Committee-initiates and oversees change, Design Team-describes that change in operational terms, Practitioner/Implementation Team-sets the change in motion and manages related issues, and Ombuds Team-will serve as the people's voice during the change implementation process. Both the Steering Committee and the Design Team will have decision making responsibilities. These teams will be supported by the SEL Director and SEL Coordinator that will set the conditions to increase leadership capacity and maintain the coherence of the work. Teams will lead work with their respective stakeholder groups and have opportunities to participate in leadership development focused on specific skills such as facilitation, critical decision making, and building strong alliances across identity and roles. We will elicit the support of expert partners in the field to support facilitation around this work and seek out opportunities for team development and building leadership capacity.

Statement of commitment:

- i. To work with CASEL, as described in the accompanying document, to craft a multi-year strategy and implementation plan for systemic, evidence-based, effective SEL programming in the district in alignment with the CASEL Theory of Action. **Implement a change management structure lead and supported by leadership sponsors in partnership with CASEL. Outcome multi-year system-wide SEL plan and OUSD board's support of the implementation plan.**
- ii. That district leadership will significantly deepen its knowledge of SEL theory, research, programming, practice, and policy. **Establish inquiry and learning networks with robust leadership and professional development opportunities. Develop assessment tool to assess increased knowledge across the district.**
- iii. That the district superintendent/Chief Executive Officer and selected leaders will join a learning community of leaders from the eight Collaborating Districts. This includes attendance by the superintendent and three other senior leaders from each district at an annual cross-district meeting (travel and accommodations to be paid by CASEL). **Participants include Superintendent, Deputy Superintendent, Director FSCP, Associate Superintendent FSCP and Coordinator SEL.**
- iv. That the superintendent/Chief Executive Officer and Chief Academic Officer and other senior leaders will have a minimum of quarterly meetings with CASEL staff and consultants in addition to hosting two annual district visits by CASEL's vice -president for practice or her designee. **Participants include but are not limited to Superintendent, Deputy Superintendent, Director FSCP, Associate Superintendent FSCP, Coordinator SEL and Associate Superintendent LCI.**
- v. That the district Superintendent/Chief Executive Officer will attend the 2013 CASEL Forum-date yet to be determined or another major event as determined by CASEL. (travel and accommodation paid by CASEL). **Participants include but are not limited to Superintendent and Director FSCP.**
- vi. That the district will participate in the cross-district evaluation conducted by the American Institutes for Research. **We will utilize the cross-district evaluation to develop and embed assessment and evaluation plans into the multi-year SEL plan in partnership with AIR and CASEL.**

**Financials**

- a) Please see email attachment.
- b) Please see email attachment.
- c) Please see email attachment.

**Operational Capacity**

In the effort to model collaborative leadership and to ensure coherence and alignment we will develop cross-department and community teams to develop our system-wide SEL plan. Youth, parents, teachers, principals and leaders will all have an opportunity to join work teams. Our team include (\*Bio's attached):

Kristina Tank-Crestetto  
*Director-Family, Schools, Community Partnerships Department*

Mary Hurley  
*Coordinator-Social Emotional Learning*

Curtiss Sarikey  
*Associate Superintendent-Family, Schools, Community Partnerships Department*

Elizabeth Macias  
*Manager, English Language Learners*

Caleb Cheung  
*Manager, Science*

Barbara McClung  
*Coordiantor, Behavior and Mental Health*

Chris Chatmon  
Executive Director  
*African American Male Achievement Department*

Nima Tahai  
*Principal Garfield Elementary School*

Alison McDonald  
*Network Executive Officer for High Schools*

Betty Olsen Jones  
*Teacher and President of OEA Teacher Union*

Aijeron Simmons  
*Elementary School Teacher*

Janette Hernandez  
*Regional Executive Officer for Network 2*

Oakland Unified School District is a dynamic, ethnically and economically diverse urban district that is in the midst of implementing a seven year strategic plan to become a Full Service Community District serving the whole child, PreK-12. This is a paradigm shift away from the student as a data point to the student at the center of a thriving community school. To this end the School Board has taken on the task to "...serve the whole child, eliminate health, social and education inequity, and provide each child with a caring environment that supports learning and success." Foundational to this work is the understanding that SEL must permeate both the adult and student experience throughout the district and reflect the cultural diversity of the community. While there is recognition of the importance of SEL, in practice it has been a patchwork of programs and initiatives that lacked coherence or accountability. This year, with the formation of a new department, Family, Schools and Community Partners, the district is engaged in developing the structures needed to hold and guide SEL throughout the organization.

## The CASEL Collaborating Districts Initiative: Three-Year Planning Goals and Expectations

To promote student success in school and in life, CASEL aims to establish SEL programming as an essential part of education for all students. Based on the notion that school districts must play a fundamental role in shaping, supporting, and sustaining SEL programming in schools and classrooms, CASEL has launched a multi-year Collaborating Districts Initiative (CDI) funded and supported by NoVo Foundation.

### Goals of the Initiative

The CASEL Theory of Action states: “Through collaboration, CASEL, the NoVo foundation, and district leaders can create systemic changes that will impact schools and classrooms in ways that influence students’ social-emotional development and academic performance. Documenting these processes will generate knowledge that can inform future efforts to build systemic support for social and emotional learning in school districts throughout the country”.

The focus of CASEL’s Collaborating Districts Initiative is to help each participating district achieve the following:

- High levels of expertise in SEL among district leaders.
- Implementation of high-quality SEL programming at all schools from Pre-Kindergarten through grade 12.
- High-quality, ongoing SEL professional development for school leaders and staff.
- Integration of SEL into the academic curriculum and instruction practices.
- Coordination of SEL with other district initiatives.
- Commitment to SEL among all stakeholders.
- Continuous, data-informed improvement of SEL programming.
- A respectful, collaborative, student-focused culture throughout the district.
- Leadership roles and responsibilities dedicated specifically to systemic SEL implementation.
- Allocation of sustainable resources to support SEL programming.

In partnership with the collaborating districts, CASEL hopes to:

- Build a knowledge base and shared learning about district-level change processes that support high-quality implementation of SEL programming.
- Document the short- and long-term impact of these efforts.
- Create demonstration sites for systemic SEL.

### CASEL’s Role in the Initiative

***District systems development consultation.*** Each collaborating district will work closely with a senior CASEL district advisor and a SEL specialist. These consultants have extensive experience in facilitating systemic change in large school districts, and they are well-versed in current research and policy relevant to district reform.

**Staff development consultation.** Because systemic implementation of SEL depends upon the understanding and involvement of individuals at all levels of the district, CASEL will also provide support for professional development. This will include introductory workshops that provide district leaders and staff with an initial orientation to SEL theory, research, and practice as well as assistance in developing coherent, sustainable staff development plans for school leaders and personnel. To begin, CASEL consultants may play a prominent role in delivering training and other professional development services, but these activities will be carried out in close collaboration with district staff who will ultimately take full responsibility.

**Action research approach.** CASEL's action research approach to supporting school districts is an essential component of the Collaborating Districts Initiative. In all of the work with school districts, CASEL consultants and staff are committed to working alongside district leaders and staff to pursue the goals of the initiative in ways that promote continual inquiry and reflection. Rather than imposing a prescribed set of practices, CASEL intend to engage districts in the process of continually gathering relevant information; reflecting on the impact of current policies, programs, and practices; and making decisions based on available data. Similarly, CASEL will continually refine its own practices based on internal and external feedback.

**Connections to external partners.** A major strength in CASEL's approach to supporting school districts is our emphasis on linking districts with other external partners who can meet identified needs. CASEL staff and consultants will connect districts with evidence-based program providers, professional organizations, and funders to support the development of SEL programming. CASEL will also broker relationships among the collaborating districts, facilitating a professional learning community and organizing diverse opportunities for collaboration among staff from each district.

**Development of tools for planning and implementation.** CASEL will develop and refine a variety of tools to support planning, implementation, and monitoring of SEL-related activities in the collaborating districts. These tools will be resources that help district leaders and staff organize their thinking about SEL, gather relevant information, communicate clearly, and monitor progress. They include conceptual frameworks, research and practice briefs, assessments, training materials, planning and monitoring templates, and instructional guides.

**Design and lead the collaboration and learning agenda.** CASEL will facilitate cross-district learning by convening semi-annual meetings for leaders and periodic opportunities for collaboration among role-like staff from each collaborative district. The agenda and processes for this work will be continually refined based on experience and feedback from district personnel, CASEL staff, and SEL program providers.

**Facilitate site visits to collaborating districts.** In addition to providing support to the collaborating districts, CASEL will provide limited support to a number of other affiliated districts. CASEL will assist the collaborating districts in hosting study tours by representatives from the affiliated districts and other interested parties to observe high-quality SEL implementation in action and learn directly from the collaborating districts' experiences.

### **General Expectations for Collaborating Districts**

The invitation to participate in this Initiative comes with both general and specific expectations.

Foremost among the general expectations, each collaborating district is expected to make SEL a high priority for its students and staff. Because CASEL recognizes that it may take some years to make evidence-based, well-implemented SEL a reality for all students in all schools, the expectation is that each district will make a steady, focused, long-term effort to achieve that goal. CASEL also expects that the district's SEL efforts will involve a personal commitment among its top leaders and will be incorporated within district resources and fully integrated with the district's overall vision, strategic plan, support structures, and other school improvement activities.

Second, each collaborating district is expected to join with CASEL and the other participating districts to form a powerful learning community in which the districts learn with and from each other. Since this work must be shaped by its members, its success will require that each district's top leaders invest their time and effort.

A third general expectation is that each district will enter into a genuine partnership with CASEL that involves open and candid communication, collaboration, and mutual learning, including collaborative development of tools and procedures to maximize the potential of the CDI. CASEL also recognizes that the cross-district evaluation that AIR will conduct will succeed only to the extent that it is a collaborative effort to help continuously improve practice as well as document impact. Activities associated with these expectations include:

- Co-planning and facilitation by top district leaders with the on-site work of CASEL's senior consultants and other CASEL personnel.
- Implementation and monitoring of the three-year plan outlined in the implementation proposal submitted to NoVo Foundation.
- Commitment of the superintendent to engage in regular meetings with CASEL staff and consultants.
- Attendance of the superintendent and other top district leaders at CASEL's biannual Forum and at annual cross-district meetings and other opportunities such as a cross-district learning community meeting. Also, participation in periodic cross-district conference calls.
- Co-planning and logistical support for the cross-district evaluation, including cooperation with its data gathering activities, assistance with interpretation of findings, and in-district utilization of those findings to shape subsequent SEL endeavors.
- Preparation of an annual district progress report to NoVo Foundation.

#### **Schedule for Planning Grant Period**

January 9, 2012	Orientation Meeting for proposal expectations (district representative and CASEL consultant)
February 3, 2012	Planning proposal due
Mid-February, 2012	NoVo approval notice for planning proposal
August 15, 2012	Report for the six-month period due
August 15, 2012	Implementation proposal due



# Collaborating Districts Initiative Proposal Invitation

1 message

Pamela McVeagh-Lally <pmcveaghlally@novofoundation.org>

Thu, Dec 8, 2011 at  
7:31 PM

To: "tony.smith@ousd.k12.ca.us" <tony.smith@ousd.k12.ca.us>, "Kristina.crestetto@ousd.k12.ca.us" <Kristina.crestetto@ousd.k12.ca.us>  
Cc: "lgil@casel.org" <lgil@casel.org>, "rweissberg@casel.org" <rweissberg@casel.org>, Robert Sherman <rsherman@novofoundation.org>, Daniel Lilienthal <dlilienthal@novofoundation.org>

Dear Dr Smith,

It is with great excitement that NoVo Foundation extends this invitation to your school district to join the CASEL Collaborating Districts Initiative. Attached you will find guidelines for a planning grant proposal to be submitted to NoVo by February 3rd, 2012, and an accompanying document that provides a description of the CDI planning goals and expectations.

Congratulations on being selected to join the CDI. We look forward to partnering with you to promote the academic, social and emotional growth of Oakland's children.

Please don't hesitate to contact me with any questions.

Best regards,

Pamela

Pamela McVeagh-Lally  
Manager, Initiative for Social and Emotional Learning  
NoVo Foundation  
212 808 5400

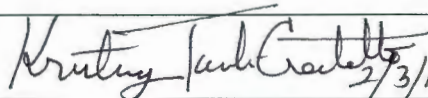
OUSD Grants Management Face Sheet

<b>Title of Grant:</b>	<b>Funding Cycle Dates:</b> <b>February 15, 2012 – August 15, 2012</b>
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) NoVo Foundation 535 Fifth Avenue, 33 <sup>rd</sup> Floor, New York, NY 10017	<b>Grant Amount for Full Funding Cycle:</b> <b>\$125,000.00</b>
<b>Funding Agency:</b>	<b>Grant Focus:</b> <b>Social and Emotional Learning</b>
<b>List all School(s) or Department(s) to be Served:</b> All K-12 Oakland Unified Schools and Family, Schools and Community Partnerships Department	

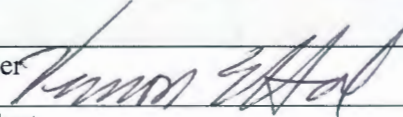
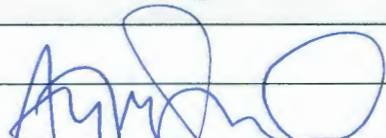
<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	Students will develop core competencies of self awareness, self management, social awareness, relationship skills and responsible decision making within a safe, caring and participator learning environment. Learning these skills will improve academic performance and educational outcomes for students. It will significantly decrease the number of suspensions and expulsions while improving school attendance, students' attitudes towards school, students' grades, and performance on achievement tests. Students will achieve a deeper understanding of subject matter, learn how to work well with others, increase student engagement and decreases behaviors that interfere with learning all to prepare students for college and career. Creating both prevention and intervention systems and structures designed to promote social and emotional development also improves long-term educational outcomes for students.
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 5.17% 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.)	OUSD in partnership with CASEL and the American Institute for Research (AIR) will co-construct customized data system, tools and resources to collect and use data to evaluate the impact of social emotional learning on student achievement.
Does the grant require any resources from the school(s) or district? If so, describe.	Personnel in FSCP to facilitate the coordination and development of a system-wide, multi-year evidence-based district plan, for Social Emotional Learning and Leadership.
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 4.25% 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

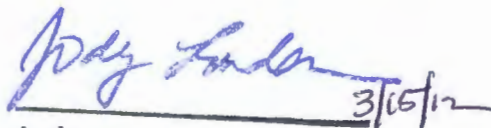
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Kristina Tank-Crestetto Family, Schools, and Community Partnerships 2111 International Blvd Oakland, CA 94606 510.434.7752 x218 Kristina.Crestetto@ousd.k12.ca.us
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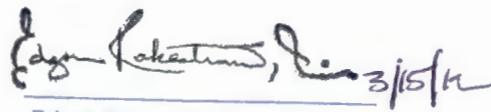
**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal			
Department Head (e.g. for school day programs or for extended day and student support activities)	Kristina Tank-Crestetto		2/3/12

**Grant Office Obtained Approval Signatures:**

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

  
**Jody London**  
 President, Board of Education

  
**Edgar Rakestraw, Jr., Secretary**  
 Board of Education

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