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| Introduction Date | 9/14/22 |
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| Enactment Date | 9-14-2022 CJH |
| By | |



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

September 14, 2022

To: Board of Education

From: Sondra Aguilera, Acting Superintendent
Nicole Knight, English Language Learner and Multilingual Achievement Office

Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education, pursuant to Board Policy 3290, of OUSD's application to the California Department of Social Services, seeking funding in the amount of \$500,000 to continue the "Opportunities for Youth" program providing outreach, reengagement and wellness supports for unaccompanied immigrant youth, as described in the proposal, incorporated herein by reference as though fully set forth, for the period July 1, 2022 through December 31, 2023, and, if granted, in whole or in part, delegation to the Chief Academic Officer to sign on the Board's behalf to accept 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 2022-2023 was submitted for funding as indicated in the chart below. The grant face sheet and grant proposal packets are attached.

| File I.D.# | Backup Document Included | Type | Recipient | Grant's Purpose | Time Period | Funding Source | Grant Amount |
|------------|--------------------------|-------|--------------|--|--|--|--------------|
| 22-1937 | Yes | Grant | OUSD / ELLMA | To provide case management and wellness supports to unaccompanied immigrant youth. | July 1, 2022 through December 31, 2023 | California Department of Social Services | \$600,000.00 |

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$600,000.00

RECOMMENDATION:

Approval and acceptance by the Board of Education, pursuant to Board Policy 3290, of OUSD's grant application to the CA Department of Social Services and delegation to the Chief Academic Officer to sign on the Board's behalf to accept grant award, if received.

ATTACHMENTS:

Grant Face Sheet
Grant Proposal and Budget
Budget

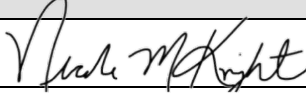
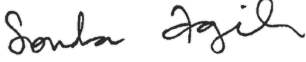
OUSD Grants Management Face Sheet

| | |
|---|---|
| Title of Grant: Opportunities for Youth | Funding Cycle Dates: July 1, 2022 - December 31, 2023 |
| Grant's Fiscal Agent: (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 | Grant Amount for Full Funding Cycle: \$600,000.00 |
| Funding Agency: State of California - Health and Human Services Agency California Department of Social Services Immigrant Integration Branch 744 P Street, MS 9-6-33 Sacramento, CA 95814 | Grant Focus: Case management and wellness for unaccompanied youth |
| List all School(s) or Department(s) to be Served: ELLMA (954) | |


| 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 promote security, stability and opportunities for Unaccompanied Minor youth in OUSD in by fostering resilience among their guardians and increasing the socio-emotional competence of the youth. OUSD students will receive case management, participate in mentorship and after-school programs that promote well-being and health, and receive referrals to services that support their integration into life in the US/Oakland. This support will promote student attendance, participation, graduation and mental health. |
| 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 3.98% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.) | We have tracking system in place to measure and track attendance, ELPAC scores, grades, retention, and other test scores. |
| 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 3.98% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.) | Yes |
| 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 |

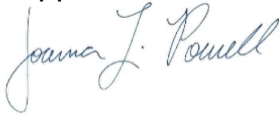
| | |
|---|--|
| Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.) | Nathaniel Dunstan, Program Manager Oakland Unified School District 746 Grand Avenue, Oakland, CA 94610 510-273-1661 Nathaniel.Dunstan@ousd.org |
|---|--|

Applicant Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|--|-----------------|---|------------|
| Principal | Nicole Knight |  | 06/15/2022 |
| Department Head (e.g. for school day programs or for extended day and student support activities) | Sondra Aguilera |  | 8/2/2022 |

Grant Office Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|-----------------------|-------------------|---|-----------|
| Fiscal Officer | Lisa Grant Dawson | | |
| Acting Superintendent | Sondra Aguilera |  | 9-15-2022 |



**Oakland Unified School District Proposal: Opportunities for Youth Project,
California Department of Social Services, Immigrant Integration Branch**

Executive Summary

Oakland Unified School District (OUSD) has well-established, tailored services to meet the academic and holistic needs of our diverse and significant population of newcomer students. The Newcomer Program of OUSD's English Language Learner and Multilingual Achievement (ELLMA) department, in collaboration with the Oakland International High School Learning Lab (OIHS LAB), develops outreach programs for newcomer students based on research, staff expertise, and existing best practices, and provides professional development for newcomer teachers and leaders to assist their students both inside and outside the classroom. The Newcomer Program provides recently arrived students with access to culturally sensitive mental health, health, legal and other social services. Despite such efforts, significant needs and challenges remain for Oakland's Unaccompanied Minors (UUM). One indicator of this need is the over 600 UUM who have left school without a high school diploma and who are unable to access existing school-based programs.

The Opportunities for Youth project (OFY) would allow OUSD to expand existing programming and develop new supports to meet the needs of Unaccompanied Minors in the following ways:

Case management: OUSD will hire 1 full time Unaccompanied Minor Support Specialist who will provide case management and wraparound support, with a particular focus on UUM students at schools without newcomer social workers, as well as youth who have dropped out, or are at risk of dropping out, of school.

Program Navigation: OUSD will continue to partner with Immigrant Family Defense Fund (IFDF) who will connect UUM students to community service providers, especially immigration services, and also support students at schools without newcomer social workers (all elementary school sites in OUSD are included in this category). Since 2017, IFDF has funded a part time immigration attorney who provides free consultations to OUSD families. In 2020, with funding from the OFY project, IFDF was able to hire 1 full time and 1 part time program navigator. IFDF will maintain these positions using their own resources and will continue to work closely with the OUSD OFY team in 2022-2023.

Coaching/mentoring: OUSD will contract with partner agency Soccer Without Borders (SWB) to hire 2 full time mentor coaches. SWB's mission is to use soccer as a vehicle for positive change, providing newcomer youth with a toolkit to overcome obstacles to growth, inclusion, and personal success. SWB has

been the OUSD partner most effective at engaging UUM students beyond the classroom, encouraging at-risk youth to stay in school, and providing long-term support for their socio-emotional growth and integration into their new community.

Financial Wellness: Community Development Finance has partnered with OUSD to provide financial coaching and stipends to students and families. CDF will be contracted to offer financial literacy classes to UUM, particularly those who are identified as at risk of leaving school, have already left school to work, as well as pregnant /parenting teens.

Mental Health Specialist: OUSD will hire a Mental Health Specialist, a Licensed Clinical Social Worker who will oversee a team of 5 interns to provide clinical case management and psychotherapy services to UMM students.

Overall Capacity

A. The OFY service providers must have the capacity to sustain the project throughout the entire project period, provide culturally and linguistically responsive services, develop a trauma informed program, and engage and coordinate care in partnership with local service organizations. Articulate the organization's capacity to implement the OFY project. Describe the following (Items 1-11):

- 1. The organization's collaborative partnerships with service organizations, governmental agencies, and school districts that provide social safety net support services for youth and families;**
 - a. OUSD's Community School Model encourages partnerships at both the school and district level, and Oakland International High School has been recognized both locally and nationally for their Community School efforts, which we would continue to expand and replicate through this program in partnership with the OIHS LAB. . The OUSD Newcomer Program has extensive, intentional partnerships and established referral mechanisms that benefit UUM youth in the areas of health (Children's Hospital, La Clinica de la Raza), mental health (La Familia, Partnerships for Trauma Recovery), accompaniment and bond assistance (Immigrant Family Defense Fund) and legal providers (Immigrant Legal Defense, Centro Legal de la Raza, East Bay Sanctuary Covenant, Catholic Charities, East Bay Community Law Center, Pangea Legal Services, International Institute of the Bay Area). OUSD also directly contracts with a number of key service providers that provide mentorship, case management and other supports for

newcomers (Soccer Without Borders, Refugee Transitions, Burma Refugee Family Network).

- 2. The organization’s plan to recruit and retain culturally and linguistically responsive navigators, case managers, mentors and life coaches, and family support workshops;**
 - a. The OUSD Newcomer Program is deeply committed to hiring linguistically and culturally diverse staff that reflect the students we serve. The Newcomer Program, as well as many school sites serving newcomers, hired many former students as teachers, teacher assistants, after school tutors, coaches, mentors, and technology assistants; and regularly receives candidate referrals from community-based organizations. The OIHS LAB has created a training program for newcomer teachers, mental health workers and social services workers who train and/or earn subsidized certification at OIHS, and who are assisted with future job placement at other newcomer sites; the program focuses on recruiting from immigrant communities.

- 3. The capacity to ensure those working with youth, whether paid or volunteers, pass a Live Scan fingerprint background check prior to serving youth;**
 - a. OUSD has strict processes in place to screen staff and volunteers including background checks. The same standards are required for all partner organizations and their staff who come into contact with OUSD students. All new staff hired through the OFY project will undergo these background checks.

- 4. The organization’s plan to leverage existing professional development plans that include training and resources regarding adolescent development, trauma, the impact of toxic stress, independent living strategies, human and labor trafficking and exploitation;**
 - a. OUSD’s English Language Learner and Multilingual Achievement (ELLMA) department develops research-based program for newcomer students based on research and provides professional development for newcomer teachers and leaders. All new staff hired through the OFY project will participate in professional development.
 - b. The OIHS Learning Lab is a local and national leader in training educators on the backgrounds, challenges, and assets of newcomer students and families. The OIHS LAB has created a robust training program for new and existing teachers on the way trauma impacts learning and behavior, trauma-informed instructional practices, and how wraparound services can support positive student experiences and student retention. The LAB has

extended similar trainings to more than 1,000 educators, social service workers and policy makers outside our school walls. In addition, OIHS works with student leaders to organize an annual “Community Walk” learning opportunity for staff and community partners; organized by parents, students and community leaders, OIHS teachers and staff visit student communities where they are shown important landmarks and cultural centers; meet with community leaders, advocates and/or support people; and meet with families (either in homes or community centers) to discuss families’ questions, concerns and hopes for their students and the school. These professional development sessions educate teachers about students’ backgrounds, challenges, community and cultural assets, and the educational concerns of OIHS’s diverse newcomer students and families. They also serve to immerse teachers in the home environments of their students, and give students and family members the opportunity to serve as leaders, inverting roles such that our teachers become the students, and our students and families become the teachers.

- 5. The capacity to provide coordinated care and create a legal and social safety net of services for youth and sponsors;**
 - a. OUSD has existing relationships and partnerships that provide needed services to UUM and their families. The OFY project would fill significant gaps by strengthening partnerships and also by allowing services to reach more youth at a greater number of school sites.

- 6. A plan to incentivize client participation by meeting youth’s and sponsors’ practical needs such as transportation.**
 - a. Transportation assistance (in the form of a bus pass) is available from the OUSD Newcomer Program, and from OUSD school sites (through partnerships with AC transit). SWB provides transportation for many participants to/from practices and games.

- 7. The capacity to foster collaboration among navigators, case managers, family support workshop providers, evaluators and technical assistance providers.**
 - a. UUM students have been a target population for OUSD since 2014 and there are existing structures in place to foster collaboration amongst providers. OUSD’s Newcomer Program and OIHS Learning Lab are already tasked with building community partnerships and coordinating newcomer-specific services across OUSD. If funded, our team would launch a district-wide newcomer Coordination of Services Team, or COST (the only such body at the district level) for the various program staff to triage referrals,

coordinate resources, track progress, and consult on particularly high-need cases. Our team is also in the early stages of developing a district-wide, HIPPA compliant social services database to track students needs, resources and services provided, which will ensure both deeper and smoother collaboration of services among the various staff and stakeholders.

8. Capacity to provide co-located services (i.e. collaborating with community schools and providing mentoring and coaching in school campuses).

- a. Thanks to the OUSD Community School model, most of our 84 school sites have Community School Managers who are responsible for coordinating the co-location of services on site. Services such as health and mental health care and food banks are brought into schools where they are made more readily available. Immigration legal services are also offered at a limited number of school sites by community partner non-profit legal service providers. However, unlike a health provider who would be able to refer a sick student out to a specialist elsewhere in the community, a legal service provider is unlikely to know which other attorneys would have capacity for a specific type of immigration case at any given time. Coordinating those referrals centrally within OUSD is therefore more efficient and productive, and the OFY project offers a potential opportunity to expand these services across OUSD.

9. Capacity to collaborate with evaluators and technical assistance providers to plan technical assistance activities.

- a. OUSD's Newcomer Program and OIHS Learning Lab are ready and able to collaborate with evaluators and technical assistance providers and this fits well into existing job descriptions.

10. Organization's capacity to complete semi-annual progress reports, interim, and final project reports in coordination with the technical assistance provider.

- a. OUSD's Newcomer Program staff are able to complete regular reports and this fits well into existing job descriptions.

11. Capacity to modify the delivery of service components and provide virtual and telephonic services to meet the needs of youth and families.

- a. While coordination of services is all the more challenging in the distance-learning/shelter in place context, it is also all the more urgent, and the OUSD Newcomer Program, along with the OIHS LAB, spent the spring developing robust best practices for wraparound services and student engagement in the distance learning context. Our program staff's strong relationships with students and families, and the institutional trust built over time,

have allowed us to respond to urgent needs in the remote context, including via weekly food pantries and food deliveries; remote assistance applying for unemployment benefits; direct cash assistance through community cash funds; healthcare access; technology and internet access; and regular updates regarding public health announcements and guidance. Meanwhile, SWB shifted their mentorship and coaching services online, regularly engaging the vast majority of their students through zoom, home visits and small group distanced/no-contact practices.

Project Components

- B. Case Management: Case Managers provide coordinated case management services that harness resources to meet youth's needs. This includes strengths and needs assessments, completion of tools to identify the network of support, completion of Individual Success Plans that reflect SMART goals, referrals to community agencies and completion of the Youth Thrive™ Survey. Draft one paragraph describing how the organization will meet case management requirements (Items 1-9).**
- 1. Intake, screenings and assessments:**
 - **Administering youth strengths and needs assessments.**
 - **Identifying formal and informal networks of support.**
 - **Administering youth trauma screenings.**
 - **Compiling youth intake information.**
 - **Developing goals collaboratively with youth.**
 - 2. Child and Adolescent Needs and Strengths assessment and trafficking screening:**
 - **The Child and Adolescent Needs and Strengths Comprehensive – Trauma Version (CANS Trauma assessment) or the California Integrated Practice (CA IP – CANS) assessment.**
 - **International Institute of Los Angeles Human Trafficking Screening.**
 - 3. Completing Individual Success Plans.**
 - 4. Coordination of care in collaboration with navigators, mentors and life coaches, and the family workshop provider.**
 - **Referrals and coordination of services to link youth and their families to available services and resources (Education, immigration legal services, workforce development, social services, mental health, housing, other independent living resources, etc).**

- **Identification of strategies to support Out of School Youth and older adolescents who may have transitioned away from the home of their sponsor. Strategies to reach and connect Out of School Youth and older adolescents to resources and services to address youth's short- and long-term goals.**
- 5. Survey administration, including the Youth Thrive™ Survey.**
 - 6. Exploring/identifying and updating formal and informal networks of supports.**
 - 7. Concurrent planning.**
 - 8. Case file documentation and maintenance.**

The Case Manager will be hired in the existing job category of Unaccompanied Immigrant Youth Specialist and will build upon institutional knowledge and best practices developed by the 2 previous (and 1 current) Specialist in that position, including in intake, screening, assessments, case notes, and coordination of care with existing partners. The ISPs, CANS, Survey Administration and additional documentation requirements will be used as recommended by CDSS and overseen by the Program Manager for OUSD Newcomer programs. Outreach to out of school youth will be a priority task for the Case Manager, as we have a list of around 700 UUM students who would ideally be contacted. Additionally, partnerships and referral systems to programs for out of school youth need to be strengthened, in particular with OUSD Adult Education, Unity Council, Civicorps and Street Level Health Project.

C. Program Navigation: Program Navigators assist youth and sponsors in accessing service systems and provide interpretation and advocacy. Warm hand-offs must be included. Draft a minimum of one paragraph describing how the organization will meet program navigation requirements (Items 1-5).

- 1. Program navigation to help youth and their sponsors navigate service systems (Education, workforce development, social services, immigration support services, disaster relief services, etc.).**
- 2. Home visitation when feasible.**
- 3. Telephonic and virtual contact.**
- 4. Immigration hearing support.**
- 5. Interpretation and advocacy on behalf of the youth and their sponsors.**

OUSD will continue to partner with Immigrant Family Defense Fund, whose mission is to help parents and children in California schools facing the threat of deportation access qualified legal representation. For the past 2 years, IFDF has funded a part time immigration attorney who provides free consultations to OUSD families.

One of the IFDF Program Navigators is trilingual in English, Spanish and Mam. Program Navigators will screen families for need and make referrals directly to non-profit legal service provider partners, IFDF's immigration attorney or other services in collaboration with OUSD Newcomer Program manager and OFY project Case Manager.

D. Youth Mentoring and Coaching: Youth centered activities that support socio-emotional development and help youth acclimate to their communities. Draft a minimum of two paragraphs describing how the organization will deliver mentoring and coaching services (Items 1-7).

1. Does the organization have an existing mentoring/coaching program to be leveraged for this project?

OUSD will expand an existing contract with Soccer Without Borders (SWB). SWB's mission is to use soccer as a vehicle for positive change, providing newcomer youth with a toolkit to overcome obstacles to growth, inclusion, and personal success.

Since 2006, SWB has served refugee and immigrant youth in Oakland, and currently operates in five U.S states. SWB participants are often amongst the hardest to reach youth in their communities. Soccer is a uniquely well-suited platform for a mentoring program serving these youth, as it uses an activity that provides consistency, familiarity, and a sense of belonging for young people who are sorely lacking it. The program, which combines engaging group and one-on-one mentoring, is designed to meet the unique needs of unaccompanied immigrant youth.

2. Describe the organization's capacity to develop mentoring and coaching opportunities for youth, administer background checks, and ensure mentors and coaches provide at least three mentoring or coaching activities per month.

SWB's holistic, evidence-based mentoring program combines soccer practices and games with academic and language support, civic engagement, and cultural exchange activities, while proactively reducing barriers to entry that typically leave newcomers excluded. Together in a welcoming team environment led by a caring mentor-coach, newcomer youth advance academically, develop personally, make healthy lifestyle choices, build social capital, and develop English language skills. The balance and dosage of these activities creates a powerfully influential environment.

Given the history of transition and trauma many participants have faced, SWB invests in full-time Program Coordinators to serve as mentor-coaches in the program and lead all activities. SWB Program Coordinators speak both English and Spanish and understand the unique challenges our participants face. The quality and preparedness of SWB' staff and leadership team is the most critical input to ensuring that program participants succeed.

SWB's staff recruitment processes align with the elements of effective mentoring programs. They recruit mentors whose skills, motivations, and backgrounds best match the goals. The screening and training processes also meet best-practices for mentor programs. Program Coordinators are interviewed to assess their fit with the program and are background-checked through national and state databases. Coordinators also get training in SWB child protection, confidentiality, and employee policies. They commit to cultural humility and upholding the welcoming culture of SWB. All mentees sign a participant agreement, and parents complete an application that includes informed permission for their child to participate, available in the home languages of our participating families. In addition to the safeguarding training previously discussed, mentors receive additional training related to their role and the associated expectations, sports-based youth development, trauma-informed coaching, and English language development upon joining the program. Additional trainings occur throughout the year, including topics such as restorative practices, community conferencing, and other themes related to our program model.

SWB's program model is designed to maximize the length and depth of the relationship, with youth participating at least 5 hours per week, and at least 35 weeks per year. In addition, youth stay in the program for many years, allowing veteran participants to step into leadership roles within their group and strengthening the bonds developed between mentor coaches, mentees, and families in the program. In 2019 SWB celebrated an 80% year over year retention rate among participants. Research tells us that mentoring relationship of 12 months or more can have a significant impact on academic outcomes and psychosocial development. In 2020, the average SWB Program Coordinator tenure is 36 months.

3. Describe how mentors and coaches will assist youth as they learn about their communities while celebrating their cultural heritage.

For many youth from Central America, soccer is a crucial part of their cultural heritage. Families and communities come together to watch local soccer matches or professional games throughout Central America, and knowledge of soccer immediately gives an adult a point of connection with youth. While it is a uniting force, SWB also recognizes the importance of

creating safe spaces, where youth can express their unique cultures and be their authentic selves.

Every SWB session begins with an opening circle, introducing the theme for the day, providing an opportunity for youth input, and checking in with each mentee. Each session ends with a closing circle, where the group reflects on the theme of the day and any learnings, celebrating the accomplishments of the group and recognizing the positive contributions of individuals. Throughout the sessions, program leaders use grouping strategies which intentionally pair students with youth from different countries, and discuss the importance of valuing differences and finding common ground. SWB staff have found that it is especially important to celebrate indigenous cultures within teams comprised of youth from different Central American countries.

SWB Coordinators provide individualized support to mentees on their teams throughout the year, checking in with youth and their families to make sure their needs are being met. Mentor coaches also work with each individual mentee to complete a goal-setting activity at the beginning of their match, and check in on those goals during the year in one-on-one meetings.

In addition to the socio-emotional and relationship skills developed through the SWB model, Coordinators support participants academically, providing English language tutoring and homework help to provide the support our youth need to get on track academically, positively engage in school, and graduate from high school. Not only do the mentor coaches support youth to stay on track academically throughout their participation in the program, they provide guidance as youth approach the end of high school, supporting post-secondary exploration and preparation. Upper classmen in the program (juniors and seniors) work with their mentor coaches to explore college and career options, prepare for tests and applications, and develop fundamental employment skills like resume writing, interview skills, and job application support.

4. How will the organization ensure mentors and coaches provide the socio-emotional support according to the youth's needs and encourage youth's participation in enrichment activities.

SWB employs motivational, inclusive, restorative, and trauma-informed coaching strategies. SWB coaches are trained the FAMILY Coaching Framework (**F**acilitation, **A**ctivity, **M**anagement, **I**ntity, **L**earning, and **Y**outh-centered). This framework, developed by SWB, gives coaches specific guidance on how to create an optimal, safe learning space for newcomer youth. The Framework includes an ongoing assessment and learning cycle that ensures fidelity and consistency in program delivery.

The Framework has been showcased as a promising innovation by the Robert Wood Johnson Foundation and the US Soccer Foundation, as well as WeCoach, a leading organization in trauma-informed sport coaching design.

All mentees participate in a team-based group mentoring model integrated into a soccer program, which maintains a 10-to-1 youth to trained mentor coach ratio. This evidence-based model leverages participants' passion for soccer and love of their mentor, team and teammates to create a positive culture that uses a skill-building framework to help youth develop social capital, motivate school engagement and English language learning, and promotes healthy choices.

Alongside the group mentoring happening through soccer programming, the highest need students participate in Socio-Emotional Learning (SEL) Circles in smaller groups. These circles consist of a check-in, followed by the introduction of a specific skill (e.g. breathing skills, listening skills, emotional expression skills), and an application of that skill to a scenario read together as a group, providing peer support, as well as English language practice. These circles take place during the school day as pull-out sessions, and have been implemented at several high schools in Oakland to date. This model also contributes to the safe and nurturing space youth need to develop.

5. Describe the organization's plan to support mentors and coaches as they encourage youth to identify goals and foster opportunities to celebrate success.

SWB's mentoring program features a consistent routine, providing for stability and predictability, creates a safe space for youth to be themselves, helps youth understand and manage their feelings, and provides opportunities for mastery and success. Indeed, for many participants, the opportunity to demonstrate mastery and success is elusive in the school setting, as they work to catch up to their U.S.-born peers while learning English. The SWB program offers an alternative context for youth to build confidence, finding success through the platform that many identify as familiar and comfortable: the soccer field. The program is based on strong mentoring relationships that facilitate developmental experiences through a culture of reflection, helping youth develop key socio-emotional skills like self-regulation, social awareness and relationship skills, self-awareness, and responsible decision-making. The relationships developed between mentor coaches and mentees represent a strong link between group mentoring interventions and positive youth outcomes.

6. Identify the unique mentoring and coaching needs of Out of School Youth and older adolescents who have transitioned away from the sponsor's home.

The greatest need for Out of School Youth and older adolescents is around balancing school and community obligations with the pressure to work. Out of School youth need to be shown the various options they have to continue their education while they work, such as Adult School or Continuation High School, and support to visit these locations and enroll in classes. Out of School Youth need support applying to jobs, and knowing their rights at their respective work places. Often, older workers at the workplace can encourage negative behaviors, particularly around drinking and substance use. These youth need to be connected to adults and a peer group that are making healthy choices and encouraging them to do so, as well. In addition, Out of School Youth are targeted for gang involvement. As a result, these youth in particular need a sense of belonging and a positive outlet to socialize and have fun, and need opportunities to develop a future facing mindset, with goals and objectives they are working towards.

7. Describe how the organization will support mentors and coaches who are engaging youth in need of independent living skills and supports. Address how the organization will support mentors and coaches as they connect youth to resources and programs that support employability, education, career technical education, and independent living skills.

One of the central features of a successful mentoring relationship is trust. In a 2019 survey, 93% of youth in SWB reported that they had or would feel comfortable asking their coach for help with something in their lives outside of the program. Trust enables youth to go to their mentor for support with different facets of their lives. SWB mentors often support young people in areas big and small. From preparing a resume, to working on a social services application to registering for classes, to getting dropped off and checked-in to a shelter, youth know they can come to their coach for support, and that the mentor will support them directly if they can or connect them to additional resources if the matter is beyond the skill set of the Coordinator.

SWB Coordinators receive training around the different services available to participants. SWB has a school day presence at the high schools where many Unaccompanied Immigrant Youth attend, and regularly makes referrals to the Coordination of Services Teams (COST). Through partnerships with the Oakland Unified School District and Alameda County Behavioral Health Services, we are aware of different mental health service providers, legal service providers and community navigators that

can offer critical supports to participants. Similarly, SWB Coordinators are aware of different career pathway programs such as Civicorps and the numerous programs offered through the Peralta colleges.

E. Mental Health and Wellness: Activities that support the mental health and wellness needs of youth, their sponsors, and service providers. Draft a response to each of the following (Items 1 – 7).

1. Allowable activities shall include elements of the original OFY model, such as Case Management, Program Navigation, and Mentoring. Describe how proposed mental health and wellness services/activities support at least one of the dimensions in the Substance Abuse and Mental Health Services Administration's Eight Dimensions of Wellness framework. Describe how mental health and wellness services will be implemented parallel with current OFY components.

The Mental Health Specialist will be a Licensed Clinical Social Worker who will oversee a team of 5 interns. The interns will provide clinical case management and psychotherapy services to UMM students. Each person will hold a caseload of up to 6 individual students and have the ability to host up to 4 support groups per year school year. Each support group can have up to 8 students. The Mental Health Specialist and Interns will be able to serve at least 30 youth. Youth referred for individual support can receive up to 6 months of weekly therapeutic services. Youth referred for groups can receive up to 8 weeks in a support group. Youth who are receiving clinical case management can be offered "wellness check-ins" while a connection to therapeutic services is made; that can vary from twice a month or as needed. The OFY Case Manager, Mentors or Program Navigators will refer UUM to the Mental Health Specialist who will then assign the youth to an intern and supervise their care.

2. Allowable activities include mental health assessments and evaluations. If applicable, describe the approach to providing mental health assessments and evaluations.

Mental Health Specialists will work with interns to review appropriate curriculum for groups. Support groups will include both a pre- and post-assessment to assess the delivery of psychoeducation. As individual services start, interns will do a brief intake assessment to review presenting problem and other mental health needs (e.g. substance usage, historical or present child abuse/neglect exposure, suicide ideation, medical conditions). After a few sessions, a treatment plan will be created with the youth to help set mental health goals and review progress periodically. The Mental Health Specialist will also support interns in

helping create safety plans after an assessment with students displaying self-harming behavior or ideation.

3. Allowable activities include supporting the wellness of staff working with youth and families. Describe activities that support the wellness of staff and share new and/or current procedures that will enhance and support staff wellness by mitigating staff burn-out and/or secondary trauma.

Mental health specialists will also help enhance a clinical training calendar to help the interns and other wellness staff with professional development. Trainings that promote the strengthening of clinical practices will be limited to interns, but trainings on vicarious trauma, compassion fatigue and self-care, will be extended to Case Managers, Mentors or Program Navigators. The Mental Health Specialist will also help to organize a wellness retreat at the end of the first semester and the end of the school year.

4. The youth and families served through the OFY project come from various cultures and may speak indigenous languages. Provide information on indigenous populations your organization serves or plans to serve. Describe how language access services will be and/or are being implemented.

OUSD has over 1,300 students whose native language is Mam. Mam and Spanish are the languages spoken by nearly 100% of UUM in OUSD. All OFY project staff speak Spanish. There are 3 interpreters/ community navigators available to OFY project staff to assist with interpretation and navigation for Mam speakers.

5. Discuss what capacity and resources are already present at your organization to support the implementation. Consider internal resources you can leverage, established or potential partnerships, and current programming you are implementing.

Financial Wellness classes:

Community Development Finance has partnered with OUSD to provide financial coaching and stipends to students and families. CDF will be contracted to offer financial literacy classes to UUM, particularly those who are identified as at risk of leaving school, have already left school to work, as well as pregnant /parenting teens. The Case Manager, Mentors or Program Navigators will refer UUM to the classes. The Case Manager will co-instruct the classes, which will be provided at various OUSD school sites and will include: Budgeting (overview as well as creating individual budgets and financial goal setting), Credit (records, scores), Managing Cash Flow, Debt (getting out of debt), Banks and Credit Unions, Personal Loans, Taxes, Savings. All students will be assisted with opening a

checking and or savings account, navigating basic functions of the account (using a checkbook, online banking, using ATMs and bank cards).

Immigrant Family Defense Fund:

IFDF was sub-contracted to provide Program Navigation services for the initial OFY project period (ending June 30, 2022). This funding allowed IFDF to expand their operations and develop staff capacity. From July 2022 onwards, IFDF will continue to fund Program Navigators that will support and collaborate with OUSD and OFY project staff in support of UUM and their families.

6. Describe supports/capacity building you would like the TA and Evaluation team to be aware of to support your implementation of this component.

The financial literacy/ financial wellness classes are a new program for OUSD and the first classes began in March 2022 at Rudsdale Newcomer Continuation School. With support from the OFY project we hope to expand the scope of these classes making them available to UUM across Oakland. Any and all support is welcome in development of this new initiative. We have already run into several barriers in attempting to open bank accounts for students who do not have a social security number or ITIN number and have dealt with this on a case-by-case situation with individual bank and credit union staff. We hope to establish a more systematic process that can be scaled up to allow access to financial services for more students (including eventually undocumented students in OUSD who are not UUM and not part of the OFY project).

7. Provision of services shall not extend beyond June 30, 2023. Describe activities, timeframe, and staffing to support the transition and/or closeout of the OFY project. In your description of activities, keep in mind the messaging and needs of clients, staff, and community partners.

This timeline fits neatly into OUSD's schedule given that the 2022-2023 school year ends on May 25, 2023 and will be followed by a 4 week summer school session which ends June 30, 2023. OFY- funded staff will end services by June 30, 2023 just in time for our regularly scheduled summer break.

8. Describe your organization's plan to carry out administrative activities such as final reporting and final reimbursement requests between July 1, 2023 and December 31, 2023. Consider internal resources you can leverage.

The OFY project coordinator, Nate Dunstan, is a year-round OUSD employee and will be carrying out final reporting and invoicing duties for OFY. OUSD central office staff including accountants will also be available to support administrative tasks during this period.

Proposed Work Plan

Timeline for the delivery of services.

1. Identify the phases for planning, implementation, and post-implementation.
2. Describe each phase, proposed activities, and timeline.
3. Include a table of the project timeline, which includes a breakdown of activities throughout each phase by quarter.

Phase 1 – Implementation 7/1/2022 – 8/1/2022. Once grant awards are received by OUSD and approved by the School Board, we can begin the hiring process through OUSD HR for the Mental Health Specialist, recruit interns, initiate a contract with Community Development Finance, as well as extend the OFY Case Manager employment period and renew the Soccer Without Borders contract.

Phase 2 – Targeted services: 7/1/2022 – 6/30/2023 Ongoing Case Management, Mentorship, Financial Literacy classes, Mental Health Specialist services.

Phase 3 – Project wrap up: 7/1/2023 – 12/31/2023. Reporting and evaluation coordinated by Case Manager, OUSD OFY program coordinator/Newcomer Program Manager.

| Dates | Description |
|---------------------|---|
| July-August 2022 | Once grant awards are received by OUSD and approved by the School Board, we can begin the hiring process through OUSD HR for the Mental Health Specialist, recruit interns, initiate a contract with Community Development Finance, as well as extend the OFY Case Manager employment period and renew the Soccer Without Borders contract. |
| July 2022-June 2023 | Ongoing Case Management, Mentorship, Financial Literacy classes, Mental Health Specialist services. sites (Community School Managers, Principals, Mental Health Service providers). |
| July- December 2023 | Reporting and evaluation coordinated by Case Manager, OUSD OFY program coordinator/Newcomer Program Manager. |

BUDGET NARRATIVE TEMPLATE

ORGANIZATION: Oakland Unified School District

| CATEGORY & LINE ITEM DESCRIPTIONS | BUDGET NARRATIVE | FY: 2020 -2021 10/1/2020 - 6/30/2021 | FY: 2021 -2022 7/1/2021 - 6/30/22 | FY: 2022 -2023 7/1/2022 - 12/31/22 | FY:2023-2024 1/01/23-12/31/23 | PROJECT TOTALS |
|---|----------------------------|---|--------------------------------------|---------------------------------------|----------------------------------|-----------------------|
| Personnel (Salaries & Benefits) | | | | | | |
| Program Coordinator (Newcomer Program) | 0.1 FTE | \$2,106.00 | \$4,212.00 | \$3,979.00 | \$3,979.00 | \$14,276.00 |
| Case Manager (1 FTE) | 1 FTE | \$50,000.00 | \$104,004.63 | \$65,000.00 | \$65,000.00 | \$284,004.63 |
| Mental Health Specialist | 1 FTE | \$0.00 | \$0.00 | \$61,650.00 | \$61,650.00 | \$123,300.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| Subtotal Personnel (Salaries & Benefits) | | \$52,106.00 | \$108,216.63 | \$130,629.00 | \$130,629.00 | \$421,580.63 |
| Program Expenses | | | | | | |
| Language Access Services | | | | | | \$0.00 |
| Staff Mental Health and Wellness | | | | | | \$0.00 |
| Activities for Mental Health and Wellness | | | | | | \$0.00 |
| Youth Stipends | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| Subtotal Program Expenses | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Subcontractors | | | | | | |
| Immigrant Family Defense Fund | Program Navigation | \$35,232.37 | \$112,500.00 | \$0.00 | \$0.00 | \$147,732.37 |
| Soccer Without Borders | Mentoring | \$57,500.00 | \$112,500.00 | \$81,250.00 | \$81,250.00 | \$332,500.00 |
| Community Development Finance | Financial Literacy Classes | \$0.00 | \$0.00 | \$79,581.00 | \$79,581.00 | \$159,162.00 |
| Subtotal Subcontractors | | \$92,732.37 | \$225,000.00 | \$160,831.00 | \$160,831.00 | \$639,394.37 |
| Operating Expenses | | | | | | |
| Travel for training convenings/Evaluation/ TA | Travel | | | \$500.00 | \$500.00 | \$1,000.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| | | | | | | \$0.00 |
| Subtotal Operating Expenses | | \$0.00 | \$0.00 | \$500.00 | \$500.00 | \$1,000.00 |
| Subtotal Direct Expenses | | \$144,838.37 | \$333,216.63 | \$291,960.00 | \$291,960.00 | \$1,061,975.00 |
| Indirect Expenses | | | | | | |
| Indirect 5.56% (20-21) 4.22 (21-22), 2.68% (22-23) | | \$8,053.00 | \$13,892.00 | \$8,040.00 | \$8,040.00 | \$38,025.00 |
| Subtotal Indirect Expenses | | \$8,053.00 | \$13,892.00 | \$8,040.00 | \$8,040.00 | \$38,025.00 |
| GRAND TOTALS | | \$152,891.37 | \$347,108.63 | \$300,000.00 | \$300,000.00 | \$1,100,000.00 |