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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer  
Nicole Knight, Executive Director

**Meeting Date** April 22, 2026

**Subject** Grant Agreement - Global Impact – English Language Learner and Multilingual Achievement Office

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**Ask of the Board** X Approve Global Impact Funding

**Background** The purpose of this project is to center the linguistic and cultural needs and gifts of our multilingual learners and Black students through the implementation of the Sobrato Early Academic Language (SEAL) framework at 5-8 of OUSD’s dual language schools. Ultimately, we seek to develop a model cohort of dual language schools with improved outcomes for all students in both English and Spanish.

**Discussion** OUSD currently has eight dual language schools serving over 3,300 students. Quality dual language programs have proven to produce the best academic outcomes for English language learners over time as compared to other language program models. This grant provides us the funding for an OUSD Teacher on Special Assignment (TSA) position to support implementation of the Sobrato Early Academic Language (SEAL) framework to improve quality dual language pedagogy across six to eight schools over the next two school years. Currently, five schools are implementing SEAL and showing strong initial results. The grant-funded TSA position will support 1) strong and impactful professional learning and coaching structures and content for educators at all levels of the system; 2) a fully articulated curriculum of culturally relevant and language-rich thematic units; and 3) classrooms of excellence that become models for other dual language educators, within and outside of OUSD. Ultimately, we seek to develop a model cohort of dual language schools with improved outcomes for all students, with a focus on multilingual learners and Black students in both English and Spanish.

**Fiscal Impact** Grant amount from Global Impact \$340,000.00

**Attachment(s)**

- Grant Facesheet
- Grant Agreement
- Grant Proposal
- Budget

# OUSD Grants Management Face Sheet

OUSD Grants Management Face Sheet	
<b>Title of Grant:</b>	<b>Funding Cycle Dates:</b>
<b>Building Capacity for Transformational, Equity Focused Multilingual Education through SEAL</b>	7/1/2026 to 6/30/2028
<b>Grant's Fiscal Agent: (contact's name, address, phone number, email address)</b>	<b>Grant Amount for Full Funding Cycle:</b>
<b>Global Impact</b>	<b>\$340,000.00</b>
<b>2300 N St. NW, Suite 501A Washington, DC 20037</b>	
<b>800-836-4620</b>	
<b>info@charity.org</b>	
<b>Funding Agency:</b>	<b>Grant Focus:</b>
<b>Emerging Bilingual Collaborative (EBC)</b>	<p>To continue and deepen the ongoing work to build a cohesive network of dual language schools that have: 1) strong and impactful professional learning and coaching structures and content for educators at all levels of the system; 2) a fully articulated curriculum of culturally relevant and language-rich thematic units; and 3) classrooms of excellence that become models for other dual language educators, within and outside of OUSD. The grant would fund a Teacher on Special Assignment to support implementation of the SEAL approach to dual language pedagogy towards the stated goals.</p>
<b>List all School(s) or Department(s) to be Served:</b>	
<b>ICS, Greenleaf, Esperanza, Bridges, Global (potentially: MLA, SEED, and Lockwood STEAM)</b>	

Information Needed	School or Department Response	
How will this grant contribute to sustained student achievement or academic standards?	The goal of the grant is to improve literacy, language, and content instruction in Dual language schools with a focus on accelerating outcomes for ELLs and Black students in these programs.	
<p>How will this grant be evaluated for impact upon student achievement?</p> <p><b>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.89% 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.)</b></p>	<p>-Evidence of improved teacher practice and student engagement over time using ELLMA and /or SEAL observation tools</p> <p>-Evidence of improved use of language and academic performance in Spanish and English of all student groups including Black students and multilingual learners using the following measures:</p> <p>1) Dibels /Lectura and I-Ready progress in both languages for all language groups (ELLs, RFEPs, EOs)</p> <p>2) 20% improvement in attainment of biliteracy pathway awards for ELLs and Black students</p> <p>3) 5-10% growth on ELPI or 55% growth and 3% growth in reclassification rates for ELLs or 16% rate</p>	
Does the grant require any resources from the school(s) or district? If so, describe.	No	
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p><b>(If yes, include the district's indirect rate of 3.89% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</b></p>	Services are supported by an OUSD funded grant	
<p>Will the proposed program take students out of the classroom for any portion of the school day?</p> <p><b>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</b></p>	No	
<p>Who is the contact managing and assuring grant compliance?</p> <p><b>(Include contact's name, address, phone number, email address.)</b></p>	Name/Title:	Nicole Knight, Executive Director, ELLMA (English Language Arts and Multilingual Achievement)
	Site:	954
	Address:	
	Phone:	510-551-8945
	Email:	Nicole.knight@ousd.org

<b>Applicant Obtained Approval Signatures:</b>			
<b>Name/s</b>	<b>Entity</b>	<b>Signature/s</b>	<b>Date</b>
Nicole Knight	Department Chief		03/05/26
Sondra Aguilera	Chief Academic Officer		03/10/2026
<b>Grant Office Obtained Approval Signatures:</b>			
<b>Name/s</b>	<b>Entity</b>	<b>Signature/s</b>	<b>Date</b>
	Fiscal Officer		
Dr. Denise Saddler	Superintendent		



## GLOBAL IMPACT GRANT RECIPIENT AGREEMENT - restricted

This Grant Agreement (“Agreement”) is made and entered into as of July 1, 2026 (“Effective Date”) by and between Global Impact, a U.S. nonprofit 501(C)(3) corporation, having its principal offices at 1199 North Fairfax Street, Suite 300, Alexandria, VA 22314 (“Grantor”), and Oakland Unified School District, having its principal offices at 1011 Union Street, Oakland, CA 94607 (“Grantee”).

### SECTION 1: BACKGROUND

The Grantee has been selected as a recipient of a financial grant (hereinafter defined) by the Grantor, a public charity that works on charitable ventures to inspire greater giving.

### SECTION 2: USE OF GRANT FUNDS

In consideration of the mutual promises and covenants contained herein and the Grant to be made as described herein, the parties hereto agree as follows:

- 1. Provision of the Grant.** Subject to the terms and conditions set forth herein, Grantor shall fund a one-time grant of \$340,000 (the “Grant”). Such Grant shall be paid by Grantor to Grantee within 10 business days following the Effective Date of this Agreement. Grantee will be solely responsible for, and will file on a timely basis, all tax returns and payments required to be filed with, or made to, any federal, state, or local tax authority with respect to the Grant provided under this Agreement. The Grantor nor their affiliates or representatives is providing any tax or tax-related advice and Grantee agrees that it is not relying on any representation or advice by Grantor or any of their affiliates or representatives concerning the tax treatment of any payments hereunder and agree that none of such parties shall have any liability to Grantee or any other party for any amount payable by Grantee, including as a tax, penalty or interest. Grantee shall hold harmless the Grantor and their affiliates and representatives for any claim to the contrary. Grantee is advised to consult with its tax advisor on the tax treatment of the payments hereunder as Grantee’s particular circumstances will govern the taxability or non-taxability of the payments.
- 2. Grantee Performance; Use of Grant.** Grantee shall use the Grant for the charitable purposes outlined in the approved application as follows: Building Capacity for Transformational, Equity Focused Multilingual Education through SEAL (the “Purpose”). Funds shall be used in accordance with all applicable federal, state and local laws, rules and regulations, as well as the terms and conditions of this Agreement.

3. **Fraud and Violations.** Grantee must promptly inform Grantor in writing if it becomes aware of any actual or suspected fraud, mismanagement or improper use of the Grant, or a significant violation of this Agreement or applicable law by Grantee or any subsidiary, affiliate, or officer, director, employee, contractor, sub-grantee, sponsored organization, agent or representative, of Grantee (collectively, “Affiliated Persons”) of Grantee or any of them. Grantor and each of their Affiliated Persons reserve the right to take legal, investigatory, enforcement and other action in those circumstances or in the event Grantor becomes aware of any material misrepresentation made by Grantee in the application process. Grantee shall promptly and fully cooperate and comply with Grantor’s instructions in connection with any investigation or related proceeding (including, but not limited to, the return of Grant funds improperly used).
4. **Term:** The Grant Start Date shall be effective on July 1, 2026 and shall remain in effect until the earlier of (i) all obligations hereunder are fulfilled (expected to be Grant End Date June 30, 2028), (ii) termination of the Agreement by Grantor, immediately upon notice to Grantee, or (iii) the Agreement’s termination in accordance with Section 5 below (the “Term”).
5. **Termination.** Notwithstanding anything stated herein to the contrary, Grantor may terminate this Agreement if Grantee fails to use the Grant for the Purpose or within the guidelines provided, or if Grantee fails to perform any of the requirements of this Agreement and fails to cure such failure (if subject to cure) within ten (10) days from notice by the Grantor. Without limiting the foregoing, disbursement of the second installment of the Grant is contingent upon continued support by the Oakland Unified School District (“OUSD”) for English Language Learners (ELLs) enrolled in its Dual Language Immersion (DLI) schools. Evidence of continued support shall include: (i) the continued use of the grant funds for the formal designation and retention of a qualified SEAL implementation coach to support effective implementation of the SEAL model across DLI sites; and (ii) ongoing operational and leadership support for OUSD’s Office of English Language Learner and Multilingual Achievement, including staffing, coordination, and programmatic guidance necessary to advance multilingual learner success. Grantee shall provide written confirmation or other reasonable documentation demonstrating these conditions have been satisfied prior to release of the second installment. Failure to meet these conditions shall constitute a failure to perform the requirements of this Agreement. Grantee shall implement the Scope of Work as approved by Grantor. Should a material change in the Scope of Work become necessary due to unforeseen or budgetary circumstances, Grantee must first seek and obtain prior written approval from Grantor before reallocating funds or modifying activities supported by the Grant. Unauthorized reallocation or modification shall constitute a failure to comply with the requirements of this Agreement. If any party or its key management members commit any act or become involved in any situation that conflicts with the mission or principles of the Purpose or reasonably could result in negative publicity to another party, then the non-involved party shall have the right to terminate this Agreement without further obligation. If the Grant or activities are modified or not fully implemented by Grantee, or if this Agreement is terminated by Grantor early for cause, Grantee shall promptly return a portion of the Grant to Grantor, which amount shall be reasonably determined in

Grantor's discretion. Without limitation, Grantor shall not have any obligation to disburse additional amounts to Grantee, regardless of any claimed adverse effect on Grantee or Grantee's operations.

6. **Reporting.** Grantee is required to submit interim narrative and budget reports by July 31, 2027. Grantee is also required to submit a final report describing the progress made on achieving the Purpose with respect to the use of the Grant and will provide a detailed accounting of Grantee's efforts to fulfill the obligations set forth in this Agreement by July 31, 2028.
7. **Signatures.** The parties hereto agree that this Agreement may be signed in counterparts and signed in facsimile or electronic mail signatures shall be effective as if originals.

### SECTION 3: CONFIDENTIALITY

1. **Definition.** "Confidential Information" for the purposes of this Agreement shall mean all confidential and proprietary information and trade secrets (whether or not patentable or copyrightable), owned or possessed by either party ("Disclosing Party") and disclosed by such party to the other party ("Receiving Party") prior to the expiration or termination of this Agreement. Confidential Information includes without limitation any cost and pricing data, analytical methods and procedures, financial information, personnel data, or client information. Confidential Information shall not include information supplied to the Receiving Party which (1) is or becomes available to the public other than as a result of disclosure by the Receiving Party or its employees in violation of this Agreement; or (2) becomes available to the Receiving Party on a nonconfidential basis from a third party not restricted by contract or law regarding such information. Notwithstanding any other provision of this Agreement, Global Impact Confidential Information shall include (i) the identities of all Clients and other Global Impact clients, (ii) all information and data Grantee receives directly or indirectly from any Client, and (iii) all information and data Grantee receives directly or indirectly from any philanthropic or other organization that is the subject of Services.
2. **Nondisclosure.** (i) The Receiving Party agrees (i) to hold the Disclosing Party's Confidential Information in strict confidence, and provide at least the standard of care used by the Receiving Party in the protection of its own Confidential Information, and not to disclose such Confidential Information to any third party, and (ii) without the written permission of the Disclosing Party, not to use any Confidential Information of the Disclosing Party except as reasonably required to exercise its rights or perform its obligations under this Agreement. (ii) The Receiving Party agrees to limit disclosure of the Disclosing Party's Confidential Information to those employees who need to know the same to accomplish the purposes of this Agreement, and only so long as the recipients of such disclosures are bound by a written agreement not to disclose the Confidential Information or use it in any manner other than in furtherance of this Agreement.



# The Emerging Bilingual Collaborative Grant Proposal Application

## † 2024 EMERGING BILINGUAL COLLABORATIVE GRANT PROPOSAL

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Please send the grant proposal to Kathleen Dutta ([kathleen@emergingbilingualcollaborative.org](mailto:kathleen@emergingbilingualcollaborative.org)) and Victoria Cueva ([victoria@emergingbilingualcollaborative.org](mailto:victoria@emergingbilingualcollaborative.org)).

**Please note, if the EBC conditionally approves the grant proposal, your organization will work with our fiscal sponsor, Global Impact\*, to complete the following:**

- Sign the Global Impact Grant Agreement
- Complete the W9 form
- Provide your banking information on the Bill.com AP processing system

## COVER SHEET GUIDELINES

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1. **Organization Name:** Oakland Unified School District, English Language Learner, Multilingual Achievement (ELLMA)
2. **Project Name (if applicable):** Building Capacity for Transformational, Equity Focused Multilingual Education through SEAL
3. **Organization Address:** 1011 Union Street, Oakland, CA 94607
4. **\*Organization Primary Contact:** Nicole Knight, [nicole.knight@ousd.org](mailto:nicole.knight@ousd.org)
5. **\*\*Organization Finance Contact name and email:** Ryan, Nguyen, CFO, [ryan.nguyen@ousd.org](mailto:ryan.nguyen@ousd.org)
6. **Project Start and End date:** July 1, 2026-June 30, 2028
7. **Project Reporting Requirements:** Interim narrative report and budget report due July 2027 and final narrative report and budget report due July 2028
8. **Amount of Sub-Grant:** \$340,000
9. **Payment Terms:** \$170,000/ year on July 1, 2026 and July 1, 2027
10. **Brief purpose of Project( 1-2 sentences):** The purpose of this project is to center the linguistic and cultural needs and gifts of our multilingual learners and Black students through the implementation of the SEAL framework at 5-8 of OUSD's dual language schools. Ultimately, we seek to develop a model cohort of dual language schools with accelerated outcomes for multilingual learners and Black students in both English and Spanish.



\*\*Authorized to enter banking information when needed  
\*\*Authorized contract signer

## PROPOSAL NARRATIVE GUIDELINES

Please answer the questions below. When applicable, copy and paste relevant responses from the EBC Concept Paper. **We use an asterisk (\*) to note any question that is the same as a concept paper question - If the content hasn't changed, feel free to copy & paste.**

**Limit the narrative portion of your proposal to ~7-10 pages.**

### A. ORGANIZATION BACKGROUND

1. Please provide a brief overview of the organization. Include the mission, history, and how your organization strives to create a more equitable education system for multilingual students and multilingual educators.

Oakland Unified School District (OUSD) is located in the 7th most diverse city in the US (World Population Review). Of the 34,000 students currently enrolled, 48% are Latino, 19% African American, 9% Asian and 12% White. Just under 50% speak a language other than English, with close to 33% designated English Language Learners (ELLs). Prior to this year, OUSD has outpaced other districts in enrollment of newly arrived immigrants; many are children of migrant families seeking asylum from Central America, with the largest group from Guatemala, speakers of Mayan Mam. Currently, this enrollment has paused due to current federal immigration policy. 81% of students qualify for free and reduced lunch. Equity is at the heart of OUSD's collective work as illustrated in the mission and vision.

**The OUSD Mission:** Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



**The OUSD Vision:** All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

In terms of multilingual programming, OUSD has articulated a vision to “eliminate the achievement and opportunity gaps by providing a high quality PK-12 multilingual pathway for English Language Learners and native English speakers in a mutually supportive, multicultural learning environment” ([OUSD Roadmap to ELL Achievement, 2024-2027](#)). To date, we have developed 8 dual language schools in OUSD serving 3300 students. These eight schools serve 1/3 of our elementary ELLs and close to 30% of our elementary-aged newcomers. OUSD commitment is further demonstrated by the [Board-adopted LCAP](#) (see Action 1.6) which outlines four implementation goals for this 3-year cycle:

- Quality implementation of the new version of Benchmark Advance and Adelante, the Dual Language Arts (DLA) curriculum.
- Converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs
- Launch of partnership with SEAL to strengthen dual language pedagogy in three of our dual language schools.
- Holistic analysis of writing to strengthen instruction that fosters cross-linguistic transfer.

## B. PROJECT OVERVIEW

1. What is your vision for the work?\*

**Long-term vision:** Our vision is to create thriving, inclusive dual language schools that embrace the assets of *all* students, including our English language learners, non-Spanish-speaking newcomers students, and low-income Black students who have historically been precluded from the promise of multilingual programming. Our goal is to ensure our dual language schools are spaces of joy and cultural and linguistic affirmation that effectively support students to advance on a biliteracy trajectory, ultimately putting them on track to earn the Seal of Biliteracy.

**Grant-period vision:** In the shorter term of this grant period, we want to improve the ongoing work to build a cohesive network of dual language schools that have: 1) strong and impactful professional learning and coaching



structures and content for educators at all levels of the system; 2) a fully articulated curriculum of culturally relevant and language-rich thematic units; and 3) classrooms of excellence that become models for other dual language educators, within and outside of OUSD.

Through the work made possible by previous EBC grants and the Dual Language Immersion Grant (DLIG), we have built a strong foundation in OUSD to deepen instructional and programmatic quality so that we can realize this vision. Core to this work has been the emerging partnership with Sobrato Early Academic Language (SEAL). We are currently in our second year of SEAL partnership, with three schools (Esperanza, Greenleaf, and International Community School) in their second year of learning and implementation, and an additional two schools (Global and Bridges) who are in their first year.

Our progress-to-date, while emergent, is promising. As a result of EBC's grant support for a local SEAL coach and the SEAL partnership, we have seen an increase in language-rich and culturally responsive instructional practices and have seen promising results in ELPAC and reading growth in English and Spanish. We are excited to continue and expand this partnership with the ultimate goal that all eight OUSD dual language schools join the SEAL cohort to benefit from a shared community of practice and system of support. In fact, the three remaining DL schools (Lockwood Steam Academy, Melrose Leadership Academy, and Manzanita SEED have all expressed interest in joining starting the 2026-27.

While the work of the grant is first and foremost to strengthen the quality of programming and instruction internally, we believe that Oakland has an important role in informing the field and advocating for the investments needed to improve and expand multilingual programs across the state.

2. Who is involved in leading this project? Please note who will be leading the work within your organization and any partners you will work with or consult during the grant period.

This project is a team effort. ELLMA Executive Director Nicole Knight is the overall lead, overseeing the partnership with SEAL and coordinating across departments, including ELLMA, Literacy and Academics teams, Research Assessment and Data, and Network leadership (principal supervisors). Additionally, 4 additional ELLMA team members act as lead learners of the model and have begun incorporating core elements of SEAL into our



instructional framework for ELLs within and outside of Dual Language programming. For example, SEAL strategies have been introduced to our elementary newcomer framework and shared with Elementary Newcomer Teacher Leaders across 10 of our non-DLI school sites.

Our partner organization, SEAL, provides a two-year sequence of learning about dual language pedagogy with differentiated spaces for teachers, coaches, and leaders. We have also benefited from on-site technical assistance, demonstration lessons, and facilitation of cross-site professional learning from SEAL staff.

The current EBC grant has enabled us to hire a Teacher on Special Assignment to function as the OUSD Seal coach. This position has been instrumental to the success of our goals. This role serves as a bridge between SEAL's professional development and technical assistance offerings and OUSD's unique context, enabling deep implementation and capacity building so we can sustain the work internally. This grant proposal seeks continuity of funding for this essential role, the "secret sauce" to the project's success.

The responsibilities of the OUSD SEAL coach are to build capacity at the teacher, leader and district levels. At the teacher level, they support implementation of the SEAL instructional model through professional learning, coaching, co-planning, modeling lessons, and content curation and development. They support coaches and leaders to develop the continuous improvement structures and systems that create the conditions for powerful teacher and student learning.

Finally, they support Central Office by advising on and collaborating to improve the organizational practices that support school's implementation of SEAL such as professional development structures, observation and feedback protocols, biliteracy assessment practices, and importantly, the co-creation of a full scope and sequence of thematic units that embed SEAL strategies. Over time, we aim to build the capacity of the ELLMA team and site-based leaders and coaches to sustain the work once the funding for this role ends



3. Please specify the project goals using the table below. Add more columns to the table if needed, and feel free to rearrange the order of the rows.

Project Goal	Timeline	Activities/Details	Associated Deliverables/ Evidence (if applicable)
Co-construction of a full scope and sequence of thematic units for K-5 that center dual language pedagogy	By end of 2028	<ol style="list-style-type: none"> <li>1. Curriculum mapping using adopted instructional materials to develop thematic units at each grade-level</li> <li>2. Convening of teachers across sites by grade-level to inform and support content development</li> <li>3. Intentional integration of SEAL practices and holistic assessments</li> </ol>	A full scope and sequence of thematic units and embedded assessments available for OUSD dual language schools and eventually made open source to other districts.
Improved teacher practice of culturally and affirming instruction using SEAL approach.	Over 2 years	<ol style="list-style-type: none"> <li>1. 100% teacher participation in SEAL webinar series</li> <li>2. Each school sends a team of 3-6 key staff to the in-person SEAL convenings</li> <li>3. Integration of SEAL strategies into classroom practice</li> <li>4. Use of holistic assessment practices to inform instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence of improved teacher practice and student engagement over time using ELLMA and /or SEAL observation tools</li> <li>2. Evidence of improved use of language and academic performance in Spanish and English of all student groups including Black students and multilingual learners using the following measures: <ul style="list-style-type: none"> <li>- Dibels /Lectura and I-Ready progress in both languages for all language groups (ELLs, RFEPs, EOs)</li> <li>- 20% improvement in attainment of biliteracy pathway awards for ELLs and Black students</li> </ul> </li> </ol>



			- 5-10% growth on ELPI or 55% growth and 3% growth in reclassification rates for ELLs or 16% rate
Refined OUSD DL instructional framework, aligned toolkit, and system of multilingual professional learning	Over 2 years	<p>Collaboration of ELLMA, literacy team, SEAL, and site leaders on:</p> <ol style="list-style-type: none"> <li>1. Curation, refinement, and development of resources for educators</li> <li>2. Continued refinement of assessment practices based on research, educator experience, and alignment to district practices</li> <li>3. Professional learning facilitation that deepens the work of the SEAL PD modules and in-person convenings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refined instructional toolkit available on our district website for educators within and external to OUSD</li> <li>2. Revised assessment framework that utilizes a holistic assessment approach</li> <li>3. Established scope and sequence for professional learning of teachers, coaches, and leaders</li> </ol> <p>Note: all resources will be made available to interested districts.</p>
OUSD informs the field through sharing resources, providing technical assistance, and contributing to advocacy efforts.	Over 2 years	<ol style="list-style-type: none"> <li>1. Presentation of conferences and on panels on topics related to multilingual learning and programs</li> <li>2. (year 2+) Technical assistance for other districts in Alameda County exploring or beginning SEAL work</li> <li>3. (year 2+) Thematic units and aligned resources made open-source to other districts</li> <li>4. Leadership on state-wide</li> </ol>	Increased state-level funding and/or grant opportunities for multilingual programming, bilingual teacher recruitment and development, and evidence that publishers are committing to improved quality of SLA, DL instructional materials and assessments.



		<p>advocacy efforts including the Multilingual for All campaign, CABE, Caltog’s District English Learner Administrator Advocacy Network (DELAAN), and ELSF’s Quality Spanish Instructional Materials initiative.</p> <p>5. Engagement in continued narrative for change work to build our capacity in advocacy efforts internally and externally.</p>	
<p>Build systems and capacity to ensure sustainability of the work beyond the life of the grant.</p>	<p>Over 2 years (with focus on year 2)</p>	<ol style="list-style-type: none"> <li>1. Collaborate with network superintendents and academics to ensure SEAL practices are institutionalized through collective ownership and implementation support (thematic units understood as the adopted curriculum, maintained communities of practice of leaders, coaches, and teachers around SEAL strategies, etc.)</li> <li>2. Capacity building of key site-based coaches and ELLMA specialists to lead the work (PD, communities of practice, and ongoing refinement of content) beyond the grant period.</li> <li>3. Engagement with Board of Education and senior leadership</li> </ol>	<p>Evidence of systems that reflect a commitment to the SEAL-based improvement efforts including:</p> <ul style="list-style-type: none"> <li>- OUSD-wide curriculum guidance names integrated units as the curriculum for all DL sites</li> <li>- Leaders beyond ELLMA holding support and accountability for quality implementation of SEAL practices including network superintendents</li> <li>- Site-based and central PD calendars reflect SEAL as a core learning focus, with differentiation for teachers new to SEAL and veteran practitioners</li> </ul> <p>Identified lead coaches and ELLMA specialists as holders of cross-site SEAL work.</p>



		to advocate for continued investments	
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3. What are 1-3 challenges/risks associated with the project goals? How do you plan to mitigate these challenges/risks?

The first challenge is the need to secure funding to contract with SEAL for their professional development and technical assistance in the event that Title III is not appropriated by Congress. Given the precarious district finances, it is unlikely we can secure a different funding source from local funds. We are in conversation with SEAL about various options including joint fundraising and scaled back service options. While not ideal, we feel we can support the SEAL work with minimal additional investment with the support of the EBC-funded SEAL coach position.

A second challenge in a district like OUSD is to ensure the schools are not managing too many competing priorities, and can focus on the lift of integrating the SEAL approach. We have made a lot of progress in this area with our first two cohorts and have worked with the Chief Academic Officer, Network Superintendents, and Literacy Director to create protected spaces for dual language principals and coaches, and to create district-level specific outcome and implementation goals for dual language schools aligned with the priorities of this grant proposal. We recently held a series of “empathy interviews” with most DL principals and coaches to understand their priorities given budget reductions, and 100% named continuing SEAL as a top priority.

4. Who will be served by this work? And what is the geographic focus of this work?\*

- a. How does this work ultimately support/benefit Prek-3rd multilingual educators of color and/or Prek-3rd multilingual students of color?



The majority population of our Dual Language schools are multilingual students of color. All schools have TK as a part of their school program and 4 have a co-located early childhood center serving PK students. While the PKs function separately, we are in active conversation with the Early Childhood department about formalizing a dual immersion preschool program. Of the five schools engaged in the SEAL partnership, 80% are educators of color and the majority are bilingual.

5. How will this project be sustained upon completion of funding from the Collaborative?

The next 2-3 years will be critical in developing the resources, bringing on all 8 schools into the SEAL model, and building leadership capacity. With this solid foundation, we will be in a strong position to sustain the work. And while we hope that the advocacy work we will contribute to will bring more resources to LEAs so that we can fully fund ML programming, we know this is not guaranteed in the short term, and so our proposal includes a sustainability plan.

With the support of the EBC grant, part of the SEAL coach's work will be to support the DL coaches in a monthly coaching collaborative and the DL principals during differentiated principal professional learning spaces. As all Dual Language schools become "SEAL schools," we will use those spaces to build new leadership, particularly among site-based coaches and ELLMA specialists to continue the work beyond the life of the grant.

This type of capacity building will require a shift from a narrower focus on coach learning how to implement at their respective sites to building a community of instructional leaders that can be sustained over time with the support of OUSD-funded central office positions. By the end of the grant period, Cohort 1 schools will be in year 4 of implementation, and well-positioned to be models for their sister schools. To date, we have seen longevity among our DL coaches, and those who leave coaching often become DL principals. For these reasons, we believe that by building coach and principal capacity, as well as ELLMA staff, we will be in a solid position to sustain the work.

6. **IF APPLICABLE: If you are requesting communications support,** describe what type of communication support is needed and why. Please also include a budget line item for communications in the budget template.\*



No funding is needed for this because ELLMA already has a robust communications strategy including the publication of a monthly [ELLMA newsletter](#) and an [ELLMA Spotlights](#) blog. We will use these platforms to highlight powerful learning and teaching utilizing the SEAL approach.

Additionally, we are participating in and benefiting from the Narrative Change Community of Practice which is supporting our communication strategy and advocacy efforts.

### C. EBC STRATEGY ALIGNMENT & MEASURING PROGRESS

4. How does this work align with EBC’s core pillars? Please review and reference [EBC’s strategy](#) (see slide 4) in your response.

This work is very much aligned to EBC’s core pillars. Through deep implementation of the SEAL model, we seek to ensure those students most marginalized in dominant schooling are centered in our Dual Language schools: our ELLs, our non-Spanish speaking newcomers, and our Black students. We strive to create spaces where all students and families feel a sense of belonging, connection and agency, where all home languages are valued, and where every child has access to the language and academic supports they need to thrive in a multilingual instructional environment. Specifically, we address all of the pillars in the following way:

Pillars	Connection to Proposed Grant
<p>Designing for multilingual educators of color and multilingual students of color.</p> <p>Recruiting, preparing, and retaining racially and linguistically diverse educators with the knowledge, skills, and mindsets to meet the needs of young multilingual learners (in ways that foster biliteracy)</p>	<p>The program goals centers multilingual students of color. Because the majority of educators in our DL programs are multilingual educators of color, this program is also designed for them, particularly because it addresses a current gap in professional learning offerings that are specifically designed for their teaching context, rather than the dominant monolingual teaching context.</p> <p>The focus of this grant is on preparing and retaining, and less so on recruitment.</p>



Implementing equitable and accessible biliteracy pathways* for young multilingual learners that meet the unique demographics and needs of the community	While we are not developing new multilingual programs, we are ensuring access to students furthest from opportunity, such as our newcomer Spanish Learners (Mam speakers) and our Black students.
Fostering welcoming and inclusive school cultures that celebrate multilingualism and multiculturalism	This is at the heart of our ongoing work to ensure that our DL schools are spaces in which instruction is culturally and linguistically affirming for students across all language and racial/ethnic backgrounds.
Supporting intellectually rich and culturally affirming learning environments	SEAL is designed specifically for this purpose, so this pillar is directly addressed throughout the proposal.

5. Use the table below to answer the following question: For each goal described under Question B(3), describe how it aligns to [EBC's strategy](#) (reference slides 13-16) and how you will measure progress. Add rows to the table as needed.

<b>Project Goal - copy &amp; paste goals from Question B(3)</b>	<b>Which EBC strategy does this support?</b>	<b>Which EBC sub-strategy does this support?</b>	<b>How will you track progress? (Note, we will ask you to report on this progress in the grant report).</b> <i>*If there's a baseline you'll track progress against, make a note of the baseline or describe how you will collect the baseline.</i>
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<p>Co-construction of a full scope and sequence of thematic units for K-5 that center dual language pedagogy</p>	<p>Develop intellectually rich, culturally affirming teaching and learning environments that foster multilingualism</p>	<p>LOCAL SYSTEMS: Increase the capacity of local leaders to develop PreK-3rd grade multilingual education systems and environments.</p>	<p>We will review evidence of program and structural elements of DL pedagogy, including</p> <ol style="list-style-type: none"> <li>1. revised assessment calendar and tools for sites</li> <li>2. refined instructional schedules that reflect a research-based language allocation for the students each school serves.</li> </ol> <p>We use a DL review tool adapted from the strands of the Guiding Principles for Dual Language Education to provide a pre-post view to gauge improvement and inform school level continuous improvement efforts.</p>
<p>Improved teacher practice of culturally and affirming instruction using SEAL approach.</p>	<p>Develop intellectually rich, culturally affirming teaching &amp; learning environments that foster multilingualism.</p>	<p><i>SCHOOL LEADERS/EDUCATORS: In regions of interest, increase school leader capacity to create conducive environments for Prek-3rd multilingual educators of color and multilingual students of color.</i></p>	<p>We will assess growth in teacher practice through regular observations using the ELL Review, a tool to observe for teacher practice and student engagement.</p> <p>We will assess growth in student learning through monitoring of biliteracy data, and the attainment of the “biliteracy zone”, the percentage of students at or above grade-level in one language and approaching or above in the second. We will have baseline data for all students at the participating schools, as well as disaggregated by student group, by the end of this school year.</p>
<p>Co-construction of a full scope and sequence of thematic units for K-5 that center dual language</p>	<p>Develop intellectually rich, culturally affirming teaching &amp; learning environments that foster</p>	<p><i>SCHOOL LEADERS/EDUCATORS: In regions of interest, increase school leader capacity to create conducive</i></p>	<p>Progress will be monitored by reviewing the quality of thematic units and its implementation. Data collected from observations and teacher and leader feedback will be used to further refine and/or amplify the units.</p>



pedagogy	multilingualism	<i>environments for PreK-3rd multilingual educators of color and multilingual students of color.</i>	
Refined OUSD DL instructional framework, aligned toolkit, and system of multilingual professional learning	Develop intellectually rich, culturally affirming teaching & learning environments that foster multilingualism	<i>LOCAL SYSTEMS: Increase the capacity of local leaders to develop PreK-3rd grade multilingual education systems and environments.</i>	Progress will be monitored by documenting any changes in our framework, aligned tools, and systems of professional learning for our DL educators.. We will also gather feedback on the tools and PD experiences from our educators to assess its impact and adjust accordingly.
OUSD informs the field through sharing resources, providing technical assistance, and contributing to advocacy efforts.	Enhance the state system of support for a multilingual education system  Narrative Change: Support the infrastructure for narrative change that will activate an equitable and accessible	<i>Communication between state leaders and local and regional leaders Advocacy focused on: Recruiting and retaining educators with a bilingual authorization Increase the number of multilingual</i>	Progress will be monitored through participation in external forums to support, present, and/or advocate. Additionally, we will seek to track shifts in practice, investments, and prioritization locally, regionally, and at state-level as a result of Oakland's contributions.



	<p>multilingual education system</p>	<p><i>education programs available to multilingual learners</i></p> <p>LOCAL/REGIONAL NARRATIVES: Support local and regional coalitions and networks to build narratives in support of advocacy agendas that advance multilingual education.</p>	
<p>Build systems and capacity to ensure sustainability of the work beyond the life of the grant.</p>	<p>Develop intellectually rich, culturally affirming teaching &amp; learning environments that foster Multilingualism</p> <p>Narrative Change: Support the infrastructure for narrative change that will activate an</p>	<p>LOCAL SYSTEMS: Increase the capacity of local leaders to develop PreK-3rd grade multilingual education systems and environments.</p>	<p>Progress will be monitored by evidence of increased leadership beyond the SEAL coach (including site-based leaders, coaches, network superintendents) in supporting implementation of the SEAL work. Examples might include hosting learning walks, facilitating PD, and holding coaching cycles with teachers at SEAL sites.</p> <p>We will also track the confidence level of coaches and SEAL to lead the work with increased independence, through surveys and empathy interviews.</p> <p>Finally, we will track OUSD investments in the SEAL work, including teacher stipends, sub release time, supportive instructional materials, and staff.</p>



	equitable and accessible multilingual education system		
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7. If applicable, fill in the table below to identify how your work will reach students, families, educators, school leaders, administrators, and/or state leaders. Only add estimates for stakeholders relevant to this grant.

→ Do not spend too much time on these estimates, but please note that you will need to report stakeholders reached in the interim and final grant report.

Stakeholder group	Will your work reach this stakeholder group? [y/n]	If yes, provide an estimate for how many will be reached through this grant. Provide any relevant information associated with the estimate.
<i>Students</i>	Yes	All students at the five participating schools will be impacted by the SEAL model, at 2105 students. If the remaining three schools join the cohort over the next two years, this number will increase to 3300.



<i>Families</i>	Yes	The SEAL model includes a family partnership component, which means we will potentially reach the same number of families as the number of students above. However, the first two years are more teacher and leader focused.
<i>Educators</i>	Yes	We will reach 138 teachers at the five schools currently participating. Once all 8 schools join, we will serve 210 teachers.
<i>School Leaders</i>	yes	We will directly reach 5 principals and the same number of teachers of special assignment (TSAs), or literacy coaches in year 1. Up to 3 additional sites may join the SEAL cohort in 2026-27 which would expand the reach. We will indirectly reach all principals and TSAs of the 8 Dual Language schools as the learning from SEAL is internalized by ELLMA staff and informs our broader work.
<i>District or County Administrators</i>	Yes	The ELLMA team includes 5 elementary staff and the Executive Director, who will be positioned as lead learners of the SEAL partnership. Learning will also be shared with the Director of Literacy, the Director of Elementary Academics, and the two Network Superintendents who supervise the Dual Language school participants in the first phase of the SEAL partnership. This would be an estimated total of 9 District leaders.  As noted, we are happy to share our resources and lessons learned with other district or county leaders, as helpful.
<i>State Leaders</i>	Yes	State leaders will be reached through advocacy efforts such as the Multilingual for All Campaign for which ELLMA's Executive Director will serve as committee co-chair. It is hard to estimate the number,



		<p>but the efforts could directly engage 10-15 staff in CDE and additional leaders in the governor’s office and/or California legislature.</p>
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#### D. Project Budget

1. Please fill out this [budget template](#).

#### E. EVALUATION AND KEY LEARNING QUESTIONS

3. IF APPLICABLE: ***If the program/project has a specific evaluation strategy or approach***, provide a brief overview of the key questions this program/project will answer for the organization and/or the broader field.  
n/a



**Global Impact  
on behalf of Emerging Bilingual Collaborative**

**Organization Name:** Oakland Unified School District  
**Project Name:** Building Capacity for Transformational, Equity Focused Multilingual Educa

**Financial Report Budget Summary**

Grant amount from Global Impact: \$340,000.00  
 Funding from other sources (if applicable): \$270,000.00  
**Total Project Budget:** \$610,000.00

**Financial Budget & Report Summary**

**Instructions:**

1. Enter the total projected project costs in the Project Budget column below. Insert additional lines as necessary.
2. A Budget Revision should be submitted if Actual Expenses are +/- 15% of the Budget line.
3. When submitting the Financial Report, use the Actuals column to include your actual costs. Use the notes section to describe any extraordinary discrepancies.

Budget Line Items	Year 1 and Year 2		Project Budget	Actuals	Year 1 REVISION	
	EBC Funding	Other Funding			Project Budget	Actuals
<b>Personnel</b>						
Teacher on Special Assignment (OUSD SEAL Coach)	330000.00		\$330,000.00			
Teacher stipends for professional development and collaboration		\$120,000.00	\$120,000.00			
Please enter details here						
Please enter details here						
Please enter details here						
Please enter details here						
<b>Professional Development Fees</b>						
Contract with SEAL		\$150,000.00	\$150,000.00			
Please enter details here						
Please enter details here						
Please enter details here						
Please enter details here						
<b>Expense Category **</b>						
Please enter details here						
Please enter details here						
Please enter details here						
Please enter details here						
<b>Indirect costs</b>	\$10,000.00					
<b>Total:</b>						

\*\*Include a category if necessary, such as General, Personnel, Consultant, Travel, etc.

**Financial Report Narrative: Additional Explanation**

(1) **Project costs:** This can include salaries, consultants, subcontractors, travel/travel-related, meeting expenses, project supplies, strategy development, monitoring, and evaluation and other direct costs, including the shared costs such as rent associated with the project.

(2) **Indirect Costs associated with the project:** Indirect costs include the general administrative functions of your organization including fundraising. Emerging Bilingual believes impact is delivered by organizations with strong infrastructure. We are committed to paying the full costs associated with your project or program.

**Notes:** Add any additional notes below (optional)