

File ID Number	14-2218
Introduction Date	12-10-14
Enactment Number	14-2019
Enactment Date	12/10/14
By	CS



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

November 19, 2014

To: Board of Education

From: Antwan Wilson, Superintendent  
Michael Scott, Community School Manager, Castlemont High School

Subject: **District Submitting Grant Application**

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting grant application for OUSD to Kern County Superintendent of Schools, for fiscal years 2014 -2015, and to accept the same, if granted, in whole or in part, pursuant to the terms and conditions thereof, if any.

**BACKGROUND:**

Grant application for the 2014-2015 fiscal year, 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
14-2218	Yes	Grant	Oakland Unified School District Castlemont and Fremont High Schools	To support the development of mentoring programs to support students.	9/15/2014 to 12/31/2014	Kern County Superintendent of Schools	\$17,640.00

**DISCUSSION:**

The District created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$17,640.00

**RECOMMENDATION:**

Approval and support by the Board of Education of District applicant submitting a grant application for OUSD schools for fiscal year 2014-2015 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**ATTACHMENTS:**

Grant Face Sheet

Planning Grant Application

Contractor Service Agreement

# OUSD Grants Management Face Sheet

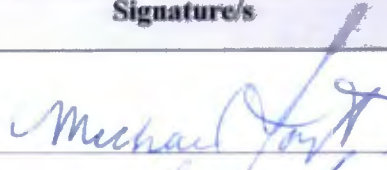

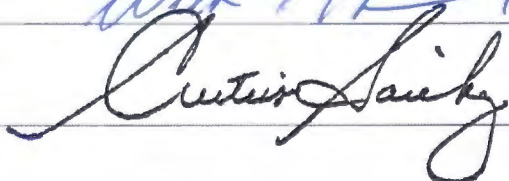
<b>Title of Grant:</b> AmeriCorps Mentoring Planning Grant	<b>Funding Cycle Dates:</b> September 1, 2014 – December 31, 2014
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) Oakland Unified School District Michael Scott, Community School Manager Castlemont High School 8601 MacArthur Boulevard Oakland, CA 94605 510-639-1466 <a href="mailto:Michael.Scott@ousd.k12.ca.us">Michael.Scott@ousd.k12.ca.us</a>	<b>Grant Amount for Full Funding Cycle:</b> \$17,640.00
<b>Funding Agency:</b> Kern County Superintendent of Schools Office of Christine Lizardi Frazier 1300 17th Street – City Centre Bakersfield, CA 93301-4533 Office: (661) 636-4000	<b>Grant Focus:</b> Mentoring Program
<b>List all School(s) or Department(s) to be Served:</b> Castlemont and Fremont High Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This planning grant allows school staff and community partners to develop a comprehensive plan to provide mentoring to students needing support to ensure academic progress, improved attendance, and a reduction in disciplinary referrals.
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 5.94% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The work of the planning grant committee will include development of a system to collect data and monitor progress of participating students. The proposed mentoring program will track attendance, suspensions, and disciplinary referral data, and will build in a system of interventions to address challenges in each of these areas.
Does the grant require any resources from the school(s) or district? If so, describe.	No school or District resources are required by this planning grant.
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 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	All services are supported by grant funds from the Kern County Superintendent's Office. Participants in the planning grant process will be paid as OUSD contractors. District indirect costs are included in the total grant award and should be deducted from this 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.)	The planning grant will not take students out of the classroom for any portion of the school day.

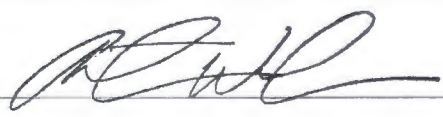



Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Michael Scott Community School Manager Castlemont High School 8601 MacArthur Boulevard Oakland, CA 94605 510-639-1466 <a href="mailto:Michael.Scott@ousd.k12.ca.us">Michael.Scott@ousd.k12.ca.us</a>
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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Community School Manager	Michael Scott		10-17-14
Principal / Administrator	William Chavarin		10/21/14
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey		

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		

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 David Kakishiba  
 President, Board of Education

### PLANNING GRANT APPLICATION

**Applications must be received by:** 5:00 pm PST, July 7, 2014. Because this is a competitive grant, we will not consider any late submissions.

**Email application and all attachments to:** Michael Figueroa - mifigueroa@kern.org

**Time Frame of Grant:** September 1-December 31, 2014

**Funding Amount:** \$15,000-\$40,000 depending on need and strength of application

**Reporting:** Successful applicants will be expected to adhere to their proposed schedules and to report progress to KCSOS at the end of each month.

*The Kern County Superintendent of Schools (KCSOS), with the support of The California Endowment, is offering a four-month planning grant for current BHC/BHY communities to research, plan, and develop proposals to maintain or expand mentoring programs in their areas. Funding will provide an opportunity for lead agencies to collaborate with community partners to review the current mentoring program, brainstorm alternative structures, and decide if and how the community will pursue means to sustain or establish its local program. The collaborative effort could result in an application for AmeriCorps funding or a plan to maintain a program by other means, but the overall intent of the planning process must be on sustaining a mentoring program for youth in your community. KCSOS will provide guidance regarding the AmeriCorps grant application process as well as references to resources on mentoring best practices, but local communities are expected to be self-directed in developing a program that best meets the needs of their local youth.*

#### LEGAL APPLICANT INFORMATION

Organization Name:	Oakland Unified School District (Castlemont High & Fremont High)
Contact Person Name:	Michael Scott
Contact Person Title:	Community School Manager
Address:	8601 MacArthur Blvd.
City:	Oakland
State:	CA
Zip Code	94605
Phone:	510-325-1097
Fax:	
Email:	Michael.scott@ousd.k12.ca.us



## I. PROGRAM DESIGN

1. Why are you/your organization interested in applying for this Planning Grant?

**TYPE RESPONSE HERE.**

The mentoring program has served our community well for the past 3 years by providing quality one on one support to our most needy students. We have come to view our team of mentors as an integral part of our support staff, and we would like to continue this level of intensive support for our students. This planning grant will allow us to develop a strategy for maintaining the essential function of mentoring, and to ensure that we are able to continue to provide a quality program that meets the specific needs of our student population.

The need for mentoring at both Castlemont and Fremont remains high. With suspension rates of 22% and 17% respectively, and truancy rates of 15% and 12%, the number of students who can benefit from mentoring is significant. Mentors are essential contributors to conflict mediation and attendance intervention teams.

During the 2013-14 school year, both Castlemont and Fremont held a series of student and family engagement forums during which students and parents provided feedback about school improvement. Students were asked what additional supports they needed in the area of health and wellness to ensure student success. The most frequent response 83% of students polled was a request for each student to have a mentor or dedicated resource person to assist them with making positive choices, avoiding negative interactions, and to serve as a listening ear.

2. Share the program success of the B2C2 AmeriCorps Mentoring program. Who was involved, who was impacted and what was the impact?

**TYPE RESPONSE HERE.**

Oakland had a team of 4 mentors for the duration of the 2013-14 school year, 2 at Castlemont High, and 2 at Fremont High. Two additional mentors were engaged, but released. Our program served approximately 100 students across both schools. The greatest success was in the strength of the mentor-mentee relationships. Mentees consistently sought out the support of mentors to assist them in resolving challenges, particularly those involving difficulties with peer relationships, teacher relationships, and personal crises.

Additionally, teachers at both sites recognized that mentors were often a valuable resource in helping to redirect students whose off task behavior impacted their performance in class. Staff frequently requested mentors' support in class, or allowed students time out of class to check in with their mentors. Often, mentors were able to de-escalate students' behavior, thereby allowing them to return to class, rather than report to an administrator for disciplinary intervention.

Site administrators frequently called mentors in to assist in conflict mediation sessions, or to provide a listening ear to students who were in crisis. Mentors were often able to help resolve conflicts peaceably, and to stave off referrals to detention or out of school suspensions.



3. Describe any significant challenges your program faced and why? Include member enrollment, retention, reporting, management, corrective action, etc. How did you address those issues?

**TYPE RESPONSE HERE.**

Our most significant challenges were the following:

**Program Eligibility** The most significant challenge was limiting our mentoring services to students who had a disciplinary referral during the prior year. Students' challenges in successfully navigating high school are many and varied, and while disciplinary issues negatively impact many students, others are challenged by other issues that can be impacted via mentoring. Academic and social challenges are barriers to many students' success, but they were not able to access mentoring services because they did not meet the qualifying criteria of having had a prior disciplinary action.

**Student Transitions** Student transitions to other schools or communities also presented a challenge in maintaining a consistently full caseload for mentors.

**Staff Retention** We were forced to release 2 members of the mentoring team due to performance and compliance issues. In those cases, mentees were reassigned, where feasible, though some students chose to withdraw from the mentoring program.

4. How will you address those challenges in the future?

**TYPE RESPONSE HERE.**

**Program Eligibility** Our ideal mentoring program would allow program staff to determine students' eligibility for participation, not limited to disciplinary referrals. In addition to behavior challenges, students would be eligible based on exhibited challenges in several areas, including academic performance, attendance, and social issues. Our Coordination of Service Teams (COST) would process all referrals for support services, and make recommendations to the mentoring program based on needs as identified by teachers, other site staff, parents, and students themselves.

**Student Transitions** Our ability to impact rates of transiency is limited, as family circumstances often dictate students' movement to other schools or communities. In cases where students move due to credit deficiencies, our plan is to integrate mentors into our early warning processes such that students who might be at risk of not matriculating are identified early, assessed academically, and have an intervention plan developed that the mentor can monitor and support, with the hopes of keeping the student on one of the campuses served by the mentoring program.

**Staff Retention** Choosing the right mentors is critical to the success of the program. Our planning team will develop a set of criteria based on the needs of our student population, focusing on hiring staff who demonstrate cultural competency, ethnic diversity, and past success in working with similar populations. Our goal will be to engage mentors for a minimum of 2 years to provide stability for participating mentees, and to allow for a more sustained relationship between mentors and mentees.



5. Describe the grade or age level and other characteristics of the population you plan to serve in your mentoring program and how you will carry it through. In what ways would you keep the current program model, or in what ways would you change it? Describe any significant program design changes you foresee and how the changes will lead to a more effective program design and/or greater impact for the target community. KCSOS understands that the targeted population and program design may change as a result of the collaborative planning process.

**TYPE RESPONSE HERE.**

Our program will serve students in grades 7-12. The program will maintain the flexibility to enroll students who demonstrate both a need and a desire to participate in mentoring. Students may be referred by parents, teachers or other staff, or they may self refer. Priority will be given to the students experiencing challenges in the following areas:

- Academics - Students experiencing academic difficulty as indicated by credits earned, grades, and teacher feedback.
- Attendance – Students whose attendance is negatively impacting their academic performance. Our internal data analysis indicates that students who attend less than 75% of time are more likely to fail courses.
- Discipline – Students who have challenges maintaining positive interactions with peers or adults.

As in the current model, mentors will maintain a 20:1 mentee/mentor ratio, and continue to see students for a minimum of one hour per week, with a focus on the following specific strategies:

- In-Class Support – Provide direct support to students in classes in completing their coursework.
- Attendance Intervention – Work with families and our site attendance coordinator to develop attendance support plans, which the mentor will monitor.
- One on one Mentoring Sessions – Mentors will meet privately with mentees weekly to review improvement goals, check in on progress toward goals, and to discuss other challenges impacting their school performance.
- Family Engagement – Mentors will work to increase engagement among mentees' caregivers to increase support coordination between home and school, i.e. to ensure families are aware of and supportive of improvement goals/plans in ways that are tangible and meaningful, with the goal of meeting with each mentees family at least once per semester to review progress and modify plans as necessary.
- Community Service – Mentor/Mentee teams will commit to completing at least one service project per semester, with the goal of increasing mentees' awareness of community needs and issues, and their sense of responsibility to engage civically to improve community outcomes.
- Academic Intervention – Mentors will serve as members of grade level intervention teams that meet once monthly to identify students in need of support, and develop academic intervention plans that may include after school tutoring, credit recovery courses, or other support services, as appropriate. Mentors may also participate in COST meetings to provide feedback to the Team about services provided, mentee challenges and successes, and to remain abreast of additional interventions provided to mentees.

The most significant changes in our program model are in the areas of program eligibility, integration of mentors into school wide intervention efforts, and duration of the mentors' commitment, from one year to 2 years. By broadening our eligibility requirements, we expect to engage students most in need, whatever their qualifying conditions may be and to engage mentees who are committed to the program by choice. By integrating mentors into school wide intervention efforts, we expect to improve the level and quality of service mentees receive, by ensuring ongoing communication with other caring adults in mentees' lives, including teachers, other support providers, and parents, such that support efforts are effectively coordinated. By increasing the commitment of mentors from one year to 2, we anticipate building stronger, more impactful mentor/mentee relationships. The constantly changing landscape of support providers in a student's life have the potential to cause more harm than good. Our mentoring program seeks to disrupt this pattern of instability.



## II. ORGANIZATIONAL CAPACITY

2. List names of all potential stakeholders, their organizations, and proposed roles in the mentoring program.

### **TYPE RESPONSE HERE.**

**Michael Scott (Castlemont High) & Nidya Bae (Fremont High) Community School Managers (CSM's):** CSM's at each site will take primary responsibility for oversight of the mentoring program at their respective sites. CSM's will hire, coordinate training, and monitor the activities of the mentors to ensure mentees are being served, that data reporting is completed, and that the program is operating in alignment with the schools' vision and needs, and that mentoring is integrated into site intervention plans.

**Paul Flores Program Manager Unity Council:** The Unity Council currently runs the Latino Men and Boys youth development programs at both Castlemont and Fremont. Mr. Flores will provide information about best practices in mentoring, share curriculum resources that have proven effective in the Unity Council's youth development work, and assist in providing training specific to the needs of our mentee population.

**Quinton Richardson (Castlemont) & Keith Muhammad (Fremont) African-American Male Achievement (AAMA) Course Facilitators:** Both Castlemont and Fremont have AAMA programs that focus on developing more positive outcomes for at-risk African-American male students. Both facilitators will bring expertise to the planning team regarding effective strategies for engaging AA males, and developing approaches to meeting the specific needs of this population.

**Amber Pinson AmeriCorps Mentor 2013-14 Fremont High:** Having served as a mentor at a target school, Ms. Pinson will provide invaluable feedback regarding what worked and what did not in our previous mentoring efforts, and essential modifications to the program to increase its effectiveness.

**Guadalupe Gomez Parent Coordinator Youth Together:** Ms. Gomez will assist us in developing an effective parent engagement component to the mentoring program, based on her successful engagement model currently in place at Castlemont.



7. Describe how your organization will collaborate with all the various stakeholders to develop your proposal by December 31. How often will they meet? How would they be involved in sustaining the program long term?

**TYPE RESPONSE HERE.**

The Planning Team will meet as a group for a total of 20 hours between September and December 2014 to build out the mentoring program model. At minimum, the team will meet for 2.5 hours, twice monthly, for the duration of the planning grant, with smaller strategy meetings in between, as appropriate. Each organization represented on the planning team is an existing partner with one or both school sites, and our expectation is to sustain those partnerships outside of the planning efforts associated with the mentoring program. Following the conclusion of the planning grant cycle, each organization will continue its own mentoring efforts through existing programming, and continue to provide technical assistance to the CSM's who will retain primary oversight of the mentoring program.

**Addendum** Additionally, part of the work of the Planning Team Coordinator will involve outreach to our feeder middle schools to gauge their interest in partnering with us on a potential AmeriCorps grant application. The potential high school/middle school model would provide mentors at both middle and high school. The middle school model would mirror the high school model. Students who participate in the middle school mentoring program would continue with the program in high school, albeit with different mentors, and continue to receive intensive mentoring support during the often difficult transition from middle to high school.

Partnering with 2 middle schools would strengthen the program's sustainability by distributing the matching fund obligation of the AmeriCorps grant across a total of 4 schools, as opposed to 2. The significantly reduced financial obligation that would be required of each of the 4 schools would be far more manageable for school sites, e.g. a \$22K total cash match on a \$400K grant would require a \$24K contribution per school, which is manageable.

The revised attached budget reflects the additional hours required to conduct exploratory meetings with potential middle schools, additional grant writing time, and technical assistance to support the potential AmeriCorps grant application.

8. Who would you identify as the person to carry out this plan? What do you have in place to ensure that this person is dedicated to the duration of this Planning Grant?

**TYPE RESPONSE HERE.**

Community School Managers Michael Scott and Nidya Baez will hold primary responsibility for carrying out this plan. Each is responsible for overall coordination of support services at their respective sites. Both CSM's are full-time District staff committed through June 2015, at minimum. The work of developing the new mentoring model falls within the scope of their existing duties, which include developing partnerships and resources necessary to ensure wrap around services are available for all students.

9. Include a detailed calendar and schedule of how you plan to do this between September 1, 2014 and December 31, 2014.

See attached.

### III. BUDGET FEASIBILITY & SUSTAINABILITY



10. Include a detailed budget, for the period of September 1- December 31, 2014.

See attached.

## Building Healthy Communities / Building Healthy Youth

Planning Grant Lead Agency

Budget: September-December 2014

Name of Community:	Oakland, California
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Name of Lead Agency:	Castlemont High School, Oakland Unified School District
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Be sure to include a detailed description of expenses in this column.	
<b>Cost Category</b>	<b>Budget</b>
Salaries - Project Manager 100 hours @ \$50/hour	\$5,000.00
Salaries - Team Members: 6 @ 25 hours each @\$50/hr = 150 hours X \$50	\$7,500.00
Fringe Benefits	\$0.00
Supplies	\$1,000.00
Other (please specify): Meeting Refreshments \$75/meeting X 10 meetings	\$750.00
Other (please specify): Copying/Printing	\$500.00
Other (please specify): Consultant - Grant Writing Technical Assistance 10 hours @ \$100/hr	\$1,000.00
Subtotal	\$15,750.00
Indirect Administration Percentage: 12%	\$1,890.00
<b>TOTAL</b>	<b>\$17,640.00</b>