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| File ID Number | 18-2328 |
| Introduction Date | 12/12/18 |
| Enactment Number | 18-1907 |
| Enactment Date | 12/12/18 |
| By | OS |



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

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

To: Board of Education
From: Kyla Johnson, Superintendent

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2018-2019 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the FY18-19 fiscal year 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 |
|------------|--------------------------|----------------|---|--|------------------------------|---|--------------|
| 18-2328 | Yes | Grant Proposal | Oakland Unified School District Refugee & Asylee Program | Support refugee students who have been in the US for 5 years or less | 10/01/2018 through 9/30/2019 | State of California-Health and Human Services Agency, Department of Social Schools: Refugee School Impact Grant | \$238,764.00 |

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 at:\$238,764

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2018-2019 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.


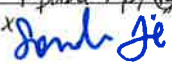
ATTACHMENTS: Grant Face Sheet, Proposal and Budget

OUSD Grants Management Face Sheet

| | |
|---|--|
| Title of Grant: Refugee School Impact Grant | Funding Cycle Dates: October 1, 2018-September 30, 2019 |
| Grant's Fiscal Agent: Oakland Unified School District | Grant Amount for Full Funding Cycle: \$238,764 |
| Funding Agency: California Department of Social Services, Refugee Programs Bureau | Grant Focus: Support refugee school-age students who have been in the US for five years or less |
| List all School(s) or Department(s) to be Served: All Schools | |

| Information Needed | School or Department Response |
|---|--|
| How will this grant contribute to sustained student achievement or academic standards? | The RSIG grant's primary focus is to assist refugee school age students who have been in the US for 5 years of less to improve their academic performance and social adjustment to schools through such activities as supplemental English language instruction, after-school tutoring programs, and social adjustment services. |
| How will this grant be evaluated for impact upon student achievement? <small>(Customized data design and technical support are provided at 1% of the grant award (or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.94% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</small> | We have a flag for refugee students and tracking system in place to measure and track attendance, CELDT scores, grades, and other test scores. |
| Does the grant require any resources from the school(s) or district? If so, describe. | We are currently using office space at the Lakeview campus. |
| Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? <small>(If yes, include the district's indirect rate of 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</small> | No. |
| Will the proposed program take students out of the classroom for any portion of the school day? <small>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</small> | No |
| Who is the contact managing and assuring grant compliance? <small>(Include contact's name, address, phone number, email address.)</small> | Nate Dunstan 746 Grand Ave, Room E, Oakland CA 94610, (510) 273-1661, Nathaniel.dunstan@ousd.org |

Applicant Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|-----------------|-----------------|---|------|
| Principal | Nicole Knight |  | |
| Department Head | Sandra Aguilera |  | |

(e.g. for school day programs or for extended day and student support activities)

Grant Office Obtained Approval Signatures:

| Entity | Name | Signature | Date |
|----------------|------|-----------|------|
| Fiscal Officer | | | |
| Superintendent | | | |

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the General Counsel
APPROVED FOR FORM & SUBSTANCE

By: 
Amy Brandt, Attorney at Law

OUSD or the District verifies that the Contractor does not appear on the Excluded Parties List at <https://www.sam.gov/>

**CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
REFUGEE PROGRAMS BUREAU**



**REFUGEE SCHOOL IMPACT
REQUEST FOR QUALIFICATIONS APPLICATION
GRANT YEARS 2018-21**

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INSTRUCTIONS

The California Department of Social Services (CDSS) is issuing a Refugee School Impact (RSI) program Request for Qualifications (RFQ) Application for school districts in counties that received significant numbers of eligible children during Federal Fiscal Years (FFYs) 2014-2018. To be considered for funding, the applicant must comply with the requirements described in the RFQ announcement. Applications that do not adhere to the requirements in the RFQ Announcement will be considered non-responsive and disqualified. The CDSS will screen all timely submitted applications to determine completeness and qualifications. Funds will be awarded to school districts that meet the minimum qualifications.

The CDSS has sole discretion in awarding funds pursuant to this RFQ Application. The school districts selected for RSI funding will receive a tentative award notification and be required to execute a Standard Agreement.

The CDSS reserves the right to reject or disqualify any and all RSI RFQ Application submissions and/or cancel the RFQ. Prospective school districts will not be reimbursed for any expenses incurred in the development of its RFQ submission or any expenses prior to the execution of the Standard Agreement. All materials submitted as part of this RFQ become the property of the CDSS.

All respondents are required to complete this application form, which has been prepared to streamline and simplify the RFQ process. School districts should be concise and include only essential and specific information.

School districts shall not alter, delete, or otherwise change any section in this application. All sections must be completed with the required information. Additional information related to this application may be included as an attachment. The CDSS reserves the right to request additional information or documents after the due date, if necessary. Final award amounts will be subject to RFQ requirements and availability of federal funds.

A Portable Digital File (PDF) copy of the completed RFQ application packet must be e-mailed and received no later than **5:00 p.m. PST on September 28, 2018**. The PDF copy must be e-mailed to RPB@dss.ca.gov with the subject line: **"RSI Program RFQ Application"**. **Incomplete or late applications will not be accepted.** Altered forms will not be accepted.

TECHNICAL REQUIREMENTS

The RFQ application must meet the following technical requirements:

- Cover Page: Each application must include the School District Contact Information, Proposed Budget for FFY 2019 (October 1, 2018 - September 30, 2019), Eligible Student Population, and the Authorized Agent Signature.
- Minimum Qualifications: Each school district must complete the Minimum Qualifications section.
- Program Narrative Requirements: Applications must have concise and descriptive answers to the program narrative and budget sections. Page size of 8.5" x 11". Margins at least 1" on all sides (top, bottom, left, and right), and text with Arial 12-point font. Proper notations of titles, headings, footnotes, quotations, references, charts, tables, graphs, and figures.
- Attachments included as part of this Application are limited to no more than an additional ten pages. Exhibits, assurances, and certifications included in the RFQ announcement will not count towards any page limitation requirements.
- RFQ Application questions cannot be altered.
- All RFQ Application sections must be completed in their entirety.

RFQ APPLICATION CHECKLIST

| |
|---|
| 1. All formatting requirements have been followed. |
| 2. Cover page is complete. |
| 3. Completed the <u>Minimum Qualifications</u> questions. |
| 4. All sections are addressed; Complete responses have been provided. |
| 5. Attachments, if any, are not more than ten pages. Not counting exhibits, assurances, and certifications included in the RFQ announcement. |
| 6. The table of contents is up to date and has the correct pagination. |
| 7. Grant/Program Budget: Each applicant must submit a grant/program budget for the requested funding amount for FFY 2019 (October 1, 2018 – September 30, 2019). |
| 8. Budget narrative: Reflects 100 percent of the requested award funding amount. |
| 1. <u>Proposed Subcontractors</u> : Lists all proposed subcontractors and proposed services to be provided by the subcontractors. |
| 10. Letters of support from at least three service providers are attached. |
| 11. Letter of support from the local County Refugee Coordinator (CRC) is attached. |
| 12. Letter of support from at least one Resettlement Agency (RA) is attached. |
| 13. Letter of support from the school district board. |
| 14. A PDF copy of the completed RFQ Application (signed in blue ink by the person authorized to submit the RFQ Application) has been prepared to e-mail to the CDSS. |
| 15. All exhibits, assurances, and certifications have been reviewed and completed (as needed, with all signature blocks signed in blue ink by the person authorized to submit the RFQ Application) has been prepared to e-mail to the CDSS. |

APPLICANT CONTACT INFORMATION

| | |
|--|--|
| District Information | |
| School District: | Oakland Unified School District |
| County: | Alameda |
| Address: | 1000 Broadway, Suite 398, Oakland CA |
| Phone: | 510 879 8200 |
| Fax: | 510 273 1521 |
| School District's Superintendent (or authorized designee): | Tom Hughes Director, Newcomer/ELL Programs |
| Program Contact Name: | Nate Dunstan |
| Title: | Program Manager, Refugee and Newcomer |
| Phone: | 510 273 1661 |
| E-mail: | nathaniel.dunstan@ousd.org |
| Website: | www.ousd.org |

PROPOSED BUDGET AND ELIGIBLE STUDENT POPULATION FOR FFY 2019

Proposed Budget Amount: \$ 238,764 Anticipated Caseload: 495

AUTHORIZED AGENT SIGNATURE

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

Authorized Official Signature

Date

Print Name

Title

MINIMUM QUALIFICATIONS

All prospective RSI program funding recipients must meet all of the following requirements; if you answer "NO" to any of the questions (1 – 11), you have not met the minimum qualifications and are not eligible to be considered for RSI program funding.

1. Is the school district located in a county that is impacted by a large number of entrants age 5 to 18: Alameda, Contra Costa, Los Angeles, Orange, Riverside, Sacramento, San Diego, San Francisco, San Joaquin, Santa Clara, or Stanislaus County?

Yes
 No

2. Have numerical data demonstrating 100 or more newly arrived eligible students enrolled in the school district school year 2017-18?

Yes
 No

3. Have a process to identify and determine the eligibility of the participating students?

Yes
 No

4. Have a plan to protect the students' confidential information?

Yes
 No

5. Able to propose a culturally sensitive program plan that establishes or expands community partnerships and fosters family engagement, pathways to employment, civic engagement, consumer education, and academic enrichment?

Yes
 No

6. Have or will hire culturally competent or culturally sensitive staff qualified to complete the objectives of the RSI program?

Yes
 No

7. Have or will develop an effective plan to recruit, conduct outreach, and engage eligible students and their parents/sponsors/legal guardians to increase students' attendance and participation in the RSI program?

Yes

No

8. Have existing partnerships or plan to partner with community organizations and other providers to address gaps in services and meet eligible students' needs (i.e. high-risk behaviors and trauma, legal representation, case management, employment pathways)?

Yes

No

9. Collaborate or plan to collaborate with the local CRC and at least one RA, with an effective plan on how this collaboration will improve the school district's RSI program?

Yes

No

10. Have a plan to measure RSI program outcomes, capturing qualitative and quantitative data?

Yes

No

11. Will present a proposed budget that illustrates correlation between the proposed expenditures and program activities?

Yes

No

If you answered "Yes" to all of the questions (1-11) above, you meet the minimum qualifications. Please proceed to complete the Program Narrative section of this RFQ.

PROGRAM NARRATIVE

Existing Capacity and Sustainable Program Plan

1. Describe your school district's engagement practices and services for newcomers.
 - a. Briefly describe engagement practices and services for newcomers.

The **Newcomer Program** of OUSD's English Language Learner and Multilingual Achievement (ELLMA) department develops supports for newcomer students based on research and provides professional development for newcomer teachers and leaders. It ensures that newcomer students and their families have access to culturally sensitive mental health, health, legal and other social services and aligns with policies and resources for refugee and asylee students. The Newcomer Program engages recently arrived students through school-based supports and services.

All OUSD schools with newcomer students have **universal supports** which include special attention to literacy development and early reading skills as needed, at least two periods daily of specialized Designated as well as Integrated ELD across all content areas, primary language support, targeted scaffolding and structured opportunities to collaborate with advanced English Language Learners and English Only students. While some extended learning opportunities exist, after school and summer school programs do not adequately meet the needs of newcomer students.

Dedicated Newcomer Programs with **intensive supports** in language acquisition, scaffolded content and social emotional learning are located at specific elementary and secondary sites in OUSD. There are currently Newcomer Programs at the following OUSD schools:

- **Elementary Schools:** Bridges, Franklin, Garfield
- **Middle Schools:** Alliance, Bret Harte, Frick Impact Academy, Melrose Leadership Academy, Urban Promise Academy, Roosevelt, Westlake
- **High Schools:** Bret Harte (9th Grade only), Castlemont, Fremont, Oakland High, Oakland International High School
- **Continuation School:** Rudsdale Continuation School

Services: As part of the universal supports, counseling is provided for many newcomers who have experienced trauma. Newcomer programs at school sites also cooperate with agencies outside of school to provide additional support to the student and their families

- b. Briefly describe strategies, programs, and services for refugees.

OUSD's **Refugee & Asylee Student Assistance Program (RASAP)**, which began in 2006, is specifically devoted to the identification, support and tracking of newly-arrived

refugee students. RASAP provides crucial services to Oakland's diverse refugee student population in support of their school integration and academic success.

RASAP Programs & Services

Building a strong Foundation: RASAP provides year-round enrollment assistance for all newly arrived refugees and asylees and their families, including support with paperwork, academic counseling, optimal school placement, and making contact with schools to coordinate in-school registration and enrollment in supplementary programming such as after school tutoring.

Comprehensive orientation: Overview of the U.S. school system; an overview of the OUSD; an explanation of the Neighborhood School System, the School Options Process, language testing and classification, the importance of parental involvement, general school rules and the school calendar as well as time for questions. Families also receive school supplies and information on and referrals to other relevant support programs such as tutoring, library programs, and computer literacy programs.

Targeted Academic Support Programming: Summer intervention program for K through 12th grade refugee students at several elementary, middle and schools across OUSD. Thanks to funding from the RSI program we have been able to offer summer school consistently. However since OUSD's refugee students are spread out across the district, and we have not been able to fund summer school teachers at every site, sometimes transportation to summer school programs is a barrier to attendance (especially for refugee families with small children).

Parent Support and Education: a. Parent ELD Classes: A year-round intensive English class for refugee parents and guardians, aimed at helping refugee parents improve their language skills so as to navigate the OUSD and communicate with schools. b. Interpreter coordination for Parents: Community Navigators provide interpretation for parents to participate in RASAP orientations/trainings, parent-teacher conferences, report card conferences, Individualized Education Plans, Student Support Team meetings and any other interactions with schools for which parents require interpreters. Languages currently supported include Arabic, Burmese, Karen, Dari, Pashto, Amharic, Tigrinya and Mam.

Teacher and School Support: RASAP provides support to school staff in the form of: Refugee student identification; professional development on refugee educational backgrounds, cultures, strengths and challenges; summer school collaboration/referrals; case-management for highest need refugee students; and language support coordination through interpreter services as mentioned above.

Educational Case-management: For high-need refugee students including unaccompanied minors, students in special education and students with significant mental health challenges, RASAP works with families, schools, Resettlement Agencies

and other organizations to ensure that these students receive culturally sensitive services that provide a pathway to success.

Socio-emotional support programming: RASAP funds and supports the following programs to provide supportive, safe environments for community building and recreation, allowing newcomer students to build confidence and language skills that in turn support their academic growth: a. Refugee Community Soccer Camp: RASAP contracts Soccer Without Borders (SWB) to run an annual soccer camp that helps to build community among refugee students ages 5-18 and provides positive recreation during the summer months. b. Soccer Program: Soccer Without Borders also provides year-round weekly soccer programming for refugee students age 10-21 at certain schools with concentrations of newcomer refugee students. Practices occur bi-weekly with weekly games on the weekends, tournaments and other special events and outings. SWB incorporates nutrition education, ESL and team-building activities into soccer programs. Soccer provides these youth with an avenue for positive engagement, a platform for personal growth, and a toolkit for their futures. c. Gardening program: RASAP will contract local independent contractor Zack Reidman to provide 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.

c. Include, current strategies, programs and services for youth age 14 and above.

All of the above mentioned newcomer and RASAP programs serve students aged 14 and above as well as their parents/family members. In Oakland, the largest body of newcomer students who are 14 and older are Unaccompanied Minors (also referred to as Unaccompanied Alien Children, Unaccompanied Immigrant Youth), many of whom are now Asylees and therefore eligible for RSI funded programs. Since 2013, OUSD has enrolled over 1,400 Unaccompanied Minors (primarily from Guatemala and El Salvador), who are supported by an Unaccompanied Minor specialist. Support includes school enrollment, referral to low-cost legal services, referral to school-based and community-based mental health services, and case management.

Programs and services that are successful at engaging and supporting Unaccompanied Minors, include:

1. *Soccer Without Borders programming:* Coaches provide mentorship, academic support and tracking and are embedded at high school sites with high numbers of Unaccompanied Minors to provide both school-day and after-school support
2. *Summer School:* A high school credit-based ELD program for 9th-12th grade refugee students allowing academic recovery for students who need additional ELD support as well as credits toward graduation.

3. *Rudsdale Newcomer Continuation School*: Designed with the needs of Unaccompanied Minors in mind and based on dozens of interviews with students, teachers and administrators, this program opened in fall of 2017. The shortened school day accommodates students who have jobs, and recruits newcomers from high school sites where they are struggling with grades and attendance. This program supports attainment of a high school diploma and life skills for many teenagers who are faced with supporting themselves while navigating a new country.

2. How many newly arrived eligible students were enrolled during the 2017-18 school year? What data were used to identify this population? State the source of the data.

In the 2017-2018 school year OUSD enrolled 125 newly arrived RSI-eligible students. At the time of enrollment, eligibility documentation (I-94 or SIV visa) was collected and stored in the RASAP office. These eligible students were also flagged and tracked in the OUSD student database (Aeries) to measure progress.

3. Explain the process for determining the eligibility of students who will participate in RSI program activities.

Refugee and SIV students are made known to OUSD through collaboration with the local 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 the RASAP office to enroll in school and at that time eligibility documentation is collected and stored in a locked file cabinet. Legal service providers inform RASAP staff as soon as youth are granted Asylee status, at which time we reach out to the family to bring their eligibility documentation to the RASAP office.

4. Describe what plan and/or system method will be used to protect eligible students' confidential information.

All eligibility documentation (I-94s), casenotes 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.

5. Provide a summary of your school district's RSI program plan.

OUSD's RSI program plan will continue existing programs for eligible students in six key areas, building upon the current initiatives of RASAP programs and responding to the acute needs of this student group. Oakland Unified School District has received an

influx of newcomer students over the last four years, most of whom fall into the status of refugee, asylee, and/or Unaccompanied Minor and require intensive and specialized services to meet their academic, socio-emotional, and mental health needs. The dramatic increase of newcomers since 2013 is an urgent issue that requires a systems-level response as many sites are unprepared to meet the unique and intense needs of this growing population. At the same time, we are seeking ways to build on the rich assets that our newcomers bring to their learning and that of their community, including linguistic and cultural diversity, global perspectives and tremendous resiliency and commitment to their education.

Positions and activity funded by RSI will be staffed with highly culturally competent, trauma-informed professionals and strengthen OUSD's working relationship with local service providers in order to coordinate specialized opportunities to advance the well-being and academic outcomes of newcomer students. Based on our experience with students who have arrived to the U.S. in the past five years, the programs with highest impact engage students directly and assist their integration socially, emotionally and linguistically while involving parents in the process. Based on that knowledge and needs identified by the RASAP program and families it serves in Oakland, we have identified the following activity areas:

1. Building A Strong Foundation: RASAP will run the following activities to help newly resettled refugee students and parents build a strong foundation in the U.S. school system:

a. School Enrollment: RASAP will provide year-round enrollment assistance for all newly arrived refugees and asylees and their families each year, including support with necessary paperwork, academic counseling, optimal school placement, transportation assistance, and making contact with schools to coordinate in-school registration and enrollment in supplementary school based programming such as after school tutoring.

2. Targeted Academic Support Programming: RASAP will run the following targeted academic support programs for refugee students:

Summer School programming & case management: RASAP will run or support the following targeted academic programs for refugee youth over the summer, a time during which students are known to lose language, academic and social progress made during the school year.

a. A summer intervention program for K through 8th grade refugee students at various elementary and middle schools across OUSD.

b. A high school credit-based ELD program for 9th-12th grade refugee students at various high schools across OUSD. Students who successfully complete the 5-week course will be awarded 5-10 high school credits toward graduation.

c. An extensive case management system for refugee students ineligible for the above programs, including middle school age refugee students. Case management will include referrals to programming at other schools, Park and Rec, libraries, community colleges, etc.

3. Parent Support and Education: RASAP will build/expand upon the following parent support programs:

a. Parent ESL Classes: A year-round English class for refugee parents and guardians, aimed at helping refugee parents improve their language skills so as to navigate the OUSD and communicate with schools.

b. Interpreter coordination for Parents: RASAP will continue to coordinate interpreters for parents to participate in RASAP orientations/trainings, parent-teacher conferences, report card conferences, Individualized Education Plans, Student Support Team meetings and any other interactions with schools for which parents require interpreters.

4. Teacher and School Support: RASAP will provide support to school staff in the form of: Refugee student identification; professional development on refugee educational backgrounds, cultures, strengths and challenges; summer school collaboration/referrals; case-management for highest need refugee students; and language support coordination through interpreter services as mentioned in section 3 above.

5. Educational Case-management: For high-need refugee students including unaccompanied minors, students in special education and students with significant mental health challenges: RASAP will work with families, schools, Resettlement Agencies and other organizations to ensure that these students receive culturally sensitive services that provide a pathway to success.

6. Socio-emotional support programming: If provided supportive, safe environments for community building and recreation, newcomer students build confidence and language skills that in turn support their academic growth. RASAP will fund and support the following:

a. Refugee Community Soccer Camp: RASAP will contract Soccer Without Borders (SWB) to run an annual soccer camp that helps to build community among refugee students ages 5-18 and provides positive recreation during the summer months. SWB will train and stipend 6 refugee student coaching assistants.

b. Year round Soccer Program: RASAP will contract Soccer Without Borders (SWB) to provide weekly soccer programming for refugee boys and girls age 10-14. Practices will occur bi-weekly with weekly games on the weekends, tournaments and other special events and outings. SWB incorporates nutrition education, ESL and team-building activities into soccer programs. Soccer serves as a familiar thread that connects students to an important aspect of the culture in their home countries. Soccer provides these youth with an avenue for positive engagement, a platform for personal growth, and a toolkit for their futures.

c. Gardening Program: RASAP will contract local independent contractor Zack Reidman to provide weekly after-school gardening programming at Oakland International High School, as well as continued support for the school garden at Garfield Elementary

School and Rudsdale Newcomer Continuation 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.

- 6. Propose a program plan that outlines capacity.**
 - a. Describe how the school district will meet service goals outlined in the RFQ announcement and within the Standard Agreement (Exhibit A).**

OUSD is fortunate to have two full time staff members dedicated to coordinating programs for Newcomer and Refugee/Asylee students and their families. The Newcomer and Refugee /Asylee program manager and the Director of Newcomer Programs will jointly oversee RSI projects and ensure that the implementation of the goals outlined meet the terms of the agreement. Both employees work within the OUSD office of English Language Learners and Multilingual Achievement (ELLMA).

- b. Describe how the school district will manage administrative requirements of the Standard 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 Programs and ELLMA departmental objectives.

- c. Describe how the school district will ensure quality control of practices and procedures to manage the programs and services provided by subcontractors (if any).**

The OUSD Refugee & Asylee Program Manager, Director of Newcomer Programs, and other ELLMA staff conduct regular site visits with our newcomer program staff as well as contractors providing services to newcomers (such as Soccer Without Borders, Refugee Transitions and Zack Reidman).

- 7. Describe how eligible students' needs will be assessed and the culturally sensitive and trauma informed services and activities that will be implemented.**
 - a. What screening and assessment tools will be used to identify and assess the needs of eligible students?**

All ELLMA staff and administrators at all secondary schools with newcomer programs have been trained in culturally sensitive and trauma-informed methods of engagement with newcomer students.

Thanks to OUSD's central enrollment center, potential need for support services is frequently identified by staff at the time of enrollment. Newcomer, Refugee/Asylee, and Unaccompanied Youth specialists communicate with school social workers around potential needs of incoming students. These social workers, in turn, use the Strengths and Difficulties Questionnaire (SDQ) and the Societal Academic Familial and Environmental Acculturative Stress Scale (SAFE) to further identify the wellness needs of the newcomer students and to then target services.

OUSD maintains a Newcomer Early Warning Dashboard which combines an analysis of the age at the time of enrollment, attendance rate, and credit completion (for HS students) in order to flag students at the highest risk of leaving school. This dashboard is used by school instructional leaders and social workers to target students for further intervention and support.

Instructionally, OUSD uses multiple assessments to gauge the academic needs of incoming newcomers. The initial ELPAC assessment provides a glimpse into their English proficiency. Native language assessments are used to determine level of literacy in home language, combined with a survey of educational history, in order to establish the extent of pre-existing formal education that may facilitate acquisition of English and proficiency in other context areas. The Scholastic Reading Inventory (SRI) assessment measures reading growth, and by their second year in US schools this assessment can begin to support the identification of students needing more intensive support. Finally, the English Language Gains Assessment, a part of the ELD curriculum used with newcomers in secondary schools, is used to progress monitor growth in reading as newcomers move through ELD levels

b. What are the academic and mental health needs of eligible students?

The educational and socio-emotional needs of OUSD's refugee students are extensive. Teachers, parents, support providers and students report that past trauma has had a profound effect on students' sense of physical and emotional safety, concentration, engagement in school and development of healthy relationships with peers and adults. The difficulty of the resettlement process or seeking asylum in the US, when added to refugee students' acutely traumatic pasts, requires extensive and targeted support.

Many of Oakland's refugee students have had little to no formal education prior to arriving in the U.S., and all have experienced trauma and loss. Due to a lack of or interruption in formal education, and the differences between their past education systems and those here in the U.S., refugee youth not only struggle with language, math, reading, and writing skills, but also lack a fundamental understanding of the U.S. education system.

Based on OUSD enrollment records, 100% of refugee/asylee students are classified as English Language Learners upon enrollment in OUSD schools. In addition, many refugee students arrive in the U.S. at the pre-literacy level in their own languages, which

makes their English language acquisition significantly more challenging (Mam-speaking asylee students from Guatemala are currently the predominant example of this within OUSD).

Exacerbating students' academic and linguistic challenges, new refugee parents lack an understanding of the U.S. education system and the culture of education in the U.S., and therefore feel incapable of participating in their children's education. Additionally, refugee parents often have low literacy and/or little (or no) formal schooling themselves and are thus ill-equipped to effectively support their children in Oakland schools.

OUSD's refugee students struggle in U.S. schools because U.S. school culture is drastically different than that in the refugee camps, their home countries, or countries of first asylum. Both students and parents report their frustrations with not understanding the curriculum because little study in the U.S. is conducted through textbooks and a student's accumulation of factual knowledge is only one component of his or her grade. In the U.S., students are required to participate in more group work and be active and vocal participants in class. Students and teachers report this expectation to be intimidating to most refugee students who come from cultures and school environments that center around rote memorization and more formal relationships with teachers

c. Describe the services and activities that will improve eligible children's English-language development.

Summer school classes, made possible by the RSI grant, are the most direct example of ELD activities. RASAP will run or support the following targeted academic programs for refugee youth over the summer, a time during which students are known to lose language, academic and social progress made during the school year.

a. A summer intervention program for K through 8th grade refugee students at various elementary and middle schools across OUSD.

b. A high school credit-based ELD program for 9th-12th grade refugee students at various high schools across OUSD. Students who successfully complete the 5-week course will be awarded 5-10 high school credits toward graduation.

Soccer Without Borders and gardening programs provided by Zack Reidman incorporate English language acquisition into their programming. They also provide programming and enrichment activities during in after-school and weekend hours when students would otherwise be inactive.

d. Describe the academic support activities that will be provided to eligible students.

Summer school classes are again the best example of academic support made possible by the RSI program. Summer school gives students who have gaps in their formal education a chance to begin to catch up with their peers. Soccer Without Borders also

provides significant support in the form of academic tracking by coaches, homework support and after-school tutoring before or after practice. Students are specifically incentivized to improve attendance and grades by gaining more playing time during games and tournaments. In addition, home-based tutors from Refugee Transitions will provide direct support with homework and ELD.

e. Describe mental health support services to meet the needs of the eligible students.

RASAP will work with families, schools, Resettlement Agencies and other organizations to ensure that these students receive culturally sensitive services that provide a pathway to success. Most OUSD school sites have mental health providers on campus. RASAP also provides and facilitates direct referrals to community-based partners who provide mental health services in refugee students' native languages. OUSD regularly refers clients to Partnerships for Trauma Recovery, which provides services in multiple languages.

As of July 2018, RASAP, Refugee Transitions and the International Rescue Committee began a partnership to provide mental health promotion activities and outreach specifically to Afghan students and families in Oakland.

Program Components

8. Describe program plan activities that will improve eligible students' academic achievement (i.e. flexible scheduling, afterschool classes, weekend tutorials, online assistance).

Summer school classes, made possible by the RSI grant, are the most direct example of supplemental support to refugee students. Soccer Without Borders and gardening programs provided by Zack Reidman also incorporate English language acquisition into their programming. These programs engage students during the summer, after school, and on weekends.

In partnership with Refugee Transitions, RASAP continues to refer hundreds of students to be matched with home-based tutors. Tutors are supervised and supported by Refugee Transitions staff and visit students at a convenient time at their homes at least once/week for 6 months. Students in need of this service are identified by RASAP and school site staff.

9. Describe program plan activities that will improve eligible students' civic engagement.

Student participants in gardening programs are directly responsible for maintaining and cultivating community gardens. Harvesting vegetables from school-based gardens also improves the community and civic engagement of parents as well as neighbors.

Alumni from all RASAP funded programs often return to volunteer at school sites or with organizations that helped them, including Soccer Without Borders and Refugee Transitions, both of which heavily rely on community volunteer support.

10. Describe program plan activities that will broaden community partnerships, which will ensure eligible students' comprehensive needs are met.

The main area for growth of community partnerships is creating direct connections between local non-profit legal service providers and school site staff. Since 2013, we have referred over 2,600 students (over 1,400 Unaccompanied Minors and over 1,200 other asylum-seeking children from Central America) to a small number of legal service provider partners. So far over 200 of those students have been granted asylum, at which point their attorneys have assisted in collecting the I-94 and sharing with OUSD for data collection and eligibility purposes.

Thanks to these efforts, hundreds of other students are represented by pro-bono or low-cost private attorneys in the community. This has been an incredible community effort. However, unfortunately for RASAP, those attorneys do not necessarily know about the programs that Asylee students may access in OUSD and therefore do not refer students to us once their Asylum has been granted. If funded, RASAP will continue to strengthen

and expand partnerships with local legal service providers as well as pro-bono and low-cost immigration attorneys.

11. Describe program plan activities that will improve eligible students' consumer education (i.e. financial and computer literacy, and nutrition).

Soccer Without Borders as well as gardening programming have strong focus on nutrition and healthy eating habits, in addition to providing nutritious and healthy foods during practices, games and events.

Summer school classes offer computer literacy programs as an integral part of ELD instruction.

Home-based tutors provide direct assistance to students and families at home in accessing internet-based services that would otherwise be challenging for non-English speakers without computer skills.

12. Describe program plan activities that will provide employment pathways for eligible students.

RASAP staff will continue to engage with local community based organizations to improve and expand employment training offerings for newcomer youth, in particular Unaccompanied Minors who often need to work in order to support themselves financially. RASAP staff organize field trips and help accompany youth in need of employment to partner organizations The Unity Council and Street Level Health, which both provide job search assistance.

RASAP staff will continue to refer eligible students to partner organizations 1951 Coffee Company and The Bread Project, which provide training programs and job placement to refugee youth and adults.

Soccer Without Borders participants are provided with training to become paid referees for community youth soccer leagues.

Participants in gardening programs who are high-school aged can become stipended mentors to younger students, providing valuable work experience and income.

13. Describe program plan activities that will improve family engagement and meet the needs of the parents/guardians of eligible students. Describe the services and activities and how they will be made accessible to families (i.e. civic engagement, community garden, sports camps).

Family engagement is a core function of the RASAP program. Ongoing parent ESL classes provided by partner agency Refugee Transitions provide the best example of services for refugee 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, Trigrinya and Mam.

Staff Qualifications and Engagement

14. List the qualifications of the school district staff that will provide services to eligible students, including those designated to administer or deliver RSI services and cultural brokers.

a. Include position requirements and duties.

Nate Dunstan, Newcomer and Refugee/Asylee Program Manager - 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 Hughes, Director of Newcomer Programs - 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 expanding newcomer programs across OUSD, attending to the professional development of teachers, the design of newcomer programs, and harnessing support services available to this population. Tom holds a clear Administrative Services credential and a Masters in Education from UC Berkeley.

b. Describe how staff meet the academic, linguistic, and cultural needs of eligible students and their families the school district intends to serve.

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

c. Describe training provided to staff to create capacity to deliver culturally sensitive services.

The OUSD ELLMA office provides a range of trainings 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

15. How will the school district recruit and engage eligible students; and how will the school district engage parents/sponsors/legal guardians to increase attendance and participation in the RSI program? How will the school district engage eligible students age 14 and above? Indicate approximately what percentage of funding will be used for outreach and engagement.

Recruitment and initial engagement begins at time of refugee student enrollment or when a student becomes an Asylee and is therefore eligible for RSI funded programs.

RASAP's Outreach and Identification system:

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. RASAP 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 refugee students must enroll in the Student Welcome Center where RASAP is co-located. All newly enrolled students complete a face sheet with essential background information, which is kept in locked files in the RASAP office along with copies of their I-94 forms. The OUSD student database has an internal flag that allows RASAP to track students for ongoing outreach, support and data collection purposes.

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

There will be no direct expenses on outreach and engagement. However these activities are a regular part of the job function of the OUSD Refugee & Asylee Program manager, whose position would be partially funded by RSI.

Leveraging Community Resources

16. What service providers will your school district collaborate with to address gaps in services for eligible students? These services may include, but are not limited to, services to address high risk behaviors and trauma, legal representation, case management, and mentorship. List a minimum of three providers, describing how this collaboration will improve outcomes for eligible students and their families. Please submit support letters from each of these service providers.

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| Service Provider: Soccer Without Borders |
| Contact Name: Ben Gucciardi |
| Address: PO Box 3433 Oakland CA 94609 |
| Phone: 510 859 4874 |
| E-mail: ben@soccerwithoutborders.org |
| Type of service provided: Mentoring, academic support, after-school program, socio-emotional support |
| Describe collaboration and expected outcome: Soccer Without Borders provides year-round weekly soccer programming for refugee students aged 10-21 at certain schools with concentrations of newcomer refugee students. Practices occur bi-weekly with weekly games on the weekends, tournaments and other special events and outings. SWB incorporates nutrition education, ESL and team-building activities into soccer programs. Soccer provides youth with an avenue for positive engagement, a platform for personal growth, and a toolkit for their futures. |

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|--|
| Service Provider: Refugee Transitions |
| Contact Name: Laura Vaudreuil |
| Address: 1811 11 th Ave Oakland CA 94606 |
| Phone: 415 898 2151 |
| E-mail: laura@reftrans.org |
| Type of service provided: Tutoring, mentoring, parent ESL classes |
| Describe collaboration and expected outcome: RT is a long-time partner of RASAP. RT has matched over 100 OUSD students with trained tutors and mentors and provides ESL classes to parents. |

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|---|
| Service Provider: Burma Refugee Family Network |
| Contact Name: Jodi de la Pena |
| Address: 1811 11 th Ave Oakland CA 94606 |
| Phone: 510 891 8635 |
| E-mail: jodid@brfn.org |
| Type of service provided: Case management, advocacy and referrals for refugee families |
| Describe collaboration and expected outcome: Collaborate closely to provide case management, interpretation, and other support to refugee families. Partners on Alameda County Social Adjustment grant, which provides case management services to refugees for up to 5 years after arrival. |

17. Provide the name of the local CRC and RA(s) with whom the school district will coordinate services, and describe how this collaboration will improve outcomes for eligible students. Please submit a support letter from each one; in addition, provide a letter of support from your school district board (attach all letters with this RFQ Application).

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| County Refugee Coordinator: Sadaf Sidiq |
| County: Alameda |
| Address: 24100 Amador St, Hayward CA |
| Phone: (510) 259-3817 |
| Email: Sadaf.Siddiq@acgov.org |
| Describe collaboration and expected outcome: Coordination of services for refugees in Oakland via regularly scheduled East Bay Refugee Forum meetings and quarterly consultations. Sadaf also helps to troubleshoot specific Medi-cal, Calfresh and RCA issues with Alameda County SSA.. |

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|---|
| Resettlement Agency: International Rescue Committee |
| Contact Name: Hisham Zawil |
| Address: 440 Grand Ave #500, Oakland, CA 94610 |
| Phone: 510 452 8222 |
| Email: hisham.zawil@rescue.org |
| Describe collaboration and expected outcome: RASP continuously consults IRC and other resettlement agencies on program design enrollment assistance and support. We have worked closely with the OUSD Refugee Specialist to identify and implement strategies of support for the benefit of refugee students and their families. RASAP has significantly improved the way OUSD assists refugee beneficiary students in the areas of academic support, English language instruction, cultural adjustment and community understanding. These areas of education support are critical to alleviate additional challenges that burden refugee beneficiaries in and out of the classroom. |

Measuring Outcomes

18. What methods will the school district use to document the effectiveness and outcomes of the RSI program; how will the school district measure progress toward academic enrichment, civic engagement, community partnerships, consumer education, employment pathways and family engagement? Please add the indicators for the outcomes your program intends to measure. If your program is designed to measure outcomes not listed below, please provide that information as an attachment.

| Outcomes | Indicators |
|--|---|
| 1. Improved student well-being and mental health | Data source: California Healthy Kids Survey (CHKS) allows OUSD to disaggregate newcomer students in order to track wellness. We will also measure participation in extracurricular activities. |
| 2. Increase in the number of eligible students who meet grade level requirements | Credit accumulation towards graduation as well as student scores on the district's reading inventory are available on our student information system AERIES. Refugee/asylee students are flagged for easy tracking and data collection purposes. |
| 3. Improved English-language proficiency | The initial and annual ELPAC assessment, combined with district reading inventory provides a reliable measure of English language proficiency. Both indicators are used to determine reclassification for ELLs. |
| 4. Improved academic performance | Multiple measures of academic performance are kept and can be disaggregated for newcomers and refugee/asylee students. Specifically: GPA, Newcomer early warning dashboard (flag students at high risk for interventions) and district reading inventory (SRI) to measure reading growth. |
| 5. Improved school attendance rates | OUSD monitors student attendance closely and maintains chronic absence data for all students. The percent of newcomers and refugee/asylee students who are chronically absent can be monitored over time. |
| 6. Increase in high school diploma or CHSEC attainment | The refugee flag in our database allows us to track high school graduation rates for newcomers and, specifically, refugee students. |

| Outcomes | Indicators |
|---|--|
| 7. Increase in opportunities for newcomer student civic engagement | School-based and community garden programs will expand to offer engagement to greater numbers of students. Soccer Without Borders and Refugee Transitions, will recruit additional student alumni to volunteer or work as stipended interns. |
| 8. Increase in newcomer student civic engagement | We will track the number of students involved in gardening, SWB and RT programs. |
| 9. Increase in opportunities for newcomer family civic engagement | Soccer Without Borders and Refugee Transitions, will recruit additional student alumni to volunteer or work as stipended interns. School-based and community garden programs will expand to offer engagement to greater numbers of students. Community navigators employed by RASAP will provide interpretation for parents to participate in all types of school-based meetings or interactions with schools requiring interpretation. Refugee Transitions parent ESL classes promote school engagement and empower parents to become involved in their children's education. |
| 10. Increase in newcomer family civic engagement | We will track the number of parents who participate in Refugee Transitions ESL classes, the number of alumni recruited to volunteer at SWB and RT, and the number of parents and family members involved in school based community gardens. |
| 11. Improved coordination between the school district and local service provider networks | We will report the number of annual meetings between OUSD staff and the local Refugee Resettlement agencies, County Refugee Coordinator, Community Based Organizations, East Bay Refugee Forum and non-profit legal service providers. |
| 12. Increase in referrals to providers that address gaps in services | Measure baseline number of referrals and track the rate of referrals during the RSI program. |

| Outcomes | Indicators |
|--|---|
| 13. Increase in consumer education activities | We will track Soccer Without Borders, Refugee Transitions and gardening programs that offer consumer education activities. |
| 14. Improved participation in consumer education activities | We will track the number of participants in SWB programs, as well as the number of participants in gardening programs and those served by RT home-based tutors. |
| 15. Increase in employment pathway opportunities for newcomer students | We will report on the increase in engagement between OUSD and programs providing employment pathway opportunities to refugee students. |
| 16. Increase in referrals to providers that foster employment pathways for newcomer families | We will track the number of students who are referred to employment training programs with partner organizations The Unity Council, Street Level Health, 1951 Coffee Company and The Bread Project. |

Budget

19. How much funding are you requesting for FFY 2019? Final award amounts shall be awarded at CDSS' sole discretion and subject to the availability of funds each year. \$238,764

20. How many eligible students do you plan to serve in FFY 2019? This figure should be the same as the anticipated caseload noted on page six of this RFQ Application. What is the anticipated cost per case?

We plan to serve at least 495 eligible students in FFY 2019. The anticipated cost per case is \$482.

21. Complete the proposed program budget.

| Budget Categories | Proposed Budget |
|--|------------------------|
| 1. Personnel (Certificated and Classified) | \$155,000 |
| 2. Fringe Benefits | \$5,000 |
| 3. Substitute Teachers | \$ 0 |
| 4. Travel | \$ 1,500 |
| 5. Instructional Supplies and Materials | \$ 0 |
| 6. Equipment and Other Supplies | |
| <i>i. Handheld Electronic Devices (iPod, iPad, tablets, MP3 players, Android devices, e-readers)</i> | \$ 0 |
| <i>ii. Computers Devices (computers, laptops, tablets, printers, copiers)</i> | \$ 0 |
| <i>iii. Other Equipment</i> | \$ 0 |
| <i>iv. Other Materials</i> | \$ 0 |
| <i>v. Other Supplies</i> | \$ 30,000 |
| Total Equipment and Other Supplies (sum of i.-v.) | \$ 30,000 |
| 7. Other (Specify): contracted services | \$ 40,000 |
| 8. Total Direct Charges (sum of 1-7) | \$ 231,500 |
| 9. Indirect Charges | \$ 7,264 |
| 10. TOTAL (sum of 8 and 9) | \$ 238,764 |

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| Amendment Date: |
| Amendment No.: |
| Original Budget Date: |
| *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. |

22. Complete a proposed budget narrative that shows the correlation between the proposed budget, program activities, and the number of students to be served. If applicable, complete the Subcontractors Table.

| Categories | Proposed Budget | Justification | Activity |
|---|-----------------|--|--|
| 1. Personnel | \$ 155,000 | Refugee program manager salary (\$75,000), 10 summer school teachers at \$8,000 each (\$80,000). | School enrollment and orientation; summer school; teacher and school support, educational case management; Parent Support and Education. |
| 2. Fringe Benefits | 5,000 | \$12,000 for Refugee program manager | |
| 3. Substitutes | \$ 0 | | |
| 4. Travel | \$ 1,500 | For travel to and accommodation at Refugee Training Academy and RSIG conference. | All program activities would be supported through staff development |
| 5. Instructional Supplies and Materials | \$0 | | |

| Categories | Proposed Budget | Justification | Activity |
|--|------------------|--|--|
| 6. Equipment and Other Supplies | \$ 30,000 | AC transit bus passes for school year and summer program transport to allow students to travel across town to programs | School attendance, soccer, gardening, parent ESL classes and summer programming |
| 7. Other (Specify): contracts with partners | \$ 40,000 | Soccer Without Borders, Zack Reidman (gardening program) and Refugee Transitions | Parent support and education; Socio-emotional support programming; Targeted academic support programming |
| 8. Total Direct Charges (sum of 1-7) | \$ 231,500 | | |
| 9. Indirect Charges | \$ 7,264 | | |
| TOTAL (sum of 8 and 9) | \$238,764 | | |

Subcontractors Table

| Subcontractor and Primary Contact Name | Proposed Budget Amount | Services and Activities Performed | Phone | E-mail |
|---|-------------------------------|---|----------------|--|
| Soccer Without Borders Ben Gucciardi | \$ 17,000 | Soccer Without Borders to run year-round middle school soccer teams for refugee boys and girls as well as to run annual week-long refugee soccer camp | (510) 859 4874 | ben@soccerwithoutborders.org |
| Refugee Transitions Laura Vaudreuil | \$ 17,000 | Refugee Transitions to provide ESL classes for over 80 parents | (415) 898 2151 | laura@reftrans.org |
| Zack Reidman | \$ 6,000 | Zack Reidman to run a gardening program at three sites across OUSD | (510) 851 1621 | zackreidman@gmail.com |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |
| | \$ | | | |