

File ID Number	23-1042
Introduction Date	8/23/23
Enactment Number	23-1476
Enactment Date	8/23/2023 CJH
By	



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

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

August 23, 2023

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Julie Kessler, Director of Newcomer Programs

Subject: Amendment No. 1 - Grant Agreement - California Department of Social Services - Refugee School Impact Program Plan - English Language Learner and Multilingual Achievement (ELLMA) Office

**ACTION REQUESTED:**

Approval by the Board of Education of Amendment No. 1 to the Grant Agreement to amend the California Department Social Services, Refugee Program Bureau, for the Refugee School Impact Program Plan, Grant Agreement #RSI22-OUSD A-1, in the amount of \$664,527.03, increasing original amount of Agreement from \$110,000.00 to \$774,527.03, and extending the term of the agreement from October 1, 2021 to September 30, 2024 to June 30, 2026. The California Newcomer Education and Well-Being term of July 1st, 2021 through September 30, 2024. All other terms and conditions of the Agreement remain in full force and effect.

**BACKGROUND:**

The ELLMA team is currently in year 2 of a three year grant agreement with CDSS Refugee School Impact to support English Language Learner Students. We are proposing to amend this grant with the additional \$664,527.03 that CDSS has awarded us to further develop our work, increasing the original grant agreement from \$110,000.00 to an amount not to exceed of \$774,527.03.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
23-1042	Yes	Grant	Oakland Unified School District, English Language Learner and Multilingual Achievement (ELLMA)	Development organizational capacity to provide services that support the integration of immigrant and refugee youth and families.	October 1, 2021 - June 30, 2026	California Department of Social Services, Refugee Program Bureau	\$664,527.03

**DISCUSSION:**

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- 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 \$664,527.03

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant Amendment No. 1 for OUSD schools for fiscal years 2021-2026, pursuant to the terms and conditions thereof and to submit amendments thereto, if any.

**ATTACHMENTS:**

Grants Face Sheet, Amendment Award letter, GA Amendment, Exhibit A, Exhibit B, Exhibit D, Initial Grant Board Packet

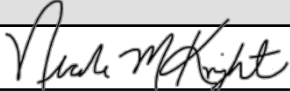
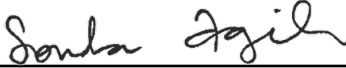
### OUSD Grants Management Face Sheet

<b>Title of Grant:</b>	<b>Funding Cycle Dates:</b> (October 1, 2021 – June 30, 2026) for the RSI
<b>Amendment No. 1 to Refugee School Impact Grant (RSI)</b>	(July 1, 2021 – June 30, 2024) for the CalNEW
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) Migdalia Wade Refugee Programs Bureau California Department of Social Services 744 P Street MS 9-6-646 Sacramento, CA 95814 916-654-1248	<b>Grant Amount for Full Funding</b>  \$495,000 + 169,527.03 = <b>\$664,527.03</b>
<b>Funding Agency:</b> Refugee Programs Bureau California Department of Social Services 744 P Street MS 9-6-646 Sacramento, CA 95814	<b>Grant Focus:</b> Development organizational capacity to provide services that support the integration of immigrant and refugee youth and families.
<b>List all School(s) or Department(s) to be Served:</b> English Language Learner and Multilingual Achievement (ELLMA),	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant's primary focus is to assist newcomer students (including Unaccompanied Immigrant Youth) in accessing resources to meet basic needs, cultivating family engagement and empowerment, and developing English proficiency to enable college and career readiness. These align with OUSD priorities as full service community schools focused on providing equitable access to college and career. This amendment focuses on creating instructional supports for Students with Interrupted Formal Education.
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 4.22% 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.)	Student impacts will be measured according to the rate of cohort graduation of HS newcomer students, as well as the rate of attrition of non-graduating newcomer students year over year. Measurement tools already exist to support this measurement.
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?  (If yes, include the district's indirect rate of % for all OUSD	Funds from this grant will be used to contract with Soccer Without Border, Refugee Transitions, Zach Riedman, and The Immigrant Family Defense Fund

site services in the grant's budget for administrative support, evaluation data, or indirect services.)	
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.)	Name/Title: Julie Kessler, Director of Newcomer Programs Site: 954 Address: 900 High St., Oakland CA Phone: (415) 269-2027 Email: julie.kessler@ousd.org

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Nicole Knight		08/04/2023
Chief Academic Officer	Sondra Aguilera		8/14/2023

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant Dawson		
Superintendent	Kyla Johnson-Trammell		8/24/2023

Approve As To Form:



Joshua R. Daniels  
Chief Governance Officer



KIM JOHNSON  
DIRECTOR

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY  
**DEPARTMENT OF SOCIAL SERVICES**  
744 P Street • Sacramento, CA 95814 • [www.cdss.ca.gov](http://www.cdss.ca.gov)



GAVIN NEWSOM  
GOVERNOR

April 4, 2023

TO: Nathaniel Dunstan, Program Manager Refugee & Newcomers  
English Language Learner and Multilingual Achievement Office  
Oakland Unified School District

SUBJECT: Notice of Award(s): Refugee School Impact Program,  
Second Allocation for FFY 2023

The California Department of Social Services (CDSS), Office of Immigrant Youth (OIY) is pleased to announce a second allocation for the Refugee School Impact (RSI) program for Federal Fiscal Year (FFY) 2023. Your school district shall continue to comply with the deliverables detailed in the workplan and complete semi-annual reports to assess satisfactory performance and compliance with Agreement requirements.

**Funding Award**

SCHOOL DISTRICT	Agreement #	2 Allocation for FFY 2023
Oakland Unified School District	RSI22-OUSD	\$495,000
Oakland Unified School District	RSI22-OUSD	\$169,527.03

This Notice of Award is subject to the execution of a written amendment to Agreement RSI22-OUSD. The CDSS will be contacting your school district to execute budget amendments to reflect the two allocations for FFY 2023.

This award decision is conditioned upon final approval by the CDSS and the successful execution of an amendment to your current agreement. We look forward to working with your school district to continue to administer the RSI program in order to reach the newcomer population in the State of California.

Sincerely,

CAROLINA SHEINFELD, Chief  
Office of Immigrant Youth

# STANDARD AGREEMENT

GRANT AGREEMENT NUMBER

**GRANT**    (NEW)    (AMENDED)

1. This Agreement is entered between the State Agency and the Grantee named below:

State Agency's Name

Grantee's Name

2. The term of this Agreement is:

Start Date

Through End Date

3. The maximum amount of this Agreement is:

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

Exhibits	Title	Pages
Exhibit A		
Exhibit A-1		
Exhibit A-2		
Exhibit A-3		
Exhibit A-4		
Exhibit B		
Exhibit B-1		
Exhibit B-2		
Exhibit B-3		
Exhibit B-4		
Exhibit C*		
Exhibit C-1		
Exhibit C-2		
Exhibit D		
Exhibit D-1		
Exhibit D-2		
Exhibit E		
Exhibit E-1		
Exhibit E-2		

Exhibits	Title	Pages
Exhibit F		
Exhibit F-1		
Exhibit F-2		
Exhibit G		
Exhibit G-1		
Exhibit G-2		
Exhibit H		
Exhibit H-1		
Exhibit H-2		
Exhibit I		
Exhibit I-1		
Exhibit I-2		

**Items shown with an asterisk (\*), are hereby incorporated by reference and made part of this agreement as if attached hereto.**

**These documents can be viewed at**

**IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.**

**GRANTEE**

Grantee’s Name (if other than an individual, state whether a corporation, partnership, etc.)


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Grantee’s Business Address	City	State	Zip
1011 Union St	Oakland	CA	94607

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Printed Name Of Person Signing	Title
Mike Hutchinson	President, Board of Education

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Grantee Authorized Signature	Date Signed
	8/24/2023


**STATE OF CALIFORNIA**

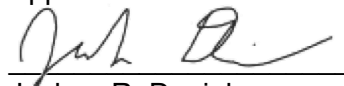
Agency Name

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Agency Business Address	City	State	Zip
Printed Name Of Person Signing	Title		
Agency Authorized Signature	Date Signed		

Exemption (If applicable)

Name: Kyla Johnson-Trammell  
 Position: Superintendent & Secretary, Board of Education  
 Sign:  Date: 8/24/2023

Approve As To Form:  
  
 Joshua R. Daniels  
 Chief Governance Officer

**EXHIBIT A**  
**(Grant Agreement)**

**SCOPE OF WORK**

**A. BACKGROUND AND PURPOSE**

The Office of Refugee Resettlement (ORR) Refugee School Impact (RSI) program is authorized by section 412(c)(1)(A)(iii) of the Immigration and Nationality Act (8 United States Code section 1522 (c)(1)(A)), as amended. The funding available under this program is designed to support local school systems that are impacted by significant numbers of newly arrived refugee children. The primary focus of this grant is to help newly arrived refugee school-age children who are making major initial adjustments and integrating into their communities.

The CDSS and Oakland Unified School District (Grantee) enter into this Grant Agreement to provide services to eligible youth within the first five years of their arrival. Grantees shall prioritize services to youth who have been in the United States for one year or less and those requiring additional social, academic, vocational, or emotional support. The ORR-eligible immigration statuses are outlined in the CDSS' Refugee School Impact Program Guidelines 2021-~~2024~~**2026**.

The CDSS anticipates that, as in previous years, the ORR will award ~~the amount of \$1,000,000 for the RSI grant period of October 1, 2021 through September 30, 2022~~ **funds** to provide supplemental educational/support services to school-age refugee children.

The CDSS' goal for the RSI program is to provide linguistically and culturally responsive support services to refugee youth and their families using school sites as the services hub. The purpose of the RSI program is to support the academic performance of refugee youth and the successful integration of these youth and their families.

The funds provided for services pursuant to this Agreement shall be for the sole purpose of providing linguistically and culturally responsive case management and support services to youth and families as approved by CDSS in the Grantee's program plan. The RSI program funds may be used to hire staff to coordinate and/or conduct services, which shall include, but not be limited to:

1. Connections for Basic Needs Support – Connect families with resources and services to address critical basic needs, such as food, housing, and health care, to support family stability and well-being.
2. Family Engagement and Empowerment – Integrate parents into the school community and equip them with the resources, information, and capacity to partner with schools in supporting their children's education.
3. Youth Engagement and Development – Support the academic, linguistic and socioemotional growth of students, and build pathways to postsecondary success.

**EXHIBIT A**  
**(Grant Agreement)**

4. Participation in community of practice activities.

**B. TERMS AND CONDITIONS**

The Grantee agrees and understands that as a condition of funding, the Grantee shall provide the services as described and required in this Agreement, which incorporates by reference the Refugee School Impact Program Guidelines 2021-20242026.

1. Term:

- a. The term of this Agreement shall be October 1, 2021 through September 30, 20242026.

2. Grantee Final Program Plan and Budget:

- a. Grantee shall prepare and submit to the CDSS a Final Work Plan, upon final execution of this Agreement, which shall identify how the Grantee will provide the services in Exhibit A of this Agreement and shall include a narrative addressing the following:

- 1) Existing capacity and program sustainability;
- 2) A plan to leverage existing infrastructure;
- 3) Data showing a high number of pupils and families that meet the eligible population requirements. The school district must include a plan to identify eligible RSI program participants;
- 4) A plan to implement service components and ensure staff capacity;
- 5) Capacity to administer the program;
- 6) A plan to execute agreements (subgrants);
- 7) Proposed outcomes and measures; and
- 8) A program plan budget including budget line items, a budget narrative, and a subgrantee table.

- b. Grantee may modify the Final Program Plan only with prior written consent from the CDSS. Said changes to the Final Program Plan shall not require an amendment to the Agreement.

**C. GRANTEE RESPONSIBILITIES**

The Grantee shall:

1. Undertake, carry out, and complete, in a competent and satisfactory manner, all the work and services set forth in this Agreement.
2. Acquire prior written approval from the CDSS before utilizing the services of a subgrantee. Entering into an agreement with the CDSS pursuant to this Agreement does not constitute written approval of the proposed subgrantee.



**EXHIBIT A**  
**(Grant Agreement)**

3. Subgrant with an individual or non-profit organization to perform part or all the services described in Exhibit A of this Agreement, only upon advance written approval from CDSS. Grantees that subgrant shall:
  - a. Ensure that, at all times during the term of this Agreement, subgrantees maintain the qualifications required to provide the services for which the Grantee receives funding.
  - b. Provide to CDSS a signed agreement between Grantee and each subgrantee within 90 days of the final execution of this Agreement that describes the services to be provided by the subgrantee pursuant to this Agreement, and the compensation to be received by the subgrantee for performing said services.
  - c. Assume responsibility for all work performed under this Agreement. If any subgrantee fails to perform a portion of the work in a manner satisfactory to the CDSS, the subgrantee shall be removed immediately upon written request of the CDSS and shall not be re-employed in the work.
  - d. Verify status and/or satisfactory completion of the activities by subgrantees before submitting an Invoice Claim Form or report, which includes the subgrantee's activities.
  - e. Not substitute any subgrantee without advance written consent of the CDSS.
4. Maintain records of any and all services performed for a period not less than three (3) years after final payment.
5. Provide the CDSS with unrestricted access to all documents, files, reports, materials, and data developed by the Grantee or their subgrantees within three (3) working days of request.
6. Certify the eligibility of RSI program participants and maintain **individual files with copies of** certification documents.
7. Leverage existing relationships with organizations and trusted messengers in the community to reach families and promote access to available programs. Collaborate and provide evidence of collaboration as instructed by the CDSS with a minimum of four community-based organizations.
8. Provide RSI Semi-Annual Progress Reports in the format and within the time frames specified by the CDSS. Reports must address how the Grantee is meeting the objectives of the RSI program and shall include, but not be limited to, qualitative and quantitative data addressing connections for basic needs support, family engagement and empowerment, and youth engagement and development.

**EXHIBIT A**  
**(Grant Agreement)**

**NOTE: Grantee's Semi-Annual Progress Reports are an integral part of the State's ability to meet RSI reporting requirements. Completion of reports is the Grantee's responsibility.**

9. Submit RSI Final Performance Report in the format and within the time frame specified by the CDSS. Report must address how the Grantee met the objectives of the RSI program and shall include, but not be limited to, qualitative and quantitative data addressing connections for basic needs support, family engagement and empowerment, and youth engagement and development.
10. Provide RSI Expenditure reports, school district invoices, and supporting documentation **quarterly**, in the format and within the time frames to be specified by the CDSS.
11. Meet with CDSS staff as necessary regarding the operation of the RSI program.
12. Reimburse the CDSS for any disallowed costs as determined by a state and/or federal audit or review.
13. Participate and present at conferences and workshops, at the request of the CDSS, in order to disseminate and share RSI program activities, program knowledge and best practices; and network and exchange information with other organizations regarding the RSI program.

**D. ALLOWABLE ACTIVITIES**

Allowable activities include support services and activities that will foster connections for basic needs support, family engagement and empowerment, and youth engagement and development. Allowable services and activities may include, but are not limited to:

1. Resource mapping;
2. Partnerships with local organizations to assist in addressing basic needs, including physical and mental health, housing, food, and transportation;
3. Partnerships and outreach to increase access to public benefits;
4. Partnerships with Resettlement Agencies, ethnic community-based organizations, or community-based organizations to conduct eligibility certifications;
5. Individualized support to refugee families;
6. School events focused on engaging, informing, and supporting refugee families;

**EXHIBIT A**  
**(Grant Agreement)**

7. Targeted parent education, such as digital literacy, early literacy, English as a Second Language and citizenship classes;
8. Academic enrichment and intervention, including out of school time and summer programs;
9. Civic engagement activities, leadership development, support groups, extracurriculars, and athletics; and,
10. College and career counseling and preparation programs.

**E. ADDITIONAL TERMS AND CONDITIONS**

Grantee shall:

1. Expend funds as described in Exhibit A – Scope of Work and Exhibit B – Budget Detail and Payment Provisions of this Agreement, unless prior written permission is granted by the CDSS.
2. Amendments to the Scope of Work must be initiated in writing by either the CDSS or the Grantee, and must be approved in writing by CDSS, before any changes can be implemented.
3. Maintain and manage records of RSI program activities and expenditures in accordance with all applicable state and federal privacy laws. At a minimum comply with Exhibit E – Attachment 1, CDSS Information Confidentiality and Information Security Requirements.
4. Comply with any written response from the CDSS to the Grantee's reports, including requested due dates for any additional information or required reports.
5. Return any improper payment or overpayment.
6. Not purchase any electronic devices or computer-related software (i.e., computer devices [computers, laptops, tablets, printers, copiers, etc.], handheld electronic devices [iPod, iPad, Tablets, Android devices, e-readers, etc.], Rosetta Stone or other software programs, etc.) unless the request to purchase is included in the Grantee's approved Program Plan or a written request is submitted to and approved by the CDSS. Purchase of these items is limited and must be directly related to program activities.

**F. CDSS RESPONSIBILITIES**

The CDSS shall:

**EXHIBIT A**  
**(Grant Agreement)**

1. Provide program consultation and technical assistance to the Grantee upon request. A CDSS Grant Manager will be assigned to assist the Grantee. The Grant Manager will be the primary contact responsible for consultation and assistance to the program.
2. Monitor and evaluate the Grantee's performance, expenditures, and service levels for compliance with grant requirements. The CDSS may review data, eligibility documentation, materials, publications, curricula used by the program, etc., and all fiscal records related to the program. Grant monitoring shall be accomplished in a manner, location, and time at the sole discretion of the CDSS.
3. Provide the Grantee with reporting forms and/or formats and time frames for submission of reports.
4. Evaluate Grantee's Semi-Annual Progress Report and Final Program Report for compliance and provide a written response within 15 days of receipt if the report is determined inconsistent with reporting requirements. Grantees are to comply with the CDSS' written response, including requested due dates for any additional information or required reports.
5. Review all invoices submitted by Grantee for allowable costs and approve for payment as appropriate, as determined in the CDSS' sole discretion, and conditioned on the availability of funds. In the event an audit establishes the costs were not allowable, the Grantee shall be responsible for the return of any improper payment or overpayment.
6. Retain the right to modify the program and this Scope of Work based on the results of its evaluation and review. The CDSS may use the results of monitoring reviews in future grant decisions. The evaluation shall include, but is not limited to, grant compliance, effectiveness of planning, and program results.

**G. MUTUAL RESPONSIBILITIES**

1. Amendments to the Scope of Work must be initiated in writing by either the CDSS or the Grantee, and must be approved in writing by the CDSS, before any changes can be implemented.
2. Each party shall give to the other party ten (10) days prior written notice of a change in the Program Representative.
3. Each party represents and avers that by signing this Agreement, the individual signing has the authority to enter into the Agreement on behalf of the school district Grantee or the CDSS, respectively.
4. Exhibit E – Attachment 1, CDSS Information Confidentiality and Information Security Requirements survive the expiration or termination of the RSI program.

**EXHIBIT A**  
**(Grant Agreement)**

**H. PROGRAM REPRESENTATIVES**

The Program Representatives during the term of the Agreement shall be:

**CDSS**

Migdalia Wade

Manager

~~Refugee Programs Bureau~~ **Office of**  
**Immigrant Youth**

744 P Street, MS 9-6-646

Sacramento, CA 95814

~~(916) 654-4356~~

[Migdalia.Wade@dss.ca.gov](mailto:Migdalia.Wade@dss.ca.gov)

**Oakland Unified School District**

Nate Dunstan

Program Manager

1000 Broadway, Suite 440

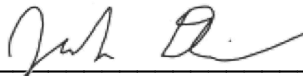
Oakland, CA 94607

(510) 922-0061

[Nathaniel.Dunstan@ousd.org](mailto:Nathaniel.Dunstan@ousd.org)

Either party may change the Agreement Representative but is required to provide written notification of the change to the other party within ten (10) business days. Said changes shall not require an amendment to this Agreement.

Approve As To Form:



Joshua R. Daniels

Chief Governance Officer

**EXHIBIT B**  
**(Grant Agreement)**

**BUDGET DETAIL AND PAYMENT PROVISIONS**

**A. Invoicing and Payment**

1. The term of this Agreement shall be from October 1, 2021 through September 30, ~~2024~~**2026**. All services must be completed by June 30, ~~2024~~**2026**.
2. The maximum amount payable under this Agreement shall not exceed **\$774,527.03**. Shown below are the amounts that cannot be exceeded for each of the fiscal year(s), subject to continued funding:

2021/22	\$110,000.00
<b><u>2022/23</u></b>	<b><u>\$169,527.03</u></b>
<b><u>2023/24</u></b>	<b><u>\$495,000.00</u></b>

3. For services satisfactorily rendered, and upon receipt and approval of the invoice(s), CDSS agrees to pay the Grantee for said services in accordance with the rates specified herein as Exhibit B – Attachment 1.
4. Grantee may submit a written request for advancement of funds of up to 25 percent of the total awarded amount within 30 calendar days from the execution date of this Agreement. **Grantee may also submit a written request for advancement of funds of up to 25 percent of the total augmented amount per the execution of an amendment to this Agreement within 30 calendar days from the date of the execution of the amendment.**
5. Funding for necessary travel expenses and per diem are included in this Agreement and will be reimbursed at rates established by the California Department of Human Resources for comparable classes. (See <http://www.calhr.ca.gov/employees/Pages/travel-rules-excluded.aspx>). Grantee will itemize travel expenses, including receipts, and submit to CDSS Program Grant Manager for approval. This approval, including itemization and receipts must be attached to the invoice submitted for payment.

The CDSS Program Grant Manager agrees to certify and maintain the documents substantiating travel and per diem for a period not less than three years after final payment of this Agreement.

No travel outside of the State of California by Grantee shall be reimbursed unless there is prior written authorization from CDSS.

6. Grantee shall submit the request for payment using the Expenditures Report Form, along with an invoice and supporting documentation on a quarterly basis as specified by the CDSS.

**EXHIBIT B**  
**(Grant Agreement)**

7. Invoices shall include the Agreement Number RSI22-OUSD A-1 and Index Code 9990 and shall be electronically submitted on Grantee's letterhead as specified by the CDSS. Any invoices submitted without the above referenced information may be returned to the Grantee for further re-processing.
8. Invoice payment will be conditioned upon the timely receipt by the CDSS of the RSI project progress reports and final report from the Grantee within the specified due dates and in a manner acceptable by the CDSS. If acceptable reports are not received or a request for extension of a due date has not been granted by the CDSS, invoices will not be processed and will be returned to the Grantee.
9. Purchases of equipment, supplies, and other items in excess of \$500 must be accompanied with supporting documentation and must be included with the invoice for reimbursement. The CDSS may not reimburse invoices that do not meet these requirements.

**B. State Budget Contingency Clause**

1. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, CDSS shall have no liability to pay any funds whatsoever to Grantee or to furnish any other considerations under this Agreement and Grantee shall not be obligated to perform any provisions of this Agreement.
2. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, CDSS shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to Grantee to reflect the reduced amount.

**C. For Grant with Federal Funds**

1. It is mutually understood between the parties that this Agreement may have been written before ascertaining the availability of Congressional appropriation of funds, for the mutual benefit of both parties, in order to avoid program and fiscal delays which would occur if the Agreement were executed after that determination was made.
2. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the term of this Agreement for the purposes of this program. In addition, this Agreement is subject to any additional restrictions, limitations, or conditions enacted by the Congress or any statute enacted by the Congress which may affect the provisions, terms, or funding of this Agreement in any manner.

**EXHIBIT B**  
**(Grant Agreement)**

3. It is mutually agreed that if the Congress does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.
4. CDSS has the option to invalidate the Agreement under the 30-day cancellation clause or to amend the Agreement to reflect any reduction of funds.

**D. Budget Modification Without Written Agreement Amendment**

Line item shifts of up to ten percent (10%) of the annual grant total are allowable, subject to the prior review and approval of the CDSS Director of the Office of Equity. Line item shifts that meet these criteria do not require a formal grant amendment. Any line item shift exceeding this amount must be executed through a formal grant amendment. All requests for line item shifts must be submitted in writing and include a substantial business justification for the shift. If the Agreement is formally amended for any other purpose, all line item shifts agreed to by the parties and not previously included in an amendment must be included in the amendment.

**E. Prompt Payment Clause**

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with Section 927.

**F. Review**

CDSS reserves the right to review service levels and billing procedures as they impact charges against this Agreement.

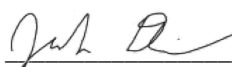
**G. Final Billing**

Invoices for services must be received by CDSS within 90 days following each state fiscal year, or 90 days following the end of the grant term, whichever comes first. The final invoice must include the statement "Final Billing."

**H. Nonresident Tax Withholdings**

Payments to all nonresidents may be subject to withholding. Nonresident payees performing services in California or receiving rent, lease, or royalty payments from property (real or personal) located in California will have seven percent of their total payments withheld for state income taxes. However, no withholding is required if total payments to the payee are \$1,500 or less for the calendar year.

Approve As To Form:



Joshua R. Daniels  
Chief Governance Officer



**EXHIBIT D  
(Standard Agreement)**

**SPECIAL TERMS AND CONDITIONS**

**A. Dispute Provisions**

1. If the Grantee disputes a decision of the State's designated representative regarding the performance of this Agreement or on other issues for which the representative is authorized by this Agreement to make a binding decision, Grantee shall provide written dispute notice to the State's representative within 15 calendar days after the date of the action. The written dispute notice shall contain the following information:
  - a. the decision under dispute;
  - b. the reason(s) Grantee believes the decision of the State representative to have been in error (if applicable, reference pertinent grant provisions);
  - c. identification of all documents and substance of all oral communication which support Grantee's position; and
  - d. the dollar amount in dispute, if applicable.
2. Upon receipt of the written dispute notice, the State program management will examine the matter and issue a written decision to the Grantee within 15 calendar days. The decision of the representative shall contain the following information:
  - a. a description of the dispute;
  - b. a reference to pertinent grant provisions, if applicable;
  - c. a statement of the factual areas of agreement or disagreement; and
  - d. a statement of the representative's decision with supporting rationale.
3. The decision of the representative shall be final unless, within 30 days from the date of receipt of the representative's decision, Grantee files with the California Department of Social Services a notice of appeal addressed to:

California Department of Social Services  
744 P Street, M.S. 9-6-646  
Sacramento, CA 95814  
Attention: Bureau Chief, ~~Refugee Programs Bureau~~ **Office of Immigrant**

**Youth**

Pending resolution of any dispute, Grantee shall diligently continue all grant work and comply with all of the representative's orders and directions.

**B. Termination of the Agreement**

1. This Agreement may be terminated without cause by the State upon 30 days written notice to the Grantee.

**C. Debarment and Suspension**

For federally funded agreements, **Grantee certifies** that to the best of his/her knowledge and belief that he/she and their principals or affiliates or any subgrantee utilized under this agreement, are not debarred or suspended from federal financial assistance programs and

**EXHIBIT D**  
**(Standard Agreement)**

activities nor proposed for debarment, declared ineligible, or voluntarily excluded from participation in covered transactions by any federal department or agency. The Grantee also certifies that it or any of its subgrantees are not listed with any active exclusions on the System for Award Management (<http://www.sam.gov>) (Executive Order 12549, 2 CFR Parts 180, 376, 417 and 2336).

**D. Certification Regarding Lobbying**

Applicable to Grants, Subgrants, Cooperative Agreements, and Grants Exceeding \$100,000 in Federal Funds.

1. For Agreements with Grantees who are State entities not under the authority of the Governor, or cities, private firms or agencies which are receiving in excess of \$100,000 in federal funds from CDSS to perform services. By signing this Agreement, the Grantee certifies that to the best of his or her knowledge and belief, that:
  - a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal grant, the making of a Federal grant, the making of a Federal loan, the entering into of a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal grant, grant, loan, or cooperative agreement.
  - b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal Grant or agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.
  - c. The Grantee shall require that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.
2. This certification is a prerequisite for making or entering into this transaction and is imposed by Section 1352, Title 31, U. S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of no less than \$10,000 and not more than \$100,000 for each such failure.

**E. Computer Software Copyrights**

Grantee certifies that it has appropriate systems and controls in place to ensure that state funds will not be used in the performance of this grant for the acquisition, operation or maintenance of computer software in violation of copyright laws.

**EXHIBIT D  
(Standard Agreement)**

**F. OMB Audit**

Pursuant to Office of Management and Budget (OMB) audit requirement regulations (2 C.F.R. § 200.501), non-federal entities that expend \$750,000 or more in a year in Federal awards from all sources combined shall have a single or program-specific audit conducted for that year in accordance with the provisions of 2 C.F.R. § 200.514 (previously OMB Circular A-133). All OMB audit reports shall meet the report submission requirements established in 2 C.F.R § 200.512 and a copy shall be forwarded to CDSS.

**G. Subgrantees**

(Applicable to agreements in which the Grantee subgrants out a portion of the work.) Nothing contained in this Agreement or otherwise shall create any contractual relationship between CDSS and any subgrantees, and no subgrantee shall relieve the Grantee of its responsibilities and obligations hereunder. The Grantee agrees to be fully responsible to CDSS for the acts and omissions of its subgrantees and of persons either directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Grantee. The Grantee's obligation to pay its subgrantees is an independent obligation from the obligation of CDSS to make payments to the Grantee. As a result, CDSS shall have no obligation to pay or to enforce the payment of any moneys to any subgrantee.

**H. Indirect Costs/Administrative Overhead**

For agreements with other governmental entities and public universities, indirect costs are expenses incurred for administrative services such as, but not limited to, accounting; personnel and payroll administration; accounts payable services; general and specialized insurance coverage; compliance and regulatory monitoring; independent audit services; and legal services. Indirect costs are applied to personnel, operating expenses, supplies, equipment, and travel expenses. Per State Contracting Manual, Section 3.06.B, agencies shall assure that all administrative fees are reasonable considering the services being provided. Agencies may only pay overhead charges on the first \$25,000 of each subgrant. Any subgrantee receiving \$25,000 or more must be clearly identified in the budget display and excluded when the total indirect costs are calculated.

**I. Accessibility Requirements**


**Grantee shall comply with California Government Code sections 7405 and 11135 which requires, among other things, that Grantee shall comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 794d), and regulations implementing that act as set forth in Part 1194 of Title 36 of the Federal Code of Regulations. All Grantee deliverables shall meet the requirements of the Web Content Accessibility Guidelines 2.0, or a subsequent version, published by the Web Accessibility Initiative of the World Wide Web Consortium at minimum Level AA success criteria. Grantee shall respond to and resolve any complaint regarding accessibility of its products or services that is brought to its attention.**

**J. Russia – Ukraine Conflict Economic Sanctions**

**EXHIBIT D  
(Standard Agreement)**

**Grantee shall ensure compliance with economic sanctions imposed the U.S. government in response to Russia's actions in Ukraine, as well as any sanctions imposed under state law (collectively, economic sanctions). Economic sanctions include, but are not limited to, refraining from new investments in, and financial transactions with, Russian institutions or companies that are headquartered or have their principal place of business in Russia (Russian entities), and not transferring technology to Russia or Russian entities. Grantee (s) are further notified that they will be subject to additional reporting requirements pursuant to Executive Order (N-6-22) issued on March 4, 2022, and any other subsequently issued orders.**

Approve As To Form:



Joshua R. Daniels  
Chief Governance Officer

File ID Number	21-1430
Introduction Date	6/16/21
Enactment Number	21-1033
Enactment Date	6/16/2021 lf
By	



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

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

June 16, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Nicole Knight, Executive Director, English Language Learner and Multilingual Achievement  
Tom Felix, Director, Newcomer / ELL Programs

Subject: **District Submitting Grant Proposal**

**ACTION REQUESTED:**

Approval and support by the Board of Education of District's Grant Application to the California Department Social Services, Refugee Program Bureau, for the California Newcomer Education and Well-Being and Refugee School Impact Program Plan, seeking \$2,360,520.00, to support the development organizational capacity to provide services that support the integration of immigrant and refugee youth and families, as described in the proposal, incorporated herein by reference as though fully set forth, for the period July 1, 2021 through September 30, 2024, and if awarded in whole or in part, acceptance of same, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant term, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the fiscal years 2021-2024 was submitted for funding as indicated in the chart below. The grant face sheet and grant proposal packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-1430	Yes	Grant	Oakland Unified School District, English Language Learner and Multilingual Achievement (ELLMA)	Development organizational capacity to provide services that support the integration of immigrant and refugee youth and families.	July 1, 2021 - September 30, 2024	California Department of Social Services, Refugee Program Bureau	\$2,360,520.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- 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 \$2,360,520.00

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2020-2024, pursuant to the terms and conditions thereof and to submit amendments thereto, if any.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Proposal and Budget


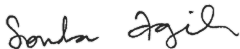
OUSD Grants Management Face Sheet

<b>Title of Grant:</b> CALIFORNIA NEWCOMER EDUCATION & WELLBEING & REFUGEE SCHOOL IMPACT	<b>Funding Cycle Dates:</b> July 1, 2021 – September 30, 2024
<b>Grant’s Fiscal Agent:</b> (contact’s name, address, phone number, email address) Migdalia Wade Refugee Programs Bureau California Department of Social Services 744 P Street MS 9-6-646 Sacramento, CA 95814 916-654-1248	<b>Grant Amount for Full Funding Cycle:</b>  \$2,360,520.00
<b>Funding Agency:</b> Refugee Programs Bureau California Department of Social Services 744 P Street MS 9-6-646 Sacramento, CA 95814	<b>Grant Focus:</b> Development organizational capacity to provide services that support the integration of immigrant and refugee youth and families.
<b>List all School(s) or Department(s) to be Served:</b> English Language Learner and Multilingual Achievement (ELLMA), 5 secondary sites TBD with direct staffing.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant’s primary focus is to assist newcomer students (including Unaccompanied Immigrant Youth) in accessing resources to meet basic needs, cultivating family engagement and empowerment, and developing English proficiency to enable college and career readiness. These align with OUSD priorities as full service community schools focused on providing equitable access to college and career.
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 5.56% 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.)	Student impacts will be measured according to the rate of cohort graduation of HS newcomer students, as well as the rate of attrition of non-graduating newcomer students year over year. Measurement tools already exist to support this measurement.
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?  (If yes, include the district’s indirect rate of 5.56% 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.)	Tom Felix, Director, Newcomer/ELL Programs 1000 Broadway, Suite 440 Oakland, CA 94607 (510) 898-6873 tom.felix@ousd.org
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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Tom Felix		5/14/21
Chief Academic Officer	Sondra Aguilera		5/20/2021

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		

**CALIFORNIA DEPARTMENT OF SOCIAL SERVICES  
OFFICE OF EQUITY  
IMMIGRANT INTEGRATION BRANCH**



**CALIFORNIA NEWCOMER EDUCATION & WELL-BEING  
&  
REFUGEE SCHOOL IMPACT  
PROGRAM PLAN TEMPLATE  
GRANT YEARS 2021-24**



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## INSTRUCTIONS

Program plans shall address the organization’s capacity to provide services that support the integration of immigrant and refugee youth and families using school sites as a services hub. The project plan must reflect implementation approaches and best practices to deliver services using the California Newcomer Education and Well-Being (CalNEW) and Refugee School Impact (RSI) Program Guidelines. The California Department of Social Services (CDSS) reserves the right to request additional information and supporting documents after the due date, if necessary.

## TECHNICAL REQUIREMENTS

The project plan must meet the following technical requirements:

- Cover Page: Include the organization’s Contact Information, Proposed Budget, Eligible Population, and the Authorized Agent Signature.
- Project Narrative Requirements: Project plans must have concise answers to the project narrative and budget sections, page size of 8.5” x 11”, and must meet [Accessibility requirements](#).
- Attachments included as part of this plan are limited to no more than an additional ten pages. Exhibits, assurances, and certifications included in the Program Guidelines will not count towards any page limitation requirements.

## PLAN CHECKLIST

1.	All formatting requirements have been followed.
2.	Cover page is complete.
3.	All sections are addressed; complete responses have been provided.
4.	Attachments, if any, are not more than ten pages.
5.	The table of contents is up to date and has the correct pagination.
6.	Budget: The plan reflects a budget for proposed activities and does not exceed the budget for the previous program period.
7.	Budget narrative: Reflects 100 percent of the requested award funding amount.
8.	<a href="#">Proposed Subcontractors</a> : Lists all proposed subgrantees and proposed services to be provided by the subgrantees.
9.	A minimum of four letters of support are attached.

**COVER PAGE**

<b>School District</b>	
Name:	Oakland Unified School District
EIN:	94-6000385
County:	Alameda
Address:	1000 Broadway, Suite 440
Phone Number:	(510) 898-6873
Website:	www.ousd.org
Authorized Official's Name:	Sondra Aguilera
Authorized Official's Title:	Chief Academic Office
Program Coordinator(s) Name:	Tom Felix / Nate Dunstan
Title:	Director of Newcomer / ELL Programs Program Manager, Newcomer & Refugee/Asylee Services
Phone:	(510) 922-0061 / (510) 898-6873
E-mail:	<a href="mailto:nathaniel.dunstan@ousd.org">nathaniel.dunstan@ousd.org</a> / <a href="mailto:tom.felix@ousd.org">tom.felix@ousd.org</a>

Proposed Budget (July 1, 2021 – June 30, 2024) for the CalNEW program


Proposed Budget Amount (Total): **\$ 1,835,520**  
 Proposed Budget Amount for 2021-22 Fiscal Year (FY): **\$611,840**  
 Proposed Budget Amount for 2022-23 FY: **\$611,840**  
 Proposed Budget Amount for 2023-24 FY: **\$611,840**  
 Anticipated Number of Youth Served: **920**  
 Anticipated Number of Families Served: **550**

Proposed Budget (October 1, 2021 – September 30, 2024) for the RSI program


Proposed Budget Amount (Total): **\$525,000**  
 Proposed Budget Amount for 2021-22 Federal Fiscal Year: **\$175,000**  
 Proposed Budget Amount for 2022-23 FFY: **\$175,000**  
 Proposed Budget Amount for 2023-24 FFY: **\$175,000**  
 Anticipated Number of Youth Served: **330**  
 Anticipated Number of Families Served: **200**

Authorized Agent Signature

The undersigned acknowledge they have reviewed this project plan and agree with the information presented herein.

  
 \_\_\_\_\_  
 Shanthi Gonzales  
 President, Board of Education

6/17/2021  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Kyla Johnson Trammell  
 Secretary, Board of Education

6/17/2021

## MINIMUM QUALIFICATIONS

**To expand the CalNEW program, CDSS invited school districts currently implementing the CalNEW program as well as school districts with high numbers of socioeconomically disadvantaged (SED) newcomers<sup>1</sup> and in underserved regions. The CDSS also invited school districts that implemented the RSI program during Federal Fiscal Year 2021 to submit a plan for the RSI program.**

1. Is the school district included in the following list of organizations invited to submit a plan for CalNEW program funds?

- Cajon Valley Union School District
- Elk Grove Unified School District
- Glendale Unified School District
- Grossmont Union High School District
- Hayward Unified School District
- Los Angeles Unified School District
- Mendota Unified School District
- Modesto City Schools
- Oakland Unified School District
- San Diego Unified School District
- San Francisco Unified School District
- San Juan Unified School District
- ? Unified School District
- ? Unified School District
- ? Unified School District
- ? Unified School District
- ? Unified School District
- ? Unified School District

Yes       No

2. Is the school district included in the following list of organizations invited to submit a plan for RSI program funds?

- Cajon Valley Union School District
- Elk Grove Unified School District
- Glendale Unified School District
- Grossmont Union High School District
- Hayward Unified School District
- Los Angeles Unified School District
- Modesto City Schools
- Oakland Unified School District
- San Diego Unified School District
- San Juan Unified School District
- Twin Rivers Unified School District

Yes       No

3. How many immigrant students did your district serve during the 2020-21 academic school year? If this data is not available, please include the number of immigrant students served during the 2019-20 academic school year.

- Immigrant students served during the 2020-21 academic school year: 2,953 (as of 5/10/21)

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<sup>1</sup> For the purpose of the CalNEW program, SED newcomers are Title III Immigrant Students that qualify for free or reduced-price lunch.

- Immigrant students served during the 2019-20 academic school year: 3,579 (end of year)

*Note: The figures above represent immigrant students in their first 3 years in US schools, and therefore do not represent all immigrant students in OUSD but only those served as “newcomers.” As of May 10, 2021 OUSD enrolls 5019 students who are either in their first 3 years in US schools or exited programming for recent immigrant students in the last 2 years. These students have been in US schools for 5 or fewer years.*

## PROJECT NARRATIVE

### Existing Capacity and Program Sustainability

Describe the school district's capacity to serve SED newcomers and their families and provide support services throughout the 2021-24 program period.

1. Briefly describe strategies, programs, and services for English Learners, including socially disadvantaged, migrant, and refugee populations.

*OUSD's English Language Learner and Multilingual Achievement (ELLMA) office has a comprehensive array of strategies, programs, and services to address the needs of English Language Learners, focusing on those who are recent immigrants from socioeconomically disadvantaged backgrounds. Because of the predominance of socioeconomic disadvantage among newcomer students, all work supporting this population is organized with this demographic at the forefront. Work in support of newcomers is divided into two divisions, wrap-around services and instructional supports.*

*Wrap-around services include a centralized enrollment process through ELLMA's Refugee Asylee Student Assistance Program (RASAP) office, staffed with linguistically responsive staff and specifically designed for newcomer student intake that includes extensive screening and relaying of information to site- and community-based service providers. Central to community-based service providers are legal agencies which represent students in their immigration cases, as well as partners who provide community navigation and other resettlement support. At the site level, a team of 13 social workers provides clinical case management support to students across 15 sites that enroll nearly all newcomers in the secondary grades. Through a partnership with the Alameda County Health Care Services Agency three school sites also include short term clinical support staffing for unaccompanied immigrant youth. Finally, under the new Opportunities for Youth grade via CDSS, OUSD works to re-engage students who have stopped attending school and ensure that their ongoing legal needs are addressed.*

*Instructionally, OUSD has articulated a continuum of newcomer programming at all grade levels to respond to this population which represents nearly 10% of district enrollment. Fourteen (14) elementary sites with high newcomer enrollment will have teachers on special assignment (TSAs) in 2021-22 to provide supplemental English instruction and provide professional development to other teachers to build capacity to support newcomers. In secondary contexts, newcomer programming includes dedicated newcomer teachers, counselors, and other support staff. Thanks to the support of previous CalNEW grant as well as other funding sources, 9 school sites provide supplemental "Newcomer Assistant" staffing to support early literacy instruction for Students with Interrupted Formal Education (SIFE).*

- Briefly describe outreach and engagement practices.

*A centralized intake experience is the keystone of OUSD’s process to ensure that recent immigrant students and families are identified and referred to appropriate service providers at schools or in the community. Providing a comprehensive screening at the time of intake allows OUSD to accomplish a number of things that would otherwise take targeted outreach and engagement, if -- for example -- students could enroll directly at our 85 school site locations. Schools with large immigrant student populations are staffed with additional individuals to focus on this population, with 29 sites receiving additional staffing from the central office in 2021-22 in order to identify and engage newcomer students to address academic and/or wellness needs.*

- Provide a breakdown of anticipated funding streams to be leveraged to sustain programming for SED newcomers and their families.

Table 1: Leveraging Existing Funding Streams

Source	FY 2020-21 Amount	Projected FY 2021-22 Amount	Funded Student Count
Title I – Part A	OUSD currently does not deploy Title I funds specifically for recent immigrant students although nearly all sites use Title I funds to support parent engagement and student intervention.		
Title I – Part C	OUSD does not receive these resources.		
Title I – Part D			
Title III – English Learner Student Program	\$114,321.07	\$240,675.94	11,135 (This is all ELLs)
Title III – Immigrant Student Program	\$349,246.00	\$349,246.00	3808
LCFF Supplemental Grant	\$288,672.77	\$1,295,979.356	26,675 (total unduplicated count)
LCFF Concentration Grant	-	-	
Other (Nonprofit grants, donations, etc.)	\$1,035,000	\$1,035,000	n/a

- Describe how the funding sources provided in Table 1 are reflected in the Local Education Agency’s Local Control Accountability Plan (LCAP) with LCAP Federal Addendum, School Plan for Student Achievement (School Plan), School Accountability Report Card (SARC) and other existing plans.

*OUSD’s LCAP plan articulates the array of support structures for newcomer students leveraging the resources above, with the Title III expenditures included in the federal addendum. Current work in progress on the new LCAP pursuant to the new template from the CDE will further delineate how the resources above are leveraged in support of newcomer students. Each school develops their own Single Plan for Student Achievement (SPSA) which includes, for all schools, a goal related to ELL achievement as well as what is known as an “ELL Crosswalk” that requires*

*schools to articulate how their expenditures and planned activities address OUSD's theory of action for supporting ELL students. At schools with high concentrations of newcomer students, these plans reflect school expenditures for newcomer students and families.*

### Leveraging Existing Infrastructure

Describe existing infrastructure that can be leveraged to implement the CalNEW and/or RSI program.

1. Does the school district implement a Community Schools Model? If so, please describe the model and how it will be leveraged to meet CalNEW and/or RSI program components.

*A Community Schools Model has been central to OUSD's approach for over a decade and is deeply embedded in our approach to serving students and families. With so many years of continuous investment in this approach, our teachers, school leaders, families and other stakeholders expect our schools to be a source of support to address a range of needs beyond classroom instruction, and schools proudly work to organize themselves to provide these additional types of support. The majority of schools, and the vast majority of those serving large numbers of immigrant students, have what is known as a "Community Schools Manager" who is responsible for coordinating the array of service providers supporting students and families and working to build capacity to address the needs of students and families outside of the classroom. Current work in support of newcomer students leverages this infrastructure, with newcomer social workers interfacing closely with Community Schools Managers to identify students in need and coordinate support in secondary schools. Community Schools Managers also turn frequently to the RASAP office to surface needs and seek resources or referrals.*

2. What communication mediums and information sharing protocols will the school district leverage to reach refugees, unaccompanied undocumented minors, and immigrant families? Include a description of linguistically responsive resources available.

*Recruitment and initial engagement begins at time of newcomer student enrollment.*

***School and community outreach and meetings*** designed to inform parents, students, volunteers and community members of OUSD services. Additionally, we employ Community Navigators who make our services known to their community members in their native languages.

***Community Partner Collaboration*** with local Resettlement Agencies (primarily the International Rescue Committee and Catholic Charities) to identify and support all newly resettled refugee students and their parents/guardians. OUSD meets every newcomer refugee who has arrived in Oakland through the U.S.



*resettlement program and coordinates with Resettlement Agency staff/volunteers to arrange enrollment and orientation days and collect required documentation. Additionally, we receive many referrals of recently granted Asylees through our partners at local non-profit legal service providers (primarily Centro Legal de la Raza, Catholic Charities of the East Bay, and East Bay Sanctuary Covenant)*

***Intra-OUSD Referrals and Identification:*** *As part of the OUSD's centralized enrollment process, all newcomer students enroll in the Student Welcome Center where the OUSD RASAP office is co-located. The OUSD student database has an internal flag that allows OUSD to track students for ongoing outreach, support and data collection purposes.*

3. How will the school district share information regarding programs and services impacting the immigrant community in a timely manner?

*During the pandemic, OUSD has significantly upgraded the array of tools available to support parent communication, and these new online resources will complement the existing staff who work to provide timeline information to students and families about programs and services. OUSD's more traditional person-to-person communication is managed primarily by the RASAP staff and the team of secondary newcomer social workers, who act as the primary conduits of information either directly to immigrant students and families about supportive programs, or to the teachers and school leaders who support those students. Online, OUSD's new parent communication tool, ParentSquare, is required in order for students to attend school after completing health screenings, and is therefore nearly universally used by families of any student attending school in OUSD. This platform allows communication in a variety of languages that are responsive to the demographics of OUSD's newcomer population. Finally, during the 2020-21 school year OUSD increased Mam translation capacity, adding a second full-time trilingual Mam-Spanish-English interpreter to facilitate equitable access to parent engagements and other informational materials. During distance learning, recording of screencasts to share online via YouTube has been a key method of communication for this segment of the newcomer population.*

4. How will the school district engage parents/sponsors/legal guardians to increase attendance and participation?

*Family engagement is a core function of the OUSD's work with newcomer. Ongoing parent ESL classes provided by partner agency Refugee Transitions provide the best example of services for newcomer parents. Classes are held at RT offices with multi-lingual staff onsite who can support parent needs and work closely with RASAP staff to facilitate engagement with school sites and troubleshoot any issues that arise. RT staff speak Spanish, Arabic, Tigrinya, Amharic, Dari, Pashto, Mam, Burmese and Karen.*

*Community navigators employed by RASAP regularly support parent engagement at school sites. Community navigators provide interpretation for parents to participate in all types of school-based meetings or interactions with schools requiring interpretation. Languages currently supported include Arabic, Burmese, Karen, Dari, Pashto, Amharic, Tigrinya and Mam.*

*The team of newcomer social workers engage extensively with parents, and has annually held a “Padres Reunidos” series of workshops designed for parents who are reunifying with newcomer students after some years of separation. These workshops for parents have been valuable for strengthening familial relationships as well as providing parents with tools to support their students’ successful engagement in schooling.*

5. What processes does the school district have in place to capture youth and families’ feedback?

*OUSD conducts an annual survey of newcomer students known as the Secondary Newcomer Engagement Survey which is intended to gather student input on the support they are receiving, the degree to which their school culture is welcoming, and on barriers to their engagement. The most recent survey collected input from 1417 newcomers in grades 6-12 and informs the strategy of site-based social workers as well as the other Community Schools staff with whom they collaborate. More broadly, OUSD conducts the California Healthy Kids Survey, which collects high level feedback on the experience of students in schools and informs staff understanding of school culture and responsive practices for immigrant students. Finally, each school in OUSD that enrolls even a small number of ELLs is required to have a Site English Language Learner Subcommittee (SELLS) which is a school governance body that provides a formal venue for parents to advocate for programmatic changes and investments of resources. A district level committee, known as DELLS, also exists and informs district-level expenditures in support of ELLs.*

### Population Served

1. How many SED newcomers were enrolled during the 2020-21 school year? State the source of the data. If this data is not currently available for planning purposes, explain how your school district will obtain this data in the future.

*2484 current newcomers as of May 10, 2021 (out of a total of 3020, or 82%) are eligible for free or reduced-price lunch, a common indicator of socioeconomic disadvantage. The actual percentage is likely higher, as a large proportion of the students who are not identified have recently enrolled and their status may not be up to date. These data will be available on an ongoing basis.*

2. What are the top five preferred languages among SED newcomers? State the source of the data. If this data is not currently available for planning purposes, explain how your school district will obtain this data in the future.

*The top languages among SED newcomers are Spanish (~53%), Mam (~26%), Arabic (~6%), Other Non-English (~3%), and Cantonese (~3%). These data are obtained from the legally required Home Language Survey at the time of enrollment and will be continuously available.*

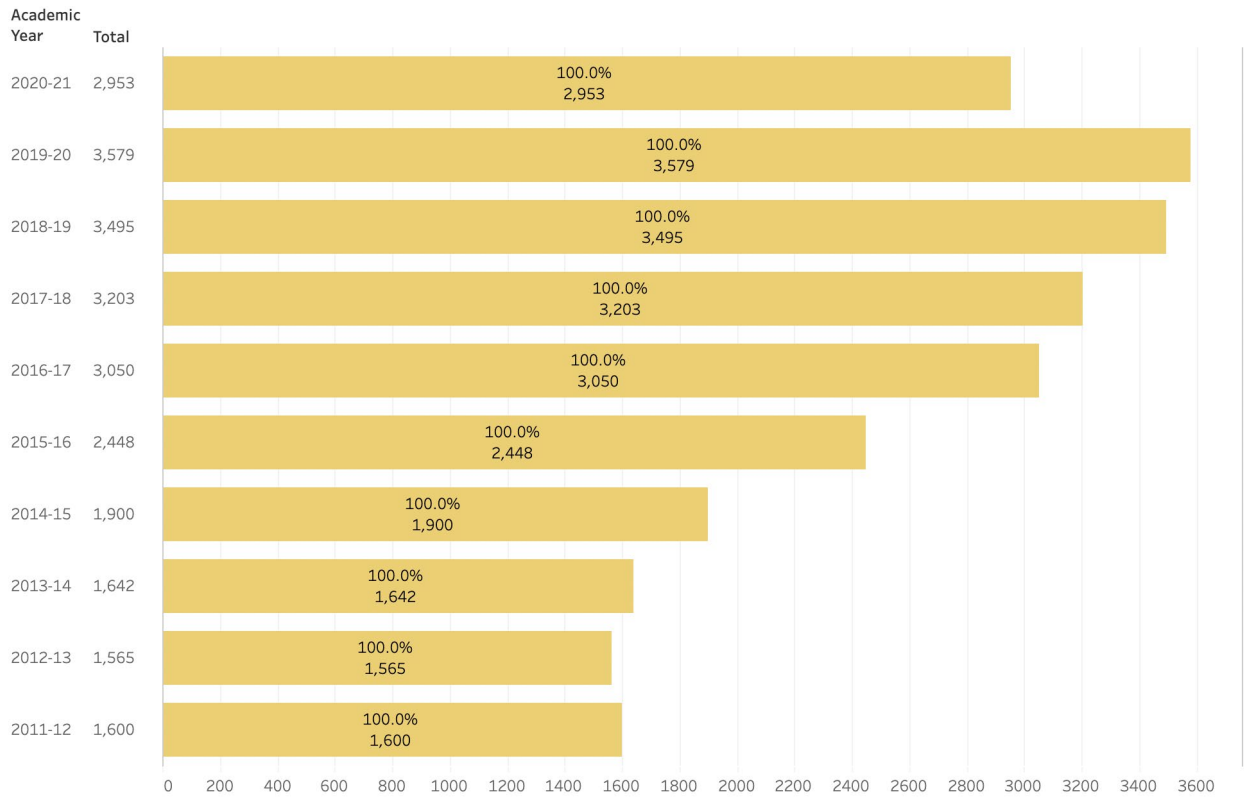
3. What are the top five preferred languages among students and families eligible to participate in ORR's Refugee Resettlement Program? State the source of the data.

*The top languages among students identified as Refugees by the ORR are Other, which is generally Dari (30%), Pashto (25%), Arabic (10%), Burmese (7%), Tigrinya (7%). As with above, these data are obtained from the legally required Home Language Survey at the time of enrollment and will be continuously available.*

4. Describe the current landscape of immigrant youth and families served in your school district. Include a brief description of English Learner subpopulations including, but not limited to refugees, unaccompanied undocumented minors, mixed status families, and migrant students, along with their specific needs.

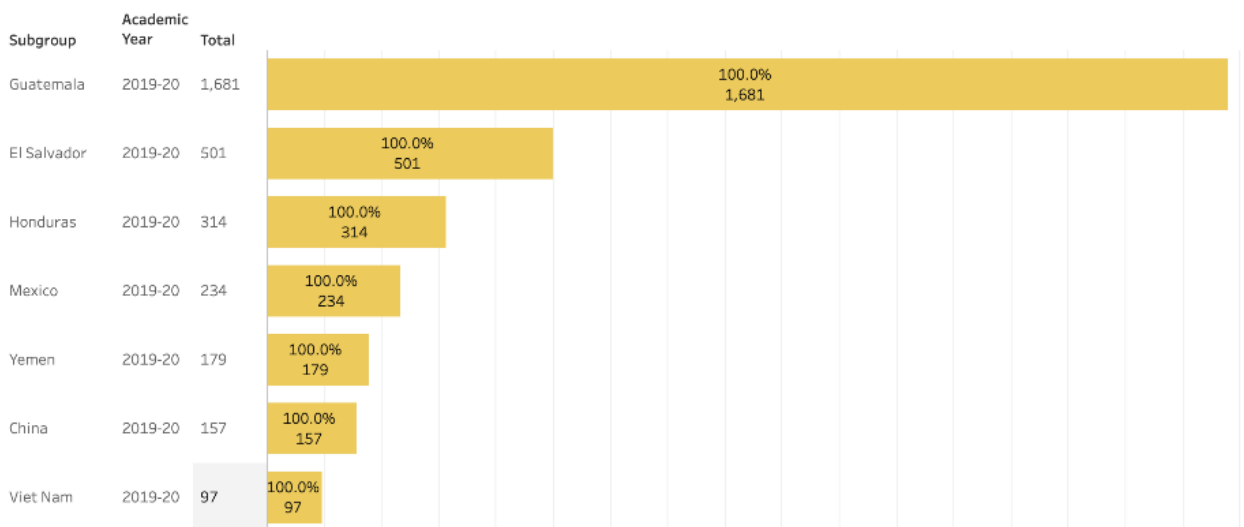
*The population of recent immigrant youth has grown dramatically in Oakland over the last decade and now represents nearly 10% of OUSD enrollment. When considering the number of students who are still enrolled in OUSD but past their first three years in US schools (which is how OUSD defines newcomers) then the presence of immigrant students and families in our system is much larger than 10%. While Oakland has always proudly enrolled large numbers of immigrant students, the surge in unaccompanied youth starting around 2014 led to a sudden acceleration of this population within Oakland schools and brought about the more than doubling of the population of recent immigrants. Whereas at the start of the last decade, in the 2011-12 school year, newcomers amounted to 4.2% of OUSD enrollment (at 1600 students total), in 2019-20 OUSD enrolled 3,579 newcomers, representing 9.7% of district enrollment. This high number is in spite of pandemic-related downturn in enrollment in the second half of 2019-20. While 2021-22 saw a decline in newcomer enrollment, this was largely attributable to the pandemic and immigration policies in the late Trump administration, both factors that are not expected to continue impacting newcomer enrollment in the near future.*

## TOTAL NEWCOMER ENROLLMENT BY SCHOOL YEAR, 2011-12 through 2020-21



*Migration from the Northern Triangle of Central America has been the defining trend in newcomer demographics since the middle of the last decade, with Guatemala particularly being the country of origin for nearly half of all newcomer students enrolled at the end of the 2019-20 school year. Many of these students come with formal designated as unaccompanied youth from the federal government, while others are part of family units.*

## NEWCOMER ENROLLMENT BY COUNTRY OF ORIGIN, End of 2019-20 SY



*Simultaneous with the growth in unaccompanied youth from Central America has been a decline in the enrollment of refugee students, concurrent with shifts in federal policy related to refugee resettlement. While OUSD had 644 refugee and asylee students enrolled as defined by ORR at the end of the 2016-17 school year, by the end of 2019-20 only 550 were enrolled. Pending changes in federal policy may shift this trend, as well as ongoing turmoil in both East Africa and Afghanistan, which have been points of origin for Refugee students in OUSD with established communities in Oakland.*

5. The RSI program requires grantees verify the eligibility of participants and prioritize serving youth and families as indicated in the Program Guidelines. Explain the process for certifying the eligibility of students who will participate in RSI funded activities.

*OUSD has existing practice in place to identify immigrant students and track their progress and monitor outcomes. For students who enroll without support of a resettlement agency, data systems automatically flag the student for supports according to information already stored that OUSD is required to report to the state. This automatic identification of newcomer students has helped us coordinate outreach and focus supports on schools with concentrations of immigrant students.*

*Refugee and SIV students are made known to OUSD through collaboration with the local Refugee Resettlement Agencies, while Asylees are identified by referrals from legal service providers, through word of mouth, and outreach by Community Navigators. Case managers from local resettlement agencies accompany newly arrived refugee families to enroll in school and at that time eligibility documentation is collected and stored in a locked file cabinet. Legal service providers inform OUSD staff as soon as youth are granted Asylee status, at which time we reach out to the family to bring their eligibility documentation to our RASAP office.*

### Service Components

The CalNEW and RSI Program Components and allowable activities are included in the Program Guidelines, Section C.

1. Describe the school district's plan to provide Basic Needs Support to youth and families.

*Addressing basic needs of newcomer students and families is central to the work of the RASAP office as well as the existing team of secondary newcomer social workers who work across 15 secondary program sites providing clinical case management. However, presently there are not targeted supports or resources in place to make connections to address basic needs issues arising among students and families in OUSD elementary schools, where approximately half of OUSD's*

*newcomer students are enrolled. While student needs in grades TK-5 may be less dramatic than those of older, unaccompanied newcomers, the needs at the family level are often quite similar as those among secondary newcomers. Because there are a larger number of elementary schools and newcomers are dispersed more broadly among them, a capacity building approach is proposed, with an elementary newcomer specialist, ideally with a clinical background or other experience within the community schools model, conducting resource mapping, developing new partnerships with local organizations, and providing guidance, training and consultation to existing site-based community schools managers, social workers, or other service coordinators. This vision for this role over three years is a gradual shift from providing more direct case management support while doing some capacity building to a focus on capacity building and minimal direct case management as elementary sites are better able to leverage local resources to support their students and families. This role would work closely with the existing, privately funded program manager for newcomer wellness and leverage existing infrastructure and networks for the secondary schools in developing resources for younger students. Please note this role has an additional dimension related to family engagement and empowerment described below.*

*More broadly, OUSD seeks continued funding for the Newcomer and Refugee/Asylee Services Program Manager to provide coordination of OUSD's work to address basic needs for newcomer students and families. Developing and sustaining partnerships with local legal and refugee resettlement agencies is a key dimension of the program manager's role and has developed the foundation upon which a large body of work in support of newcomer students currently rests.*

*Finally OUSD requests support for providing basic transportation support for newcomer students and families in the form of subsidized bus passes. While progress has been made in providing some free bus passes for students in OUSD, most students are still not eligible and at times parents have transportation needs that need to be met in order to enable student participation in school.*

2. Describe the school district's plan to foster Family Engagement and Empowerment.

*OUSD's theory of action for engaging families starts when they enter the district at the central enrollment office. The RASAP office is co-located with this office to provide an enhanced and linguistically responsive enrollment and orientation experience for newcomer students and families, that also allows for screening and referral to services in the community and at our school sites. While the Newcomer and Refugee/Asylee Services Program manager and Unaccompanied Immigrant Youth specialist provide these supports, recent enrollment trends have stretched capacity to the limit. This proposal includes an Elementary Newcomer Specialist position that would, in addition to the basic needs activities described above, provide direct engagement with families at the time of enrollment and work to engage them in appropriate services and community organizations through individualized support. This role would also develop workshops and other assets to be used at school sites*

*to build capacity at that level to engage effectively with newcomer families.*

*Also central to OUSD's work to engage and empower families is our partnership with Refugee and Immigrant Transitions to provide community navigator staffing. The lion share of this community navigation is in the form of a trilingual Mam / Spanish / English community navigator who both supports initial enrollment of families as well as interpretation in a variety of contexts. This partnership also facilitates support of other community navigators speaking languages less broadly represented among OUSD's newcomer population.*

3. Describe the school district's plan to support Youth Engagement and Development.

*Developing OUSD's work in the area of Youth Engagement and Development is the largest portion of this proposal and a reflection of the relatively stronger systems in place to foster family engagement and empowerment as well as provide basic needs support. While OUSD has continued to articulate and strengthen the system of wrap-around support, the demographics of our newcomer students have included ever more Students with Interrupted Formal Education (SIFE). This population is estimated to be between one third and one half of newcomer students in Oakland, with larger concentrations in our secondary schools. A large portion of the SIFE population are also speakers of Mam and have not had the opportunity to develop academic literacy in any language, which complicates their English acquisition as research shows that strong primary language literacy facilitates the acquisition of additional languages. The growth in SIFE population in OUSD's high school programs has coincided with a decline in the HS cohort graduate rate among newcomers and rising levels of year over year attrition of non-graduating students, also known as "dropping out." In 2016-17, the cohort of newcomer students who began in 2013-14 had only 24 out of 142 students drop out, or 16.9%. In 2019-20, the cohort that began in 2016-17 (which now consisted of more than 4 times as many students, or 610) had a dropout rate of 35.6%, or 217 students. These data point to an urgent need to strengthen secondary program to sustain newcomer enrollment. Simultaneously, OUSD is developing support of OSY through the Opportunities for Youth program in an effort to productively reengage many of the students who have left the system before graduating.*

*Given the urgent need to improve our approach to serving these students instructionally, OUSD seeks CalNEW funding for a SIFE Newcomer Coordinator to catalyze our efforts in this area. This role would focus on developing new programmatic approaches to serve these students, leveraging expertise from those currently finding success in OUSD as well as expertise from across the US, particularly the Northeast, where there are strong examples of different approaches to meeting the academic needs of this population to promote their college and career readiness. The SIFE Newcomer Coordinator role would function as the CalNEW coordinator for the youth development and engagement component of the program and also support immediate steps to improve services for SIFE students. Specifically, they would lead and develop the team of newcomer assistants*

*proposed under CalNEW and develop and facilitate professional development for teachers, school leaders, and other stakeholders in effective approaches to meeting the needs of the SIFE population. The role would also support system development to streamline identification of SIFE students, utilization of progress monitoring assessments, and development other resources.*

*The requested newcomer assistant staffing from CalNEW would work directly with SIFE across OUSD secondary schools, providing academic enrichment and intervention in the form of foundational literacy and numeracy support working in partnership with newcomer teachers. Newcomer assistants would also support newcomer students through leading student groups to build newcomer leadership opportunities. A contract with CORE: The Consortium on Reaching Excellence in Education would provide intensive training for newcomer assistants in the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program, a valuable tool in developing foundational literacy with SIFE.*

*Finally, OUSD proposes to sustain the valuable partnership with key partners Soccer Without Borders, Refugee and Immigrant Transitions, and Zachary Reidman. Soccer Without Borders provides year-round after school soccer programming that goes beyond just athletics to include mentoring, academic support and monitoring, and youth leadership opportunities. Refugee and Immigrant Transitions provides after school and home-based tutoring for students, particularly those from less-represented linguistic groups not well served in other contexts. Zachary Reidman provides weekly after-school gardening programming at Oakland International High School as well as support garden development at Garfield Elementary and Rudsdale Newcomer school. With many newcomer refugee families coming from agricultural backgrounds, the gardening program connects students to an important aspect of the culture in their home countries, while incorporating nutrition education and ESL support.*



- *Linguistically and Culturally Responsive Staff*

The CalNEW and RSI programs require grantees include linguistically and culturally responsive staff to engage and empower youth and families, support youth’s development and to refer families to available resources so they can access the assistance available to them and meet their basic needs. See the Program Guidelines, Section C for information regarding minimum staff requirements.

1. In the table below, list the proposed staff positions funded as part of this plan (whole or in part, with CalNEW program funds).

Table 2: Proposed CalNEW program staff positions

<b>Position</b>	<b>Number of Staff</b>	<b>Percent of FTE</b>	<b>Total Salary and Benefits Per Year</b>	<b>Role (In connection to each of the Program Components)</b>
<i>Community Navigator</i>	1	Contract	\$10,000	Support Family Engagement & Empowerment and Youth Engagement & Empowerment through: <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Facilitating access to adult ESL</li> </ul>
Elementary Newcomer Specialist	1	100%	\$128,090.01	Support Family Engagement & Empowerment through <ul style="list-style-type: none"> <li>• Providing ongoing enhanced intake, orientation, and referrals.</li> </ul> Support Basic Needs access through: <ul style="list-style-type: none"> <li>• Directly facilitating and, when necessary, case managing referrals from elementary sites.</li> <li>• Conducting resource mapping and development of multilingual resource guides</li> <li>• Building elementary site capacity to address basic need issues as they arise.</li> </ul>
SIFE Newcomer Coordinator	1	100%	\$154,031.98	Support Youth Development & Engagement through: <ul style="list-style-type: none"> <li>• Coordinating CalNEW activities focusing SIFE development and engagement.</li> <li>• Developing linguistically responsive programmatic resources and structures for serving SIFE.</li> <li>• Providing professional development for teachers and school leaders to build linguistically responsive programming for SIFE.</li> </ul>

Newcomer Assistants	5	100%	\$252,702.26	Support Youth Development & Engagement through: <ul style="list-style-type: none"> <li>• Providing linguistically responsive tutoring and mentorship for SIFE students.</li> </ul>
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2. In the table below, list the proposed staff positions funded as part of this plan (whole or in part, with RSI program funds). Districts may also include positions that will be 100% funded with non-RSI program funds and that will be leveraged in the implementation of the RSI program to provide outreach to youth and families.

Table 3: Proposed RSI program staff positions

<b>Position</b>	<b>Number of Staff</b>	<b>Percent of FTE</b>	<b>Total Salary and Benefits Per Year</b>	<b>Role (In connection to two or more of the Program Components)</b>
Community Navigator	1	Contract	\$10,000	Support Family Engagement & Empowerment and Youth Engagement & Empowerment through <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Facilitating access to adult ESL</li> </ul>
Newcomer and Refugee Asylee Services Program Manager	1	40%	\$167,015.15 (@100%)	Support Family Engagement & Empowerment and Basic Needs Access through: <ul style="list-style-type: none"> <li>• Individualized support to immigrant families</li> <li>• Administration of RSI program</li> <li>• Coordination of refugee/asylee services</li> <li>• Managing community partnerships</li> </ul>

3. List the qualifications of the staff that will support the implementation and delivery of services, including those designated to administer the program, coordinate services, and engage youth and families.
  - a. Include position requirements and duties.

#### Program Administration

- Nate Dunstan, Newcomer and Refugee/Asylee Services Program Manager  
*(Continuation of partial position funding requested from RSI, funding braided with Title III Immigrant)*
  - Nate began as the primary coordinator of RASAP in September of 2013. As a long-standing member of the East Bay Refugee Forum Steering Committee, RASAP collaborates closely with local Resettlement Agencies and the East Bay Refugee Forum. Prior to joining OUSD, Nate was director of a homeless family shelter in San Francisco and worked for the International Rescue Committee in both Oakland CA and in the overseas resettlement processing centers in Thailand and Malaysia for over four years. Nate has an M.A. in International Relations from San Francisco State University and a MSc in Forced Migration from the University of Oxford
- Tom Felix, Director of Newcomer/ELL Programs  
*(No funding requested for this position)*
  - Tom has worked in OUSD since 2001 as a teacher, teacher on special assignment, assistant principal and principal, all at schools serving newcomers. In his current capacity Tom is responsible for supporting and enhancing English Language Learner programs across OUSD, attending to the professional development of teachers, the design of programs, and harnessing support services available to this population. Tom holds a clear Administrative Services credential and a Masters in Education from UC Berkeley.

#### Services Coordination

- Newcomer SIFE Coordinator  
*(New position funding requested from CalNEW)*
  - Candidates for this role would bring a background in teaching and school administration with demonstrated experience cultivating effective instructional environments for Students with Interrupted Formal Education (SIFE). Candidates with experience designing curriculum, professional development, and educational programs will be best prepared to develop OUSD's approach to meeting the linguistic and educational needs of our growing SIFE population.
- Stephanie Noriega, Newcomer Wellness Program Manager  
*(No funding requested for this position, funded through private*

*philanthropy.)*

- Stephanie brings a background in school social work and experience working with immigrant communities around the Bay Area to her leadership of the team of secondary social workers. Stephanie brings both a clinical mental health and program development background to her work, and holds an MSW from the University of Southern California.

### Engagement with Youth & Families

- Unaccompanied Immigrant Youth Specialist  
*(No funding requested for this position, funded through Title III Immigrant)*
  - Qoc'Avib Revolorio brings over 10 years of experience in youth development and engagement in the Chicago area and the Bay Area. Prior to joining OUSD, he supported newcomer youth experiencing houselessness in Oakland and has extensive experience conducting outreach and case management among the Central American immigrant community in Oakland. Qoc'Avib holds a B.A. from Aurora University in Illinois.
- Elementary Newcomer Specialist  
*(New position funding requested from CalNEW)*
  - Candidates for this role would bring a background in teaching and school administration with demonstrated experience cultivating effective instructional environments for Students with Interrupted Formal Education (SIFE). Candidates with experience designing curriculum, professional development, and educational programs will be best prepared to develop OUSD's approach to meeting the linguistic and educational needs of our growing SIFE population.
- Maria Aguilar, Community Navigator  
*(Contractor funding requested of both CalNEW and RSI)*
  - Maria brings several years of experience serving as a Community Navigator speaking Mam, Spanish, and English in OUSD. An OUSD parent herself, Maria builds trusting relationships with families and provides support to Mam speakers in a variety of contexts, both at the time of enrollment and when supporting family engagement or access to basic services at schools or in the community at large.
- Newcomer Assistants  
*(Position funding requested of CalNEW)*
  - The Newcomer Assistant position in OUSD requires a bachelor's degree and is designed to be a stepping stone to the teaching profession. Ideal candidates have prior experience engaging youth and are seeking to enter into this work through formal school employment. The strongest newcomer assistants to date have been former newcomer students themselves, both reflecting the cultural and linguistic diversity of OUSD's newcomer population, but

also modeling the resilience needed to navigate OUSD's complex systems.

- b. Describe how staff will meet the linguistic and cultural needs of ELLs and their families.

To the extent possible the program does and will prioritize candidates for employment in any new positions who reflect the cultural and linguistic demographics of the newcomer population served by OUSD schools.

RASAP staff have cultural competency to work across cultural and linguistic differences. RASAP staff communicate with students and families regularly in Spanish, and rely on community navigators to help broker the linguistic and cultural needs of the diverse student body we serve.

The OUSD ELLMA office, of which RASAP is a part, provides a range of training to educators on a regular basis in order to build their capacity to serve newcomer and refugee/asylee students. Staff who are involved in any way with the RSI program will be trained in the following areas:

- Trauma-informed response to build ability to navigate the complex emotional landscape many newcomer students carry with them
- Foundational training on language acquisition and earlier literacy development.
- Cultural and demographic backgrounds of student groups that are largely represented in OUSD's newcomer and refugee/asylee population
- Orientation to the various services available in the district and broader community to address the varied needs of our newcomer population

### Capacity to Administer the Program

1. Describe how the school district will meet administrative requirements of the Grant Agreement, including but not limited to providing ad hoc reports, timely reporting on service data and deliverables, and responsive communication with CDSS.

*Reporting, communicating with CDSS and managing other administrative duties are all squarely within the existing responsibilities of RASAP office, Director of Newcomer/ELL Programs and ELLMA departmental objectives.*

2. Describe a plan, system, or method that will be implemented to protect confidential information.

*All eligibility documentation (I-94s), case notes and other documents are filed in a locked cabinet in the RASAP office. Online student records such as grades and*

*attendance are accessed through a password-protected district database which is accessible only to authorized users.*

3. Describe how the school district will meet timely submission of invoices and supporting documents. Identify the responsible parties within your organizations that will be processing invoices.

*Reporting, communicating with CDSS and managing other administrative duties are all squarely within the existing responsibilities of RASAP office, Director of Newcomer Programs and ELLMA departmental objectives.*

4. Describe how the school district will ensure quality control of practices and procedures to manage the project and services provided by subgrantees. What process will the school district put in place to capture youth and families' feedback?

*The OUSD Refugee & Asylee Program Manager, Director of Newcomer/ELL Programs, and other ELLMA staff conduct regular site visits with our newcomer program staff as well as contractors providing services to newcomers. Feedback is also collected via the newcomer engagement survey described above, as well as through ongoing meetings with and site visits to contractors and staff providing services.*

Leveraging Community Resources

Grantees must leverage existing relationships with organizations and trusted messengers in the community to reach families and promote access to safety net programs.

List a minimum of four organizations that will support your school district’s CalNEW and RSI program service referrals. Consider existing partnerships with community-based organizations and submit four letters of support as follows:

- One letter of support from a local employment and training service organization
- One letter of support from a local health care provider
- One letter of support from a local immigration legal service provider
- One letter of support from a local community-based organization such as a local food bank, resettlement agency, or the county welfare department

Please list a list of the organizations providing support in the table below.

Table 4: Existing Community Partnerships

<b>Organization: The Unity Council</b>
Contact Name: <b>Marianne Ceballos</b>
E-mail: <a href="mailto:mceballos@unitycouncil.org">mceballos@unitycouncil.org</a>
Type of services provided: Employment and training
Describe Existing Relationship and Collaboration: OUSD refers students and parents for employment services, particularly out of school youth.
<b>Organization: Encore Medical Clinic, Center for the Vulnerable Child, UCSF Benioff Children’s Hospital Oakland</b>
Contact Name: Daniel Vasquez
E-mail: <a href="mailto:Daniel.Vasquez@ucsf.edu">Daniel.Vasquez@ucsf.edu</a>
Type of services provided: Health care provider
Describe Existing Relationship and Collaboration: Referral and collaboration around newcomers in need of initial vaccinations and exams prior to school enrollment as well as support for students with complex health needs
<b>Organization: Immigrant Legal Defense</b>
Contact Name: Jean Yamasaki
E-mail: <a href="mailto:jean@ild.org">jean@ild.org</a>
Type of services provided: Immigration legal service provider
Describe Existing Relationship and Collaboration: Provides consultations, direct legal representation, crisis support and immigration workshops to OUSD students and families.
<b>Organization: Refugee &amp; Immigrant Transitions</b>
Contact Name: Laura Vaudreuil
E-mail: <a href="mailto:laura@reftrans.org">laura@reftrans.org</a>
Type of services provided: Tutoring, mentoring, parent ESL classes.

Describe Existing Relationship and Collaboration: RT is a longtime partner of RASAP. RT has matched over 100 OUSD students with trained tutors and mentors and provides ESL classes to parents.



Community Partnerships

CalNEW and RSI grantees may execute agreements with non-profit legal immigration service providers and Resettlement Agencies respectively. For more information regarding agreements see the Program Guidelines, Section E.

Grantees may also execute agreements to partner with non-profit organizations to conduct activities and deliver CalNEW and RSI support services.

List the proposed CalNEW and/or RSI program agreements in the table below. Include information regarding the services they will provide or activities they will conduct.

Table 5: Proposed Subgrantees

<b>Program (CalNEW or RSI)</b>	<b>Subgrantee</b>	<b>Services/Activities Provided Under the Agreement</b>	<b># of Years Serving Immigrant Communities</b>	<b>Language Capacity</b>
RSI + CalNEW	Soccer Without Borders	Youth leadership development, mentoring, tutoring, after school and summer programs	13	Spanish Burmese Karen Tigrinya Dari Pashto
RSI + CalNEW	Refugee and Immigrant Transitions	Tutoring, youth mentoring, parent ESL, family engagement, language services, community navigators	39	Mam Spanish Burmese Karen Tigrinya Dari Pashto
RSI	Zachary Reidman	Gardening and food security program for youth and parents	12	Spanish

## Measuring Outcomes

The CDSS plans to partner with an organization to conduct an evaluation of the CalNEW program and provide technical assistance to service providers. The information provided in this section will assist CDSS in gathering preliminary information regarding potential outcomes and measures.

In the format shown below list how the school district proposes to measure progress toward improving the following:

- Basic Needs Support;
- College/Career Readiness;
- Out of School Youth Support Services;
- Parental Involvement and Family Engagement;
- School Climate;
- Student Achievement; and
- Student Engagement.

### Tables 6 – 12: Proposed Outcome Measures

6. Basic Needs Support: Students and families are connected to available resources that meet their basic needs.

<b>Goal</b>	<b>Method</b>	<b>Measure</b>	<b>If this outcome overlaps with an existing plan (i.e. LCAP, School Plan, SARC), please explain.</b>
Increase in resource mapping	Conduct ongoing outreach to identify and document new resources, synthesize ongoing new resource information from team of secondary social workers. Develop resource guides.	Number of community partners accepting referrals.	OUSD ELL Roadmap calls for the cultivation of community partnerships in support of ELL Achievement. (Priority 2, Goal 3: “Student-centered community partnerships will be expanded and enhanced to address unmet needs.”)
Increase in the number of students and families referred to available resources	Enhanced intake process for newcomer and refugee families, improved resource connection and referral where needed	Number of referrals made, as tracked on online case management system.	OUSD ELL Roadmap Priority 2, Goal 3: “Targeted services will address the safety and wellbeing of newcomers.”
Increase in the number of students and families accessing available resources	Leveraging ongoing case management support from elementary specialist and secondary social workers to ensure follow through on referrals.	Engagement with community and district-based services as reported by service providers and families, tracked using online case management system.	Case management for newcomer youth named in OUSD 2017-2020 LCAP under LCFF Priority #4 (page 31)

7. College/Career Readiness: Students are prepared for college or a career.

<b>Goal</b>	<b>Method</b>	<b>Measure</b>	<b>If this outcome overlaps with an existing plan (i.e. LCAP, School Plan, SARC), please explain.</b>
Increase in student access to college counseling			
Increase in student access to career counseling			
Increase in completion of Career Technical Education pathway programs	Direct support for SIFE students to address foundational literacy and numeracy skills to enable enrollment in CTE pathways.	Change in percentage of newcomer students enrolled in CTE pathways, available on an ongoing basis through OUSD research department.	Goal 1 of OUSD's LCAP is "Graduates are College and Career Ready" and specifically names Career and Technical Education. All high schools have a "Linked Learning" approach.

8. Out of School Youth Support Services: Out of School Youth receive health and support services.

<b>Goal</b>	<b>Method</b>	<b>Measure</b>	<b>If this outcome overlaps with an existing plan (i.e. LCAP, School Plan, SARC), please explain.</b>
Increase in participation in Migrant Education Program health services			
Increase in completion of English as a Second Language or literacy classes	Provision of ESL classes for OSY through partnership with Refugee and Immigrant Transitions.	Number of OSY participating in Adult ESL courses.	
Increase in General Educational Development class completion	Partner with OUSD Adult Education office to increase participation of OSY in existing multilingual GED courses.	Number of OSY participating in GED courses.	

9. Parental Involvement and Family Engagement: Parents/families are engaged and involved.

<b>Goal</b>	<b>Method</b>	<b>Measure</b>	<b>If this outcome overlaps with an existing plan (i.e. LCAP, School Plan, SARC), please explain.</b>
Increase in parent/family participation in programs	Newcomer-focused intake and referral to appropriate site- and community-based programming.  Provision of Adult ESL courses targeting recent immigrant families.  Staffing community navigators to provide interpretation and other linguistically responsive supports.	Number of families participating in orientation at time of enrollment.  Enrollment in Adult ESL courses.  Number of families served by community navigators.	Goal 6 of OUSD's LCAP is "Parents and Families are engaged in school activities" and OUSD allocates resources to support family engagement.
Increase in participation in spaces to provide input in decision making	Promote engagement in Site English Language Learner Subcommittees and/or SSCs.	Number of recent immigrant families involved in site governance structures.  Use of interpretation in school governance spaces.	

10. School Climate: School districts support students and provide a safe environment for learning.

<b>Goal</b>	<b>Method</b>	<b>Measure</b>	<b>If this outcome overlaps with an existing plan (i.e. LCAP, School Plan, SARC), please explain.</b>
Increase in student connectedness to school	Increase school capacity to refer students/families for appropriate support and resources.  Provide youth development and leadership opportunities.	Newcomer engagement survey in secondary and CHKS in elementary reflect increased connectedness.	OUSD ELL Roadmap Goal #5 reads, "Increase percent of positive responses on the CHKS indicating school connectedness" for ELLs.
Increase in school safety			
Decrease in engagement in risk behaviors	Build capacity of school teams to address mental health and related needs that lead to risk behavior.	Case management software will allow aggregate reporting of types of behaviors.	
Increase in social-emotional competencies/personal strengths			

11. Student Achievement: English Learners progress toward obtaining English language proficiency and grade promotion.

<b>Goal</b>	<b>Method</b>	<b>Measure</b>	<b>If this outcome overlaps with an existing plan (i.e. LCAP, School Plan, SARC), please explain.</b>
Improvement in English Learner progress	<p>Provide direct foundational English literacy support to students with interrupted formal education (SIFE).</p> <p>Build resources and professional learning for teachers of ELLs to increase their capacity to support ELL progress.</p>	<p>English Learner Progress Indicator (ELPI) for newcomer youth can be disaggregated using OUSD's data tools (or derived from CDE data).</p> <p>Number of SIFE served with direct early literacy / numeracy support staffing.</p>	<p>New LCAP under development has tentative goal of 5% increase in newcomer ELPI.</p> <p>All LEAs are required to be working to improve EL progress and nearly all plans require reporting on this.</p>
Improvement in grade promotion.	<p>Increase efficacy of instructional support for SIFE and other newcomers to sustain motivation, particularly among older newcomer youth.</p> <p>Promote summer and other bridge programming to sustain engagement of newcomer youth during summers.</p> <p>Explore night and other flexible scheduling to allow student enrollment to continue despite work/family obligations.</p>	Increased rate of year over year return of HS aged newcomer youth who did not graduate.	

12. Student Engagement: Students are present at school and engaged.

<b>Goal</b>	<b>Method</b>	<b>Measure</b>	<b>If this outcome overlaps with an existing plan (i.e. LCAP, School Plan, SARC), please explain.</b>
Improvement in student attendance	Improved referral for services and	Chronic absence rate for newcomer students.	Goal 5 of OUSD's LCAP is "Students are Engaged in

	<p>connection to resources to address root causes of student absence.</p> <p>Leverage community navigators, interpreters to address attendance concerns in a linguistically responsive manner.</p>		School Every Day” and includes goals around reduction in chronic absence.
Increase in the number of students attaining a High School Diploma	<p>Provide resources and professional learning to strengthen instruction for newcomer youth, particularly SIFE.</p> <p>Provide ongoing leadership and mentorship opportunities embedded within the school context.</p>	Newcomer cohort graduation rate.	
Increase in the number of students that pass the California High School Proficiency Exam			

## PROPOSED CALNEW PROGRAM BUDGET

Table 13: Proposed CalNEW Budget for the FY 2021-24 project period

<b>Budget Categories</b>	<b>FY 2021-22</b>	<b>FY 2022-23</b>	<b>FY 2023-24</b>	<b>Project Totals</b>
1. Personnel (Salaries and Benefits)				
Basic Needs	\$64,045.01	\$64,045.01	\$64,045.01	\$192,135.02
Family Engagement/ Empowerment	\$64,045.01	\$64,045.01	\$64,045.01	\$192,135.02
Youth Engagement & Development	\$413,734.24	\$413,734.24	\$413,734.24	\$1,241,202.72
<i>Subtotal Personnel (Salaries and Benefits)</i>	\$541,824.25	\$541,824.25	\$541,824.25	\$1,625,472.75
2. Program Expenses				
Supplies	\$4,016.00	\$4,016.00	\$4,016.00	\$12,048.00
<i>Subtotal Program Expenses</i>	\$4,016.00	\$4,016.00	\$4,016.00	\$12,048.00
3. Subgrantees				
Soccer Without Borders	\$51,000.00	\$51,000.00	\$51,000.00	\$153,000.00
Refugee & Immigrant Transitions	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
CORE	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
<i>Subtotal Subgrantees</i>	\$66,000.00	\$66,000.00	\$66,000.00	\$198,000.00
4. Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00
<i>Subtotal Operating Expenses</i>	\$0.00	\$0.00	\$0.00	\$0.00
5. Total Direct Charges (sum of 1-4)	\$611,840.25	\$611,840.25	\$611,840.25	\$1,835,520.75
6. Indirect Charges	\$0.00	\$0.00	\$0.00	\$0.00
7. TOTAL (sum of 5-6)	\$611,840.25	\$611,840.25	\$611,840.25	\$1,835,520.75
<b>Adjustment(s) Request Date:</b>				
<b>Adjustment(s) Submitted:</b>				
<b>Final Budget Approval:</b>				
*It is mutually understood that authority for the CDSS to award grants and reimburse school districts for allowable expenditures is dependent upon the appropriation of funds within a Budget Act. As a result, funding will not be released to school districts until such authority has been given by the passage/signing of the Budget Act.				

## CalNEW Program Budget Narrative

Complete a proposed budget narrative for the FY 2021-24 project period that shows the correlation between the proposed budget, project activities, and the program components.

Table 14: CalNEW Budget Narrative

Budget Categories	Proposed Budget	Justification / Breakdown	Program Component	Service/Activity
1. Personnel (Salaries and Benefits)	\$192,135.02	<ul style="list-style-type: none"> <li>Elementary newcomer specialist (0.50 FTE)</li> </ul>	<ul style="list-style-type: none"> <li>Connections for Basic Need Support</li> </ul>	<ul style="list-style-type: none"> <li>Build and disseminate resource map for services providers for elementary newcomer students,</li> <li>Provide direct support with basic needs referrals from sites.</li> <li>Build site capacity to respond to student and family basic needs internally.</li> </ul>
	\$192,135.02	<ul style="list-style-type: none"> <li>Elementary newcomer specialist (0.50 FTE)</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement/ Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Providing enhanced intake, screening, referrals, and orientation for elementary newcomer students.</li> </ul>
	\$1,241,202.72	<ul style="list-style-type: none"> <li>SIFE Newcomer Coordinator (1.0 FTE)</li> <li>Newcomer Assistants (5.0 FTE)</li> </ul>	<ul style="list-style-type: none"> <li>Youth Engagement &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>Develop linguistically responsive programmatic resources and structures for serving SIFE.</li> <li>Provide professional development for teachers and school leaders to build linguistically responsive programming for SIFE.</li> <li>Provide direct early literacy, numeracy support for SIFE in secondary schools.</li> <li>Provide linguistically responsive tutoring and mentorship for SIFE students.</li> </ul>
<i>Subtotal Personnel (Salaries and Benefits)</i>	\$1,625,472.75			
2. Program Expenses	\$12,048.00	Supplies, multilingual printed materials, etc.	<ul style="list-style-type: none"> <li>Family Engagement/ Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Provision of multilingual resource guides and informational materials to parents as part of orientation, responses to identified needs.</li> </ul>



<i>Subtotal Program Expenses</i>	\$12,048.00			
3. Subgrantees	\$153,000.00	Soccer Without Borders	<ul style="list-style-type: none"> <li>Youth Engagement &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>Year round after-school soccer program including mentoring, academic tracking and youth leadership development</li> </ul>
	\$30,000.00	Refugee & Immigrant Transitions	<ul style="list-style-type: none"> <li>Family Engagement/ Empowerment</li> <li>Youth Engagement &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>ESL classes for parents</li> <li>After school / home-based tutoring</li> <li>Case Management</li> <li>Language access via community navigators.</li> </ul>
	\$15,000.00	CORE	<ul style="list-style-type: none"> <li>Youth Engagement &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>Provision of professional development for newcomer assistants to provide basic literacy instruction to SIFE.</li> </ul>
<i>Subtotal Subgrantees</i>	\$198,000.00			
4. Operating Expenses	\$0.00			
<i>i. Subtotal Operating Expenses</i>	\$0.00			
5. Total Direct Charges (sum of 1-4)	\$1,835,520.75	N/A	N/A	N/A
6. Indirect Charges	\$0.00	N/A	N/A	N/A
7. TOTAL (sum of 5-6)	\$1,835,520.75	N/A	N/A	N/A

Subgrantee(s) Information

Table 15: Proposed CalNEW program subgrantees.

<b>Organization</b>	<b>Contact/Administrator</b>	<b>Phone</b>	<b>E-mail</b>
Soccer Without Borders	Ben Gucciardi	(415) 912 7139	ben@soccerwithoutborders.org
Refugee and Immigrant Transitions	Laura Vaudreuil	(415) 989-2151	laura@reftrans.org
CORE: Consortium on Reaching Excellence in Education	Brian Blanning	(510) 540-4200 ext. 4	bblanning@corelearn.com

## PROPOSED RSI PROGRAM BUDGET

Table 16: Proposed RSI program Budget for the FFY 2022-24 Project Period

<b>Budget Categories</b>	<b>FFY 2022</b>	<b>FFY 2023</b>	<b>FFY 2024</b>	<b>Project Totals</b>
1. Personnel (Salaries and Benefits)	\$90,000.00	\$90,000.00	\$90,000.00	\$270,000.00
<i>Subtotal Personnel (Salaries and Benefits)</i>	\$90,000.00	\$90,000.00	\$90,000.00	\$270,000.00
2. Program Expenses				
<i>Transportation (bus passes for students and parents)</i>	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00
<i>Subtotal Program Expenses</i>	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00
3. Subgrantees				
Soccer Without Borders	\$35,000.00	\$35,000.00	\$35,000.00	\$105,000.00
Refugee & Immigrant Transitions	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Zachary Reidman	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00
<i>Subtotal Subgrantees</i>	\$60,000.00	\$60,000.00	\$60,000.00	\$180,000.00
4. Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00
<i>Subtotal Operating Expenses</i>	\$0.00	\$0.00	\$0.00	\$0.00
5. Total Direct Charges (sum of 1-4)	\$170,000.00	\$170,000.00	\$170,000.00	\$510,000
6. Indirect Charges	\$4,000.00	\$4,000.00	\$4,000.00	\$12,000.00
7. TOTAL (sum of 5-6)	\$174,000.00	\$174,000.00	\$ 174,000.00	\$522,000.00
<b>Adjustment(s) Request Date:</b>				
<b>Adjustment(s) Submitted:</b>				
<b>Final Budget Approval:</b>				
*It is mutually understood that authority for the CDSS to award grants and reimburse school districts for allowable expenditures is dependent upon the appropriation of funds within a Budget Act. As a result, funding will not be released to school districts until such authority has been given by the passage/signing of the Budget Act.				

## RSI Program Budget Narrative

Complete a proposed budget narrative for the FFY 2022-24 project period that shows the correlation between the proposed budget, project activities, and the number of students to be served.

Table 17: RSI program Budget Narrative

<b>Budget Categories</b>	<b>Proposed Budget</b>	<b>Justification / Breakdown</b>	<b>Program Component</b>	<b>Service/Activity</b>
1. Personnel (Salaries and Benefits)	\$270,000.00	<ul style="list-style-type: none"> <li>Newcomer &amp; Refugee Services Program Manager</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement and Empowerment</li> <li>Connections for Basic Needs Support</li> </ul>	<ul style="list-style-type: none"> <li>Individualized support to immigrant families</li> <li>Administration of RSI program</li> <li>Coordination of refugee/asylee services</li> <li>Managing community partnerships</li> </ul>
<i>Subtotal Personnel (Salaries and Benefits)</i>	\$270,000.00			
2. Program Expenses	\$60,000.00	<ul style="list-style-type: none"> <li>Transportation (bus passes for parents and students)</li> </ul>	<ul style="list-style-type: none"> <li>Basic Needs Support</li> <li>Family Engagement and Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Transportation assistance to attend RSI funded programs including after-school, summer and enrichment programs as well as parent ESL classes</li> </ul>
<i>Subtotal Program Expenses</i>	\$60,000.00			
3. Subgrantees	\$105,000.00	<ul style="list-style-type: none"> <li>Soccer Without Borders</li> </ul>	<ul style="list-style-type: none"> <li>Youth Engagement and Development</li> </ul>	<ul style="list-style-type: none"> <li>Year round after-school soccer program including mentoring, academic tracking and youth leadership development</li> </ul>
	\$30,000.00	<ul style="list-style-type: none"> <li>Refugee &amp; Immigrant Transitions</li> </ul>	<ul style="list-style-type: none"> <li>Youth Engagement and Development</li> <li>Family Engagement and Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>ESL classes for parents</li> <li>After school / home-based tutoring,</li> <li>Case Management</li> <li>Language access via community navigators.</li> </ul>
	\$45,000.00	<ul style="list-style-type: none"> <li>Zachary Reidman / New Roots</li> </ul>	<ul style="list-style-type: none"> <li>Youth Engagement and Development:</li> <li>Connections for Basic Needs Support</li> </ul>	<ul style="list-style-type: none"> <li>Gardening program and food distribution at two sites</li> </ul>

<i>Subtotal Subgrantees</i>	\$180,000.00			
4. Operating Expenses	\$0.00			
<i>Subtotal Operating Expenses</i>	\$0.00			
5. Total Direct Charges (sum of 1-4)	\$510,000.00	N/A	N/A	N/A
6. Indirect Charges	\$12,000.00	N/A	N/A	N/A
7. TOTAL (sum of 5-6)	\$522,000.00	N/A	N/A	N/A

Subgrantee(s) Information

Table 18: Proposed RSI program subgrantees.

<b>Organization</b>	<b>Contact/Administrator</b>	<b>Phone</b>	<b>E-mail</b>
Soccer Without Borders	Ben Gucciardi	(415) 912 7139	ben@soccerwithoutborders.org
Refugee and Immigrant Transitions	Laura Vaudreuil	(415) 989-2151	laura@reftrans.org
Zack Reidman / New Roots	Zack Reidman	(510) 851 1621	zackreidman@gmail.com