

Board Office Use: Legislative File Info.	
File ID Number	14-2301
Introduction Date	1-14-15
Enactment Number	15-2078
Enactment Date	1/14/15



Memo

To Board of Education
 From Antwan Wilson, Superintendent

Board Meeting Date
 (To be completed by Procurement) 1/14/15

Subject Professional Services Contract - Institute for Sustainable Economic Educational and Environmental Design
 - 922- Community Schools & Student Services (site/department)

Action Requested Ratification of professional services contract between Oakland Unified School District and Institute for Sustainable Economic Educational and Environmental Design. Services to be primarily provided to 922- Community Schools & Student Services for the period of 10/15/2014 through 06/30/2015.

Background
A one paragraph explanation of why the consultant's services are needed.
 The Institute for Sustainable Economic, Environmental, Educational Design (I-SEED) will provide specialized coaching and direct support of the Family, Schools, and Community Partnerships Department's Meaningful Student Engagement student action research project, The Town Researchers. Consultant will train 8-10 youth from various high schools to lead this year's district-wide student action research project in collaboration with All City Council high school student leaders.

Discussion
One paragraph summary of the scope of work.
 Ratification by the Board of Education of a Professional Services Contract between District and Institute for Sustainable Economic, Environmental, Educational Design (I-SEED), Oakland, CA, for the latter to provide services to recruit, train, and teach research and presentation skills to Meaningful Student Engagement (MSE) student research team, coordinate student research team meetings and activities in partnership with MSE staff, and support the student research team to engage 3,000 students from all high schools through survey administration, focus groups, and interviews for the period of October 15, 2014 through June 30, 2015, in an amount not to exceed \$20,000.00.

Recommendation Ratification of professional services contract between Oakland Unified School District and Institute for Sustainable Economic Educational and Environmental Design. Services to be primarily provided to 922- Community Schools & Student Services for the period of 10/15/2014 through 06/30/2015.

Fiscal Impact Funding resource name (please spell out) TITLE 1 AND TITLE 1 CORE WAIVER not to exceed \$ 20,000.00

- Attachments**
- Professional Services Contract including scope of work
 - Fingerprint/Background Check Certification
 - Insurance Certification
 - TB screening documentation
 - Statement of qualifications

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OAKLAND UNIFIED SCHOOL DISTRICT

PROFESSIONAL SERVICES CONTRACT 2014-2015

This Agreement is entered into between Institute for Sustainable Economic Educational and Environmental Design (CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 10/15/2014, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$84,100 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$84,100, whichever is later. The work shall be completed no later than 06/30/2015.
- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed TWENTY THOUSAND Dollars (\$ 20,000.00) [per fiscal year], at an hourly billing rate not to exceed _____ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: _____.

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement except: _____ which shall not exceed a total cost of _____.
- CONTRACTOR Qualifications / Performance of Services:**

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.
- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

Professional Services Contract

OUSD Representative:

Name: Raquel Jimenez
Site /Dept.: 922- Community Schools & Student Services
Address: 746 Grand Avenue
Oakland, CA 94610
Phone: 510-273-1563
Email: _____

CONTRACTOR:

Name: Bouapha Toommaly
Title: Chief Financial Officer
Address: 1625 Clay Street, Suite 600
Oakland CA 94612
Phone: 510-832-2218
Email: bouapha@gmail.com

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

- i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

- ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.
- iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

- iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
 14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
 15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
 16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
 17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
 18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
 1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
 2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.
- In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
 20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
 1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
 21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
 22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

- 23. Conflict of Interest: CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 et seq. and section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

- 24. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov/).

- 25. Litigation: This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.

- 26. Incorporation of Recitals and Exhibits: The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

- 27. Integration/Entire Agreement of Parties: This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

- 28. Counterparts: This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

- 29. Signature Authority: Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.

- 30. Contract Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

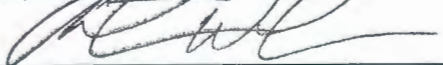
- 31. W-9 Form: If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

OAKLAND UNIFIED SCHOOL DISTRICT



President, Board of Education

Superintendent or Designee



Secretary, Board of Education

CONTRACTOR



Contractor Signature

Bouapha Toommaly

Chief Financial Officer

Print Name, Title

Form approved by OUSD General Counsel for 2014-15 FY

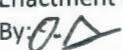
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By: 

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

- 1. Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

Ratification by the Board of Education of a Professional Services Contract between District and Institute for Sustainable Economic, Environmental, Educational Design (I-SEED), Oakland, CA, for the latter to provide services to recruit, train , and teach research and presentation skills to Meaningful Student Engagement (MSE) student research team, coordinate student research team meetings and activities in partnership with MSE staff, and support the student research team to engage 3,000 students from all high schools through survey administration, focus groups, and interviews for the period of October 15, 2014 through June 30 , 2015, in an amount not to exceed \$20,000.00.
SCOPE OF

Professional Services Contract

2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

This project will scan OUSD's Quality Standards for Full Service Community Schools to identify specific standards where youth voice is most informative, relevant, needed and appropriate to help inform the School Quality Review (SQR) process; recruit and train 6-8 student researchers in participatory action research and evaluation methodology, leadership, presentation, facilitation, and outreach skills and action steps; connect with, engage in inquiry and coach SQR lead evaluation teams, and youth at specific school sites identified for SQR for the 2014-15 school year, in order to co-create, implement and analyze an SQR tool and strategy; facilitate YPAR training and leadership activities with select middle school and elementary school pilot sites, liaise between All City Council (ACC), the Meaningful Student Engagement initiative (MSE) and SQR process and broader Quality Community Schools Development (QCSD) work.

Alignment with District Strategic Plan:

(Check all that apply.)

- D Ensure a high quality instructional core
- 0 Develop social, emotional and physical health
- 0 Create equitable opportunities for learning
- D High quality and effective instruction

Indicate the goals and visions supported by the services of this contract:

- 0 Prepare students for success in college and careers
- [] Safe, healthy and supportive schools
- 0 Accountable for quality
- 0 Full service community district

Rev. 6/

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract:

(Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Ensure a high quality instructional core | <input checked="" type="checkbox"/> Prepare students for success in college and careers |
| <input checked="" type="checkbox"/> Develop social, emotional and physical health | <input checked="" type="checkbox"/> Safe, healthy and supportive schools |
| <input checked="" type="checkbox"/> Create equitable opportunities for learning | <input checked="" type="checkbox"/> Accountable for quality |
| <input type="checkbox"/> High quality and effective instruction | <input checked="" type="checkbox"/> Full service community district |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- Action Item included in Board Approved CSSSP** (no additional documentation required) – Item Number: _____
- Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.
 1. Relevant page of CSSSP with action item highlighted. Page must include header with the word "Modified", modification date, school site name, both principal and school site council chair initials and date.
 2. Meeting announcement for meeting in which the CSSSP modification was approved.
 3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
 4. Sign-in sheet for meeting in which the CSSSP modification was approved.



The Institute for Sustainable Economic, Educational and Environmental Design (I-SEED) is nationally recognized for designing models of schooling for sustainability and building college and career pathways. I-SEED's mission is twin fold: 1) To train the next generation of climate scientists, energy innovators, health advocates, and social justice educators from low-income communities and communities of color; and 2) To create "pathways" between world-class research and the creation of start-ups, social enterprises, and whole industries emerging from low-income communities and communities of color. We strive to build an ecosystem of "solutionists" committed to solving the biggest problems plaguing those communities most in need. Together we demonstrate that the application of new frameworks for reducing health and educational disparities, alleviating poverty, and using technology can create thriving communities without displacement for poor people and people of color.

I-SEED operates under the vision and leadership of three community-based professors: Dr. Antwi A. Akom, Dr. Jeff Duncan-Andrade, and Dr. Allyson Tintiangco-Cubales.

Past Work Experience with the Oakland Unified School District (2010-2012):

- **Oakland Unified School District's Da Town Researchers (DTR):** Da Town Researchers has gathered and elevated student voice in the Oakland Unified School District since 2006, in collaboration with the Meaningful Student Engagement Initiative and All City Council Student Government. DTR is the student research and evaluation arm of All City Council. As a project convened and implemented by I-SEED for the past 2 years, DTR has worked in partnership with the Family, Schools, Community Partnerships and Quality Community Schools Departments. Indicators of the team's success during this time include: OUSD Quality Community School Standards features DTR's recommendations, increased student voice in OUSD's strategic five year implementation plan, and a central role in creating new school evaluation tools for the district-wide School Quality Review (SQR) process. DTR increases student leadership and engagement in schools through youth participatory action research methods to identify the most pressing issues affecting students in Oakland public schools, and provides a connection to youth and community voice for solutions. Members of DTR are dedicated to making a difference in improving OUSD schools by encouraging students to raise their voices about problems in their schools and communities, and empowering them to create solutions that improve education opportunities and create quality schools. Led by Aaron Nakai, this will be the third year that I-SEED has led DTR.
- **Step to College (Fremont, Castlemont, and Oasis high schools):** The STC program allows high school juniors and seniors to take college level courses and receive San Francisco State University credit. STC is a collaborative effort between Fremont, Castlemont, and Oasis High School as a part of OUSD. I-SEED and the Colleges of Education and Ethnic Studies at San Francisco State University (SFSU). Students receive up to twelve (12) units of transferable credit from SFSU. The Step-to-College program is taught in the community with urban youth from Oakland and provides opportunities to infuse core academics with real world-work, culturally and community responsive pedagogy, and prepares students for both college and career through internships. One of the goals of the Step-2-College program is to fuse local knowledge with professional knowledge, mentorships, and internships, in order to increase student engagement, deepen understanding, raise achievement, increase rates of high school graduation, increase transitions to college and career—and ultimately build a STEM Corridor in the East Bay and beyond. Led by Dr. Jeff Duncan-Andrade and Dr. Antwi Akom and Aaron Nakai.
- **OUSD Science Teacher Professional Development:** In the spring of 2012 I-SEED led a professional development training with OUSD's middle and high school science teachers. The PD focused on providing science teachers a deeper understanding of Eco-Apartheid as a lens to apply to their science teaching practice

that strengthens culturally responsive pedagogy and science education. Through a hands-on, interactive "Design Challenge", teachers were challenged to make connections between the real world that their students are living in and the content of STEM education. The PD was a step towards transforming science teaching and learning in the district and supporting teachers in reducing the STEM opportunity gap for low-income and youth of color. Led by Dr. Antwi Akom and I-SEED Team.

- **Roses In Concrete: *Roses In Concrete*:** The Roses In Concrete (RIC) Project has the short-term goal of starting a K-12 school-center in Oakland that embodies the principles and practices described above. The school will function as the center of health within the neighborhoods surrounding it and provide wrap-around services in education, health, housing, and job training. The long-term goal is to create a model for urban education that prioritizes the needs of youth and families as the pathway to building healthy and sustainable communities across the U.S. and around the world. Led by Dr. Jeff Duncan-Andrade
- **East Bay Green Corridor:** is a partnership of government, clean energy research, STEM education, business and community organizations that have come together to create a world-class region of clean-tech innovation, green manufacturing, and local economic development. I-SEED is the educational convener of the Green Corridor's Green STEM Energy and Technology Academies (GET), which were founded in 2008 to fulfill the educational mission of the Green Corridor and create high quality jobs that meet the Green Corridor's environmental and social goals. GET Academies are located in 9 high schools across the East Bay including 4 high schools in Oakland Unified School District: McClymonds, Oakland Technical, Skyline, and Castlemont. Since 2008 GET Academies have partnered with over 58 private and public industries, who commit their time, energy and resources to help Green Corridor students graduate with the 21st century skills and global knowledge they'll need to succeed in the clean energy economy. They are designed to support the development of multiple pathways by which California's students can graduate high school, complete post-secondary education, attain industry-recognized credentials, and embark upon a long and lasting career in a high paying job, and enjoy success in community building, civic engagement, work and family life. Led by Dr. Antwi Akom.
- **Urban Teacher Quality Index (UTQI):** UTQI is a collaborative and innovative model of measuring success in the classroom. It creates a dynamic teacher feedback loop by providing teachers with direct and consistent feedback from students, families, colleagues and other key stakeholders. This process will organize the research on excellence in urban teaching into four key domains of effective pedagogy and provide teachers access to tools and professional networks that will help to improve their classroom practices. This project will run from July 2012 to June 2013. Final product will be tested in fall of 2014. Led by Dr. Jeff Duncan-Andrade.
- **Mapping Oakland Project:** The Mapping Oakland Project broadens the impact of community mapping by using a youth-participatory mapping model to collect diverse data around health issues that impact students' academic achievement, well being and the health of their communities – including water, air quality, health care, transportation, and food access. MOP brings together STEM and computational thinking with students' sense of social involvement in their own communities. I-SEED's unique approach places students at the center of learning, teaches them how to make evidence-based decisions, to participate in public discourse about environmental health and design strategies, and demonstrates how they can influence important educational, neighborhood, and policy decisions. Led by Dr. Antwi Akom.
- **Advanced STEM Program:** The Advanced STEM Program is a collaborative program between I-SEED, ConnectEd and KQED that trains and supports Linked Learning and Green Corridor STEM-focused pathway and academy teams on how to integrate media literacy and production into their classrooms. The project focuses on creating STEM-related media with students and using the high-quality multimedia and educational resources available from *QUEST*, KQED's award-winning multimedia science series. The pathway teams from Oakland Technical, Skyline and Castlemont are ConnectEd Studios Power Users and use the online platform to design their projects, network and share resources, and publish student work. Through this program, OUSD teachers learn how to "lift the curriculum off the page" by integrating media-rich resources and build their digital, 21st century classrooms. Led by Dr. Antwi Akom.

- Youth Sustainability Council:** The Youth Sustainability Council (YSC) engages youth in local, regional, and statewide policy and action-making processes where they can present their visions, policy platforms and youth-driven priorities to key stakeholders and decision makers. Youth Sustainability Council-members come from 9 different high schools across the East Bay Region, In Oakland council-members represent McClymonds, Oakland Technical, Skyline and Castlemont High Schools. Currently, The YSC uses an innovative approach to measure accessibility to health and educational related resources by embedding grass roots constituencies in STEM opportunity mapping, 360 degree feedback loops, and sustainable urban design. Our approach combines youth participatory action research with GIS STEM mapping in order to develop tools for neighborhood advocacy and citizen planning that make schools and communities healthier places to live, learn, work and thrive. Led by Dr. Antwi Akom and Aekta Shah.
- KQED American Graduate Project:** As a primary community partner in KQED's American Graduate Project, to create a better understanding of the community impact of the dropout crisis in Oakland, I-SEED supported, co-developed and participated in, 1.) Teacher Town Hall, 2.) Youth Media Training, 3.) Science Youth Media Festival, 4.) live broadcast of Forum, 4.) STEM professional development media trainings, 5.) business community event, 6.) developing stories that highlight STEM and green pathways and academies in OUSD, 7.) contributing youth blog posts on the dropout crisis, and 8.) sharing youth viewpoints on the radio. I-SEED participated in the planning, recruitment, and execution of the KQED Teacher Town Hall event, at which an I-SEED teaching fellow from Oakland Technical High School was selected as a panelist to speak on his unique perspectives and insights on the American Dropout Crisis as an urban teacher of color. I-SEED youth participated in a youth media training that culminated in their final media piece being featured at the Oakland Innovation Film Festival. Their short film premiered at the Science Youth Media Festival hosted at the California Academy of Sciences. The live broadcast of KQED's Forum with Michael Krasny was held at Castlemont High School in March, 2012 and featured I-SEED students and staff. I-SEED developed a series of STEM media-making trainings for teachers, to support them in integrating STEM-opportunity mapping, technological tools, digital media, and media-making into their classrooms. I-SEED students from OUSD are creating blog posts for the American Graduate website, creating stories to highlight STEM and green pathways and academies in OUSD, and accessing KQED-FM in order to share their perspectives on the drop out crisis in Oakland. Led by Dr. Antwi Akom and I-SEED Team.

Aaron J. Nakai

Curriculum Vitae

1928 36th Avenue,
Oakland, Ca 94601
(510) 282-1218 Email:
nakai.aj@gmail.com

EDUCATION

2011 M.A. in Education, Concentration in Equity and Social Justice, San Francisco State University (*in progress*). 1997 B.A. in Communication, University of Colorado.

SKILLS

Qualitative and quantitative research methods including participant-observation, semi-structured and structured interviewing, survey design, and focus groups. Expert facilitator of youth spaces emphasizing the transfer of leadership and facilitation to youth. Strong computer skills with a focus on SPSS, Power Point, Excel, internet research, recruiting techniques, and skills in APA-style technical and scientific writing. Trained in curriculum development. Highly organized, detail orientated, and able to prioritize and set goals. Outstanding verbal and written communication skills.

RESEARCH INTEREST

Topics of research interest include: Cultural differences among diverse learners; Youth organizing and development; Arts education and practice; Liberatory pedagogies; Critical and cultural theory; Youth popular culture; Educational disparities that affect underrepresented populations; Social Stratification and Public Policy. Media literacy and technology as a vehicle for student voice and counter narration; Third Spaces as critical pedagogy; Critical race theory; Mixed race ontology

RESEARCH EXPERIENCE

Primary Investigator, 'Third Space' as Critical Pedagogy, College of Education, SFSU. August 2007-Present.

Advisor: David Hemphill Ph.D.

Researcher, Youth as Public Intellectuals, College of Ethnic Studies, Africana Studies, SFSU. Jan. 2006-June 2008.

- Conduct Literature Reviews
- Qualitative Interviewing & Analysis
- Quantitative Analysis
- Data Collection and Analysis
- Code Qualitative data

Youth Participatory Action Research CONSULTING EXPERIENCE

YPAR Co-Facilitator and Consultant, HOPE Collaborative Youth Action Board, Youth Building Healthy Communities. June 2011 -Present

- Co-facilitate Youth Participatory Action Research curriculum
- Develop systems to integrate youth voice into the collaborative's planning and decision-making process
- Connect youth led research to work around built environment, economic sustainability and food systems

YPAR Co-Facilitator and Consultant, DataCenter/Oakland Unified School District, Da Town Researchers. September 2010 – Present

- Co-facilitate Youth Participatory Action Research curriculum
- Gather data from OUSD students through listening campaign
- Support youth leaders in conducting research to inform creation of district-wide quality community schools standards
- Develop, administer and analyze quantitative and qualitative evaluation measures for district-wide meaningful student

- Train youth leaders to integrate meaningful student engagement and youth voice into OUSD's School Quality Review process
- Participate in OUSD's School Quality Review process as representative of meaningful student engagement

YPAR Co-Facilitator and Consultant, The California Endowment, Youth Sustainability Council. January 2011 – Present

- Co-facilitate Youth Participatory Action Research curriculum
- Support youth researchers in policy advocacy and presentation of their work

Youth-Led Action Research Trainer, Youth Noise, Youth Building Healthy Communities. April 2009 – June 2011

- Facilitate 8-stage youth-led curriculum process to identify, design and implement research around critical community health issues
- Train and support cohorts of youth health ambassadors in Albuquerque, Detroit, and Oakland
- Facilitate issue mapping, power analysis, critical community dialogue, and political education
- Provide feedback on research design, data collection, data analysis, and dissemination of findings and recommendations

Co-Facilitator, Spirit In Action, Education Circle of Change. March 2009 -Present

- Organize and participate in national yearly gatherings of progressive educators
- Co-create and co-facilitate training and culture building activities
- Consult on workshop design, leadership structure and strategic network development

Evaluation Trainer and YPAR Consultant, Oakland Fund for Children and Youth (OFCY), Youth-Led Evaluation of After School Youth Programs. September 2009 -June 2010

- Co-facilitate 8-stage youth-led evaluation of high school youth serving and life transition funding streams
- Support youth facilitated evaluation of city funded after school programs and transition programs
- Create evaluation report of youth-led evaluation findings, recommendations and action
- Support youth evaluators in presentation of findings, recommendations and action to city council and school board
- Co-produce video with youth evaluators to present their findings, recommendations and action steps

Evaluation Trainer and YPAR Consultant, First Graduate, Youth-Led Evaluation of Programs and Strategic Planning. July 2009 -August 2010

- Provide training for first generation college bound youth to evaluate their wrap-around college readiness program
- Support first generation college-bound youth to guide the strategic planning process for their organization
- Co-create video with youth researchers that influenced their wrap-around college readiness program's strategic plan
- Train First Graduate youth researchers for public presentation of their research findings and recommendations
- Support youth researchers in advocating for first generation college-bound youth with San Francisco city supervisors

Tutor/Mentor, Berkeley High School, Teaching Assistant/Critical Inquiry Group

Leader. Oct. 2006 – June 2008; Oct. 2010 – June 2011

- Tutor and assist high school students in Sociology, History, and American Government
- Mentor and cultivate relationships with students to ensure academic success
- Create and implement lesson plans in an effort to improve students' reading and writing skills
- Provide instructional and clerical support for classroom teacher
- Monitor and record students' assignments and attendance

EDUCATIONAL EVALUATION CONSULTING EXPERIENCE

Evaluator, California Center for Civic Participation, The California Endowment. January 2011-June 2011

- Gather research and data from stakeholders of youth-led community-based health initiatives engaging young people across California

Evaluation Consultant, East Oakland Community High School. 2006-2007

- Conduct a program evaluation as part of a team in educational reform, teacher professional development, and school climate.

Evaluation Consultant, Skyline High School, Oakland CA. 2003-2004

- Conduct program and cluster evaluation as part of a team in a wide number of areas related to educational reform including, teacher professional development, school climate, multi-cultural education, discipline and attendance, and stay-in school programs for at-risk youth. Duties included creating an evaluation tool for students, parents and staff, conducting focus groups, interviews and site visits, developing research protocols, collecting data, conducting class room observations, completing state and project reporting requirements, summarizing quantitative and a qualitative data, and providing technical assistance as needed.

Evaluation Consultant, Madison Elementary School, Oakland CA. 2002-2003

- Conduct program and cluster evaluation as part of a team in a wide number of areas related to educational reform including, teacher professional development, school climate, multi-cultural education, discipline and attendance, and stay-in school programs for at-risk youth. Duties included creating an evaluation tool for students, parents and staff, conducting focus groups, interviews and site visits, developing research protocols, collecting data, conducting class room observations, completing state and project reporting requirements, summarizing quantitative and a qualitative data, and providing technical assistance as needed.

Evaluation Consultant, Cox Elementary School, Oakland CA. 2002-2003

- Conduct program and cluster evaluation as part of a team in a wide number of areas related to educational reform including, teacher professional development, school climate, multi-cultural education, discipline and attendance, and stay-in school programs for at-risk youth. Duties included creating an evaluation tool for students, parents and staff, conducting focus groups, interviews and site visits, developing research protocols, collecting data, conducting class room observations, completing state and project reporting requirements, summarizing quantitative and a qualitative data, and providing technical assistance as needed.

Evaluation Consultant, Lockwood Elementary School, Oakland CA. 2002-2003

- Conduct program and cluster evaluation as part of a team in a wide number of areas related to educational reform including, teacher professional development, school climate, multi-cultural education, discipline and attendance, and stay-in school programs for at-risk youth. Duties included creating an evaluation tool for students, parents and staff, conducting focus groups, interviews and site visits, developing research protocols, collecting data, conducting class room observations, completing state and project reporting requirements, summarizing quantitative and a qualitative data, and providing technical assistance as needed.

Evaluation Consultant, Garden Valley Elementary School, Sacramento CA. 2001-2002

- Conduct program and cluster evaluation as part of a team in a wide number of areas related to educational reform including, teacher professional development, school climate, multi-cultural education, discipline and attendance, and stay-in school programs for at-risk youth. Duties included creating an evaluation tool for students, parents and staff, conducting focus groups, interviews and site visits, developing research protocols, collecting data, conducting class room observations, completing state and project reporting requirements, summarizing quantitative and a qualitative data, and providing technical assistance as needed.

COMMUNITY INVOLVEMENT**Teaching Assistant, Africana Studies and Urban Sociology: Community Involvement Workshop, San Francisco State University, Professor: A.A. Akom Ph.D. Jan. 2006 – June 2008.**

- Promote and encouraged a healthy, open, and safe classroom environment
- Prepare instructional materials, exercises and academic update reports
- Maintain records of students' assignments and attendance

Teaching Assistant, Culture, Language, and Society in Education, San Francisco State University, Professor: Jeffrey Duncan-Andrade, Ph.D. Jan. 2007 – Dec 2007.

- Facilitate monthly dialogue groups
- Read and responded to ten graduate students' monthly reading analyses
- Present lecture on specific readings
- Support students in coursework throughout semester

GENERAL WORK EXPERIENCE**Co-Director of Youth Engagement, Institute for Sustainable Economic, Educational and Environmental Design (I-SEED), October 2010 – Present**

- Facilitate and manage youth-led participatory action research projects in areas of health, education equity, and community justice
- Train youth and adult allies in youth-led participatory action research methodologies
- Support teams of youth researchers and adult allies in recruitment, outreach, issue identification, research and tool design, data collection, and action planning
- Create, innovate and steward collaborative partnerships through action research projects that engage the most marginalized communities of young people

Project Manager, Youth In Focus, June 2009 -June 2010.

- Facilitate youth-led participatory action research projects in areas of health, education, and community justice
- Provide training and capacity-building support to youth-led participatory action research and evaluation projects
- Collaborate with peers, youth and supervisors to develop and carry out initiatives, field building, and movement building
- Participate in relevant coalitions, networks, and cohorts to support movements for social change
- Contribute to visioning, strategic planning, curriculum development, staff training and continual growth of organization and work
- Support intergenerational partnerships and sustain youth leadership in organizational and community planning, evaluation, and design
- Cultivate partnerships with CBO's, schools, service providers, government agencies, networks and coalitions that serve youth of color, low-income youth, LGBTQIQ youth, immigrant youth and other underrepresented young people
- Conduct, document, and share action research with partners and the community through policy reports, multimedia presentations, photography, websites, documentary videos, digital stories and theater performances
- Participate in fund development through grants, fee-for-service contracts, fundraising events, and individual donors
- Prepare and submit grant reports

Middle School Program Site Coordinator, Oakland Asian Students Educational Services (OASES). August 2007 -June 2009.

- Hire and supervise lead tutors and workshop facilitators
- Administer and document all program records for organization, school, and district
- Co-create and teach curriculum for tutorial class and leadership workshops in Extended Day program

- Create student progress accountability system with teachers and students
- Train, mentor, and maintain communication with volunteer tutors from UC Berkeley
- Maintain consistent contact with teachers, school staff, parents and guardians
- Manage program wide behavior guidance framework with students and staff
- Create and maintain development calendars and work plans
- Prepare and track grant reports
- Assist in writing process of prospective program specific grants

Co-Founding Director, Mind Power Collective. April 2005 - June 2009.

- Create mission, vision, values, and goals
- Facilitate strategic action planning
- Build coalitions and networks with progressive educators

- Co-lead planning of organizing project
- Led process for non-profit incorporation
- Recruit Board of Directors and community members
- Spearhead communication between members
- Lead board meetings
- Plan, promote, and implement all events

Mentor Teacher/Cultural Trainer/Media Arts Instructor, Heads-Up Summer Program, Head Royce School. June 2006-Aug 2010

- Teach sixth grade reading using Jeff Chang's *Can't Stop, Won't Stop*, various books, and short stories and poems

- Lead advising groups
- Support and train staff in culturally relevant pedagogy and understandings of equity in the classroom
- Co-lead cultural competency training workshops and community excursions
- Integrate digital media technology and digital storytelling into curriculum
- Mentor college intern teachers
- Implemented *Summer Bridge/Breakthrough* model for fourth and fifth grade

Policy Assistant, Cesar Chavez Public Policy Institute (Educational Equity Initiative). Sept. 2006-June 2008.

- Conduct research focusing on educational disparities based on race, class, and gender

- Collect and analyze data on education institutions and policies
- Create and implement framework and methods for public policy management

Executive Assistant, San Francisco Coalition of Essential Small Schools (SF-CCESS). September 2007-June 2008.

- Schedule and calendar management
- Coordinate staff and Board meetings and associated communication
- Accounting with Quick Books, support, file and organize
- Devised and implemented effective filing system for all research related items

Academic Tutor, Making Waves Education Program. August 2006-June 2007.

- Assist sixth grade students from under resourced city center schools with homework and program curriculum support

Teaching Intern, Head Royce School. August 2004-June 2006.

- Teach reading program focusing on comprehension, writing, and drama to demonstrate understanding
- Implement *Teaching For Understanding* pedagogy
- Create language, social studies and arts unit *Sheroes and Heroes* profiling social justice workers

- Integrate media technology into kindergarten and first grade classroom curriculum

Assistant Language Teacher, Japanese Exchange and Teaching (JET) Programme, Akita Prefecture, Japan. August 2001-August 2003.

- Teach reading, vocabulary, grammar, oral and written cross-cultural curriculum for students of all ages
- Facilitate leadership and project planning in community development, international awareness, and cultural exchange
- Maintain culturally appropriate relationships as international ambassador with government officials, school board, schools, and local communities
- Spearhead and participate in community celebrations, school festivals, and local events

WORKSHOPS AND TRAININGS

2011 Workshop Presenter, Free Minds, Free People Conference, Providence, RI 2009 Workshop

2009 Trainer, Project IMPACT, UC Berkeley – Graduate School of Education 2009 Workshop presenter/Participant, Coalition of Essential Schools annual Fall Forum 2009-2011 Participant/Facilitator/Leadership Team Member, Education Circle of Change, a Network of Spirit In Action 2009 Family Group Facilitator, Challenge Day @ Westlake Middle School 2008 Participant, California School-Age Consortium (CalsAC) Conference 2008 Participant, CompassPoint Program Planning Training 2007 Workshop Presenter and Youth Institute Leader, 8th annual White Privilege Conference. 2006-2007 Curriculum Advisor and Workshop Facilitator on educational film *My People Are...Youth Pride in Mixed Heritage*. 2006-2007 Curriculum Developer and Program Analyst, FUSION Summer Program. 2006 Workshop presenter, Annual Conference for Asian, Pacific Islander Educators - Asian Educators Alliance (AsEA). 2007 Participant, KQED Mosaic Project – Asian American Heritage. 2005-2007 Board Member, iPride. 2005 Participant, KQED Mosaic Project – Native American Heritage. 2004 Participant, KQED Digital Storytelling Workshop.

LANGUAGES AND COMPUTER SKILLS

- Microsoft Office, Adobe Photoshop, Deltek Advantage, Deltek Vision, Quickbooks, iMovie, Final Cut, Reason, PhotoShop, Win2000/XP, & MacOS proficiency.
- Advanced Japanese conversation, basic reading and writing.
- Basic conversational Spanish.

REFERENCES AVAILABLE UPON REQUEST



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/22/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

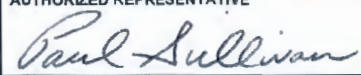
PRODUCER License # 0E67768 IOA Insurance Services-SF 3875 Hopyard Road, Suite 240 Pleasanton, CA 94588	CONTACT NAME: Rickey Thompson Jr PHONE (A/C, No, Ext): (925) 416-7862 E-MAIL ADDRESS: Rickey.ThompsonJr@ioausa.com	FAX (A/C, No): (925) 416-7869
	INSURER(S) AFFORDING COVERAGE	
INSURED Institute for Sustainable Economic, Educational, and Environmental Design 1625 Clay Street Oakland, CA 94612	INSURER A: Great American Insurance Company	NAIC # 16691
	INSURER B: Hartford Insurance Company of the Midwest	NAIC # 37478
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PAC030732502	06/28/2014	06/28/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 EBL AGGREGATE \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS			PAC030732502	06/28/2014	06/28/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	30WECCK1492	06/28/2014	06/28/2015	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oakland Unified School District is recognized as Additional Insured in respects to the General Liability. Coverage is Primary

CERTIFICATE HOLDER Oakland Unified School District 900 High Street Oakland, CA 94601	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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PROFESSIONAL SERVICES CONTRACT ROUTING FORM 2014-2015

Basic Directions

Additional directions and related documents are in the School Operations Library (<http://intranet.ousd.k12.ca.us>)

Services cannot be provided until the contract is fully approved and a Purchase Order has been issued.

- Contractor and OUSD contract originator (principal or manager) reach agreement about scope of work and compensation.
- Ensure contractor meets the consultant requirements (including The Excluded Party List, Insurance and HRSS Consultant Verification)
- Contractor and OUSD contract originator complete the contract packet together and attach required attachments.
- Within 2 weeks of creating the requisition the OUSD contract originator submits **complete** contract packet for approval to Procurement.

Attachment Checklist

- For individual consultants: HRSS Pre-Consultant Screening Letter for the current fiscal year.
- For individual consultants: Proof of negative tuberculosis status within past 4 years.
- For All Consultants: Results page of the Excluded Party List (<https://www.sam.gov/>)
- For All Consultants: Statement of qualifications (organization); or resume (individual consultant).
- For All Consultants: Proof of Commercial General Liability insurance naming OUSD as an Additional Insured.
- For All Consultants with employees: Proof of Workers' Compensation Insurance. (Ref. to Section 10 of the Contract)

OUSD Staff Contact Emails about this contract should be sent to: (required)

Contractor Information

Contractor Name	Institute for Sustainable Economic Educational a	Agency's Contact	Bouapha Toommaly		
OUSD Vendor ID #	1005855	Title	Chief Financial Officer		
Street Address	1625 Clay Street, Suite 600	City	Oakland	State	CA Zip 94612
Telephone	510-832-2218	Email (required)	bouapha@gmail.com		
Contractor History	Previously been an OUSD contractor? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Worked as an OUSD employee? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Compensation and Terms – Must be within the OUSD Billing Guidelines

Anticipated start date	10/15/2014	Date work will end	06/30/2015	Other Expenses	
Pay Rate Per HOUR (required)		Number of Hours (required)			

Budget Information

If you are planning to multi-fund a contract using LEP funds, please contact the State and Federal Office before completing requisition.

Resource #	Resource Name	Org Key	Object Code	Amount
3010	TITLE 1	9221203204	5825	\$ 14,208.40
3010	CORE WAIVER	9224876201	5825	\$ 5,791.60
			5825	
Requisition No. (required)	R0152161		Total Contract Amount	\$ 20,000.00

Approval and Routing (in order of approval steps)

Services cannot be provided before the contract is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>)

1.	Administrator / Manager (Originator)	Name	Raquel Jimenez		Phone	510-273-1563
	Site / Department	922- Community Schools & Student Services			Fax	510-273-1581
	Signature				Date Approved	
2.	Resource Manager , if using funds managed by: <input checked="" type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input type="checkbox"/> Family, Schools, and Community Partnerships					
	<input type="checkbox"/> Scope of work indicates compliant use of restricted resource and is in alignment with school site plan (SPSA)					
	Signature				Date Approved	11/12/14
	Signature (if using multiple restricted resources)				Date Approved	
3.	Regional Executive Officer					
	<input type="checkbox"/> Services described in the scope of work align with needs of department or school site <input type="checkbox"/> Consultant is qualified to provide services described in the scope of work					
	Signature				Date Approved	
4.	Deputy Superintendent (Instructional Leadership) / Deputy Superintendent Business Operations Consultant Aggregate Under <input type="checkbox"/> Over <input type="checkbox"/> \$50,000					
	Signature				Date Approved	11/15/14
5.	Superintendent, Board of Education Signature on the legal contract					
Legal Required if not using standard contract		Approved		Denied - Reason		Date
Procurement	Date Received			PO Number	P1503691	