

File ID Number	18-1526
Introduction Date	6/27/18
Enactment Number	18-1527
Enactment Date	6/27/18 er
By	



OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Andrea Bustamante, Executive Director, Community Schools and Student Services Dept.
Marta Pena, Coordinator, After School Programs Office

Subject: Grant Agreement - Partnership for Children and Youth - Expanded Learning 360/365 - Expanded Learning Department

ACTION REQUESTED:

Approval by the Board of Education of the Grant Agreement from Partnership for Children and Youth, in the amount of \$10,000.00, to improve Social-Emotional Learning (SEL) practices and promote coordination and consistency of these practices across expanded Learning and school-day environments, for the period of February 9, 2018 through December 31, 2018, pursuant to the terms and conditions thereof, if any.

BACKGROUND:

Grant agreement for OUSD schools for the 2018-2019 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D.#	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
18-1526	Yes	Grant	Oakland Unified School District Schools	To improve Social-Emotional Learning (SEL) practices and promote coordination and consistency of these practices across expanded Learning and school-day environments.	February 9, 2018 through December 31, 2018	Partnership for Children and Youth	\$10,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued \$10,000.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Agreement for OUSD Schools via the After School Programs Office, for fiscal year 2018-2019, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Agreement
Grant Application
Copy of Check #8074

OUSD Grants Management Face Sheet

Title of Grant: Expanded Learning 360/365 PLC Participation	Funding Cycle Dates: February 9, 2018 – December 31, 2018
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Megan Agee, Director Partnership for Children and Youth 1330 Broadway, Suite 601 Oakland, CA 94612-2505 (510) 830-4200 megan@partnershipforchildren.org	Grant Amount for Full Funding Cycle: \$10,000.00
Funding Agency: Partnership for Children and Youth 1330 Broadway, Suite 601 Oakland, CA 94612-2505	Grant Focus: To improve Social-Emotional Learning (SEL) practices and promote coordination and consistency of these practices across expanded Learning and school-day environments.
List all School(s) or Department(s) to be Served: OUSD Expanded Learning Department via the Community Schools and Student Services Department.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The 360/365 Grant will create a coalition of four OUSD schools to implement and align SEL strategies into their school day and after-school programs. It will also provide support in the planning and design of site-level Professional learning opportunities and coaching for all participating instructors on SEL implementation.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.59% 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.)	All services provided by this grant will be evaluated through the 360/365 year-end evaluation, which will evaluate the effectiveness of instructors facilitating SEL practices in their classrooms. The after school programs will use the Continuous Quality Improvement tool to assess the implementation of SEL in after-school programs.
Does the grant require any resources from the school(s) or district? If so, describe.	The 360/365 grant requires an SEL coach from each site to help implement and disseminate SEL practices. This individual will meet monthly with the 360/365 leadership team to provide input and support on implementation strategies
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.59% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	OUSD Funded Grant
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	All services supported by this grant will be implemented during school-day and after-school programs.

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Martha Pena Coordinator, After School Programs Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 510-879-2885 Martha.Pena@ousd.org
---	--

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		6/13/18

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Marcus Battle		
Superintendent	Kyla Johnson-Trammell		



Expanded Learning 360°/365
Skills for Success in School, Work and Life



360°/365 Participation Agreement 2018 Professional Learning Community (PLC)

This agreement describes the stipend provided by the Partnership for Children & Youth (PCY) to Oakland Unified School District for involvement in Expanded Learning 360°/365, an initiative to improve social-emotional learning (SEL) practices and promote coordination and consistency of these practices across expanded learning and school-day environments.

A \$10,000 stipend is being provided to support the district and its community partners' participation in this initiative. The stipend is intended to cover associated travel costs (e.g., airfare, hotel, food, mileage, parking), staff time for district or community partners' participation and work related to the initiative, and any other costs related to 360°/365 planning and activity implementation. Funds will be released in two phases:

- Phase 1: \$5,000 – Upon receipt of this signed Participation Agreement
- Phase 2: \$5,000 – Upon submission of action plan with plan for use of stipend

As part of the 360°/365 PLC and receipt of the stipend, the district agrees to the following deliverables:

- Core Team members participate in 4 Learning Community meetings.
 - o At least 2 representatives must commit to attending all 4 meetings. (3 statewide, 1 regional)
 - o The team must include representation from both the school day and expanded learning staff.
 - o We encourage inclusion of community-based expanded learning partners in the team.
- Implementation of SEL practices aligning ELO and the school day at 2 to 5 pilot sites.
- An action plan, describing goals and strategies for improving district- and site-level practices.
- A scope of work describing how consulting support will be used each year. This scope will be developed with the PCY-contracted consultant and will include 30 hours per year.
- A plan for the use of a \$10,000/year stipend.
- Convening of site-level school and expanded learning staff (360°/365 Implementation Team) between PLC meetings to plan for and engage in site-level work, as described in action plans.
- Timely response to information and interview requests from AIR evaluators.
- Sharing of progress reports, tools, and promising practices with PCY, and participation in presentations at conferences and forums, as requested and available.
- Engagement with the PCY-provided consultant at least once per month to communicate recent activities, successes, and challenges. (Can be conducted via phone, in-person meeting, or email.)

- Completion of tasks, as needed, between Learning Community meetings to prepare for meetings and to move the action plan forward.

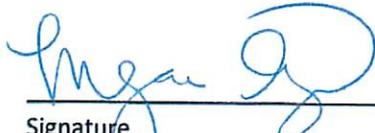
This agreement is in effect from February to December, 2018.

By checking this box, I agree to the sharing of our 2018 Action Plan with other Learning Community teams, 360°/365 partners, and initiative funders.

By signing below, I agree to the terms and conditions of the agreement:



 Signature Date
 Martha Pena 3-8-18
 After School Coordinator
 Oakland Unified School District



 Signature Date
 Katie Brackenridge Megan Agee 3/13/18
 Vice-President of Programs Director, 360°/365
 Partnership for Children & Youth

District EIN: 94-6000385

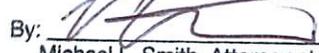


Aimee Eng, President, Board of Education 6/28/18



Kyla Johnson Trammell, Secretary, Board of Education 6/28/18

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

By: 
 Michael L. Smith, Attorney at Law 6/13/18
 (CACC 6/13/18)

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



Expanded Learning 360°/365
Skills for Success in School, Work and Life

Application for 2018 & 2019 PLC Participation
DUE DATE: February 9, 2018

District Name: Oakland Unified School District
360/365 Team Lead: Martha Pena, Sonny Kim
Person completing this application (if not Team Lead):
Date: Feb. 6, 2018

Please respond to the following questions about your initial plans, strategies and capacity to participate in the 2018 and 2019 360/365 Professional Learning Community.

Please see the attached **PLC Description** for specific expectations, commitments and timelines.

Selection Criteria:

This application is open to the nine current PLC districts. Participants will be selected based on the following criteria:

- Commitment to improve social and emotional learning practice and to increase alignment of these practices between school day and expanded learning at the district and site level.
- Initial plans that are ambitious and realistic to your capacity and the 360/365 support provided.
- Capacity to engage in SEL improvement and alignment at the site level. By capacity, we mean staff time and expertise as well as financial resources (as needed beyond the stipend) to support this work at the district and site level.

Questions (Please limit your responses to 1 to 2 short paragraphs.)

Important note: Some of these questions ask you about initial thoughts and plans for this work. These really are intended to be *initial*, and subject to change based on our meetings and your planning from February through May, 2018. We just want to get a sense for how you're thinking about this work at this point.

1. **The goal of this initiative is to improve social and emotional learning practices, and to increase alignment of those practices across the school day and expanded learning.**

Given that goal, what are your **initial** thoughts about practices your team will focus on at the site-level? Why these practices?

(Practices could include, for example, instructional practices, professional development, school-wide meeting and planning structures, stakeholder engagement, quality improvement processes, etc.)

The site-level practices under consideration is drawn upon our experience in implementing Year 1 of our Whole Child, Whole School, Whole Day (W3) initiative at five elementary schools:

- *Support the school in identifying the structures and spaces for collaboration between school-day and after-school leadership and staff; e.g., after-school leadership attends monthly school faculty meetings and the weekly Wednesday professional development sessions, after-school staff facilitate Optimistic Close in the classroom, communication structures include both staff.*
- *Schoolwide use of the Three Signature SEL Practices to support adult awareness and understanding of SEL, and how SEL is embedded and infused in the school's shared vision. Schools will be supported in aligning the Three Signature SEL Practices to existing programs and initiatives.*
- *Support implementation of the Three Signature SEL Practices in the classroom for school-day and after-school practitioners. The SEL Team will be developing a classroom playbook for SY 2018-19.*
- *Support the school in conducting a schoolwide SEL needs assessment.*
- *For the After-School Program (ASP) line staff, provide SEL professional learning engagements (3x/year) that are aligned to existing programs/curriculum, such as Building Intentional Communities, Youth Work Methods, and Garfield Elementary's ASP SEL Lessons.*
- *Quality Support Coaches receive professional learning focused on building their SEL capacity.*

We have learned, so far, three key lessons from our W3 work: 1) The importance of relationships—from creating new relationships to redefining existing relationships. Simply put, this means seeing and hearing from each other, and the understanding of mutually shared values. When school-day and after-school staff are seen and heard in each other's spaces, that everyone has a role and responsibility towards achieving the school's shared vision, the conditions are created for the biases and assumptions to be replaced with mutual respect and empathy; 2) The Three Signature SEL Practices is a vehicle or tool for the school's adult community to develop a sense of belonging and connectedness across boundaries, as well as develop a common shared understanding and language of SEL; and, 3) "Wherever you are is the right place." Acceptance. Our practices seek to deepen and enhance the strengths and assets present at a school, and this includes aligning our practices to a school's existing programs and initiatives to create coherence.

2. How is this work building on the past 3 years' efforts?

Since our initial participation in 2015, the 360/365 PLC has provided the foundation for a flourishing collaboration between the Expanded Learning and SEL Teams; a partnership from which both teams have benefited. The Expanded Learning team has built their capacity to embed and infuse SEL into their practices and professional learning engagements, while the SEL Team has drawn from the Expanded Learning team and the after-school community to deepen their understanding of SEL implementation. This past year, the partnership took a significant step forward by launching the Whole Child, Whole School, Whole Day initiative. The two teams are collaboratively supporting five elementary schools in their effort to build a seamless learning experience for all students by uniting the school-day and after-school world through SEL. The 360/365 PLC's focus on site-level strategies in 2018 and 2019 aligns with the SEL Team's interest in identifying high leverage practices and strategies that are scalable and support a whole child, whole school, whole day SEL implementation approach.

3. How does site-level SEL work fit into your district's priorities?

What challenges do you anticipate in keeping this work a priority?

What are your initial ideas for addressing these challenges?

As a member of CASEL's Collaborating Districts Initiative SEL has been a district priority for the past six years; and in 2018-19, SEL will be integral in our district's work across three broad areas: 1) Create the

Conditions for Student and Adult Learning; 2) Accelerate Language and Literacy Outcomes; and, 3) Standards-based Instruction. The SEL Team has collaborated with various District offices to develop an infrastructure to support the systemic implementation of SEL. Three years ago, the SEL Team began shifting its focus to making SEL visible in the classroom by supporting schoolwide SEL implementation five SEL Learning Hub Schools (2 secondary and 3 elementary). This year, in partnership with Expanded Learning, the SEL Team added five more elementary schools as part of our Whole Child, Whole School, Whole Day (W3) initiative.

We face a number of challenges heading into 2018-19. Due to our district's fiscal crisis, it remains to be seen what level of staffing and funding the SEL Team will receive for 2018-19. It is also unclear how the anticipated reorganization of Central Office will impact existing Central Office partnerships and collaborations and SEL implementation at the school site level. Across the district, we do not yet have a shared understanding and language of SEL. Related to this are ongoing perception that SEL is secondary to academics rather than being essential and interconnected, SEL is primarily focused on behavior rather than transferable skills fundamental to life effectiveness, and that after-school is viewed as an afterthought or unimportant to a student's school experience.

Since we anticipate our district's fiscal crisis will result in major changes across our system, we have already begun think about how we could do our work differently. We are examining how current roles and structures could be reimaged to support schoolwide SEL implementation, inclusive of the school's after-school program. For example, we are discussing the role and responsibility of a site's Quality Support Coach, developing and making available SEL PD modules on our district's PDgo! professional learning platform, and rethinking how to better utilize the monthly After-School professional learning engagements. The SEL Team is currently reviewing the beta version of the CASEL School Guide which offers a comprehensive roadmap for schoolwide SEL implementation.

4. As you think about SEL and alignment at the site level, what are some assets/strengths you will build on? (These could include both 360/365 work-to-date and other assets/strengths your district has developed. Examples include existing SEL practices; existing alignment/coordination strategies; other related initiatives at the sites)

Across our district, SEL has become commonly experienced in adult learning spaces and classrooms through the implementation of the Three Signature SEL Practices. In our W3 Schools, these practices are foundational in Year 1 and support creating the conditions for adults to develop an awareness and understanding of SEL, in preparation for schoolwide implementation of an evidence-based SEL program.

For the past 9 years, the After-School Program (ASP) has focused on improving program quality by having all after-school programs engage in a cycle of continuous quality improvement through the YPQI. Site-level ASP staff also participate in an authentic self-assessment process utilizing the YPQA or SAPA Quality Standards.

The partnership between the Expanded Learning and SEL Teams is currently in its fourth year. During this time, we have progressed from initially learning about each other's work and co-constructing SEL PDs for After-School staff, to collaborating on Year 1 of our Whole Child, Whole School, Whole Day (W3) initiative. The W3 initiative involves our teams supporting five elementary schools in their effort to bridge school-day and after-school through the alignment of SEL practices in service of creating equitable outcomes for all students. Both teams are committed to supporting the W3 initiative next year with the possibility of adding new schools.

The goals of next year's 360/365 PLC maps well onto our W3 initiative, while adding an evaluation component that will provide additional data on identifying high leverage district-level and site-level practices that result in improved SEL implementation.

5. In how many sites do you plan to pilot SEL improvement and alignment during the 2018-19 school year?

Why this number?

(Our suggestion is 2 to 5 sites, though we are open to other proposals.)

For the pilot, we are considering supporting three elementary school sites. Currently, school-day SEL programmatic implementation across the district spans a wide continuum, from no SEL program in place to schools with 3+ years of implementation. Districtwide, we have developed the greatest traction in our elementary schools. The three schools selected would represent a continuum of programmatic SEL implementation and are using the same after-school provider.

6. We are asking that you identify two levels of participants in this work.

- The **360/365 Core Team** will include staff who are planning your district's overall approach. They are expected to attend PLC meetings (with a requirement of consistent participation by at least 2 members for all 4 PLCs). The Team can include up to 8 people with a required mix of school day and expanded learning representation.
- Your **360/365 Implementers** will include people who are directly involved in implementing SEL strategies at the site level. This group will include at least some members of the Core Team as well as site-level school and expanded learning staff from the pilot sites. Implementers who are not on the Core Team will not be expected to attend 360/365 PLC meetings. They will meet periodically between PLC meetings to do in-depth planning for site level work, and to ensure ongoing communication and collaboration between the 360/365 Core Team and the Implementers. The number of Implementers may change as you begin planning. For the purposes of this application, think about this group as including up to 10 people in addition to the Core Team members who are Implementers.

6a. Who would you include in your 360/365 Core Team?

(You can identify specific people, titles and affiliations, or just the roles/job types.)

360/365 Core Team
<i>Martha Pena, Coordinator, Office of Expanded Learning</i>
<i>Chen Kong-Wick, Program Manager, Office of Expanded Learning</i>
<i>Sonny Kim, Coordinator, Office of Social and Emotional Learning</i>
<i>Christina Arpante, Program Manager, Office of Social and Emotional Learning</i>
<i>Lead Agency Director</i>
<i>Andrea Bustamante, Executive Director, Community Schools Student Services</i>

Why is this the right Core Team for your district?

The 360/365 Core Team is an extension of a partnership between the Expanded Learning and SEL Teams that began three years ago. Both teams have worked closely to embed and infuse social and emotional learning into the fabric of our After-School Program and have made commitments to continue the partnership in 2018-19, as demonstrated in our Whole Child, Whole School, Whole Day initiative.

- 6b. What are your initial thoughts about who you would include in the 360/365 Implementer group?**
(Again, you can identify specific people, titles and affiliations, or just the roles/job types.)

360/365 Implementers
<i>Chen Kong-Wick, Program Manager, Office of Expanded Learning</i>
<i>Christina Arpante, Program Manager, Office of Social and Emotional Learning</i>
<i>School Principal(s)</i>
<i>Quality Support Coaches (1 per school)</i>
<i>Lead Agency Director</i>
<i>Site Coordinators (1 per school site)</i>

Why is this the right group of Implementers for your district?

The proposed composition of the 360/365 Implementer Group reflects our belief that successful alignment and coherence of the school day and after school student experience benefits from adopting a reciprocal, collaborative inquiry-based approach that involves district and school staff. District staff can provide leadership and coaching expertise in service of building the school leadership capacity to lead, grow, and sustain the site's SEL work. School leadership, in turn, can provide valuable experience, insights, and feedback on the implementation of practices—How is this working for you?

Partnership for Children and Youth

1330 Broadway Ste 801
Oakland CA 94612-2505

Wells Fargo
www.wellsfargo.com

8074

11-4288/1210

4/19/2018

PAY
TO THE
ORDER OF

Oakland Unified School District

\$ **5,000.00

Five Thousand and 00/100*****

DOLLARS

Oakland Unified School District
Attn. Martha Pena
1000 Broadway, Suite 150
Oakland CA 94607

Two signatures required for checks over \$20,000

MEMO EL 360/365 District Payment-1st Installment



AUTHORIZED SIGNATURE

MP

⑈0008074⑈ ⑆121042882⑆ 1569441031⑈

Security features included. Details on back.

Partnership for Children and Youth

Oakland Unified School District

8074

Date 3/13/2018 Type Bill Reference

Original Amt. 5,000.00

Balance Due 5,000.00

4/19/2018

Discount

Payment

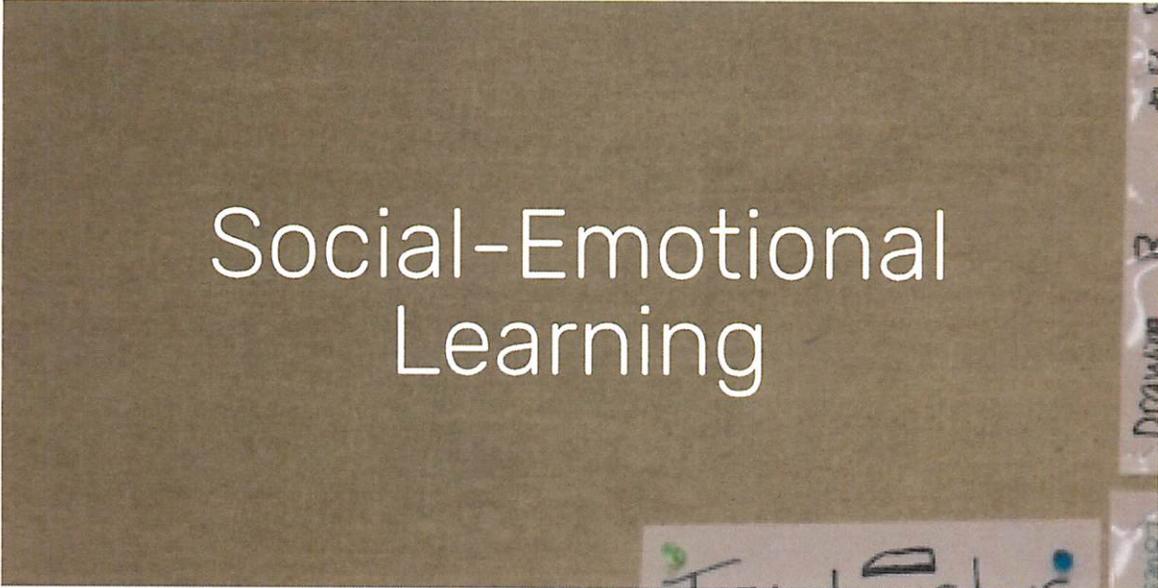
5,000.00

Check Amount

5,000.00

Wells Fargo Checking EL 360/365 District Payment-1st Installment

5,000.00



Social-Emotional Learning

We work with school districts, community-based organizations, and statewide leaders to institute practices and policies that foster social-emotional learning opportunities for children and youth through their school day, after school, and summer programming.

**Social-Emotional
Learning – Our
Approach**

Social-emotional learning (SEL) is foundational to expanded learning programs, and is essential for children's success in school and beyond. School districts are increasingly recognizing that SEL promotes student achievement, student engagement, and a positive school climate and culture. We ensure that the school day and expanded learning programs are effective and authentic partners around their shared goals for SEL and children's overall success.

Our goal: For all children to have equitable access to a consistently positive learning environment from 8:00 a.m. to 6:00 p.m. year-round.

What is social-emotional learning?

As defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. With our partners, PCY has defined specific outcomes that expanded learning programs' high quality youth development practices are best able to support.



Since 2014, PCY has convened school districts from across California in a professional learning community to plan and implement strategies to improve and better coordinate SEL practices. These districts are on the vanguard of bridging SEL delivery across the school day and expanded learning through breaking down silos, training school and expanded learning staff, and gathering momentum in their communities for better, more consistent SEL practices. Through our work with these districts, we are identifying promising practices that can be sustained, shared, and scaled elsewhere.

2018-19 Professional Learning Community Districts:

- Los Angeles Unified School District

- Oakland Unified School District
- Sacramento City Unified School District
- San Francisco Unified School District
- San Leandro Unified School District
- Santa Ana Unified School District
- Visalia Unified School District

Statewide Leadership

Based on our experience working directly with districts and their community partners, PCY advises statewide decision-makers about the systems and policies that best support students' SEL development.

We convene stakeholders from across the state – including representatives from the school day, expanded learning, technical assistance, advocacy, and research institutions – to gather input and develop

recommendations for the California Department of Education. These recommendations and positions are amplified through policy briefs, blogs, and reports developed collaboratively with our partners. PCY also sits on California's [Collaborating States Initiative](#) planning team, a national effort by CASEL to integrate SEL practices and standards with state education policy.

Tools & Resources

Based on the experiences of the districts we work with, PCY has developed materials to jump-start a shared understanding and collaborative conversations:



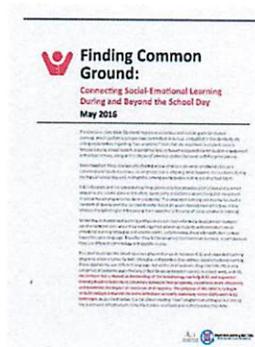
Infographic:
SEL in Expanded
Learning
Programs

This two-page infographic can be used to show expanded learning staff how

their programs support SEL outcomes for students, and provide a framework to discuss SEL with their school partners.



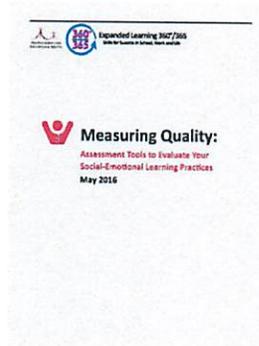
Student Success Comes Full Circle
This paper shows how expanded learning programs contribute to SEL, making the case for better coordination between the school day and expanded learning to ensure that young people thrive in school and as citizens in the 21st century.



**Finding Common Ground:
Connecting SEL
During & Beyond
the School Day**

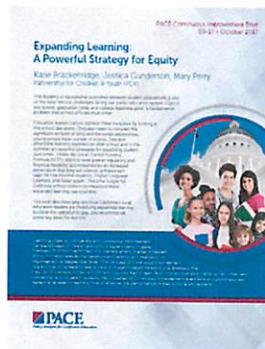
This brief provides language and strategies to support alignment between K-12 and expanded learning programs, by cross-walking key priorities and initiatives in

California that impact SEL, and providing San Francisco Unified School District as a case study to illustrate how to operationalize this alignment.



Measuring Quality: Assessment Tools to Evaluate Your SEL Practices

This guide is designed to help California school districts and their partner organizations identify tools to assess the quality of their practices in relation to SEL.



Expanding Learning: A Powerful Strategy for Equity

This brief describes how free and affordable learning experiences after school and in the summer support SEL, develop our education workforce, and are essential strategies for closing the opportunity gap, with specific ideas for districts

to take the next
step.

Expanded Learning 360°/365

PCY is a member of
Expanded Learning
360°/365, a statewide
initiative to help school
districts and their expanded
learning partners improve
and better align their SEL
strategies. For more
information, visit
www.expandedlearning360-365.com.

510-830-4200 info@partnerforchildren.org



ABOUT PCY RESOURCES CONTACT US

2017 Partnership for Children
& Youth



SAM Search Results
List of records matching your search for :

Search Term : partnership* for* children* and* youth*
Record Status: Active

No Search Results