File ID Number	14-1392
Introduction Date	6-25-14
Enactment Number	14-1240
Enactment Date	6/25/14
By	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

June 25, 2014

To: Board of Education

From: Gary Yee, Superintendent
            Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action
            Curtiss Sarikey, Associate Superintendent, Family, School, and Community Partnerships
            Andrea Bustamante, Director, Community Partnerships

Subject: **District Submitting Amendment No. 4, Grant Agreement, Grant ID #12VSPCA003**

ACTION REQUESTED:
Approval and support by the Board of Education of District applicant submitting grant amendment agreement, Grant ID #12VSPCA003, for OUSD schools for fiscal years 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.

BACKGROUND:
Grant amendment agreement for OUSD schools for the 2014-2015 fiscal years were 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
14-1392	Yes	Grant	Oakland Unified School District, Family, School, and Community Partnerships (FSCP)	Support FSCP's management of volunteers/mentors for the OUSD Community Schools Project	February 23, 2014 through March 7, 2015	Corporation for National and Community Service (CNCS)	$12,000.00 cost share

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: $12,000.00

RECOMMENDATION:
Approval and support by the Board of Education of District applicant submitting a grant amendment agreement for OUSD schools for fiscal years 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
Notice of Grant Award
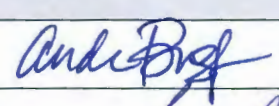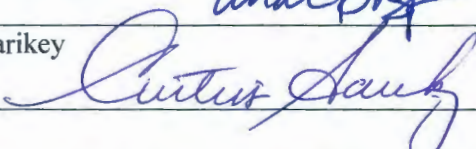OUSD Community Schools Project Budget
Application, Part I - Face Sheet and Narrative
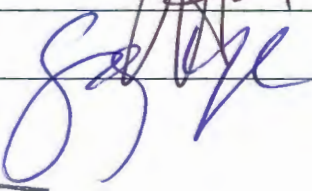
Title of Grant:	Funding Cycle Dates:
AmeriCorps VISTA	February 23, 2014 – March 7, 2015
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Corporation for National and Community Service Gail Benton Shoemaker, State Program Specialist 1301 Clay Street, 354-South Oakland, CA 94612 (510) 637-1750, GBentonShoemaker@cns.gov	**Grant Amount for Full Funding Cycle:** $12,000.00
Funding Agency: Corporation for National and Community Service (CNCS) AmeriCorps VISTA	**Grant Focus:** AmeriCorps VISTAs to create systems for recruitment, training, and evaluation of Volunteers/Mentors for the OUSD Community Schools Project.
List all School(s) or Department(s) to be Served: Family, School, and Community Partnerships Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will support FSCP's management of volunteer/mentors. VISTA members will recruit volunteers to impact student attendance at target sites with chronic absenteeism.
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 5.17% 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.)	Volunteers/mentors will impact attendance of students served, increasing 10% attendance over three (3) years. VISTA members will track volunteer placements and students served by those volunteers. VISTA members will monitor attendance for students served by volunteers.
Does the grant require any resources from the school(s) or district? If so, describe.	20% FSCP staff coordination time from the Coordinator of Family & Community Engagement and the Director of Community Partnerships plus the cost share for twelve (12) VISTA members in the amount of $58,664.00.
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 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No.
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.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Andrea Bustamante Director, Community Partnerships 746 Grand Avenue, Oakland, CA 94610 (510) 273-1569 Andrea.Bustamante@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante	*Andi Brgt*	5/28/14
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey	*Curtis Sauk*	5/28/14

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal	*Hal*	
Superintendent	Gary Yee	*Gary Yee*	

David Kakishiba
President, Board of Education

Gary Yee, Ed.D.
Secretary, Board of Education

Notice of Grant Award

Corporation for National and Community Service
601 Walnut Street, Suite 876 E
Philadephia, PA 19106-3323

VISTA State

Grantee

Oakland Unified School District   EIN: 946000385
746 Grand Ave Oakland CA 94610-2714

Award Information

Agreement No.:	**12VSPCA003**	Project Period:	**02/23/2014 - 03/07/2015**
Amendment No.:	**0**	Budget Period:	**02/23/2014 - 03/07/2015**
CFDA No.:	**94.013**	Grant Year:	**3**

Award Description

This amendment awards Fy 2014 VISTA S&T

Purpose

The purpose of this award is to assist the Project Sponsor in carrying out an anti-poverty AmeriCorps VISTA project as authorized under Title I, Part A of the Domestic Volunteer Service Act of 1973, as amended (Pub. L. 93–113).

Funding Information

Year 3	Previously Awarded This Year	This Award/ Amendment	Total Current Year
Total Obligated by CNCS	$0	$12,000	$12,000
Grantee's Unobligated Balance (Carryover)	$0	$0	$0
Total Available	$0	$12,000	$12,000

Cumulative Funding for Project Period

Total Awarded in Previous Amendments	$20,000
Total CNCS Funds Awarded to Date	**$32,000**

Funding Source and Amount

2014--OPE1-A23-OPO-22500-4101 $12,000.00

Terms of Acceptance: These Terms and Conditions are binding on the grantee. By accepting funds under this grant, the grantee agrees to comply with the AmeriCorps VISTA Terms and Conditions, https://egrants.cns.gov/termsandconditions/VISTA_NGA_TC_Support_Revised20131204.pdf or https://egrants.cns.gov/termsandconditions/VISTA_NGA_TC_Program_Revised20140519.pdf, all applicable federal statutes, regulations and guidelines, and any amendments thereto. The grantee agrees to operate the funded program in accordance with the approved grant application and budget, supporting documents, and other representations made in support of the approved grant application. For the purposes of these Terms and Conditions, "AmeriCorps" refers to AmeriCorps VISTA grantees only.

Corporation for National and Community Service:

Meribeth Pentasuglea   02/25/2014

_____   _____
Signature   Date

Notice of Grant Award

601 Walnut Street, Suite 876 E
Philadephia, PA 19106-3323

VISTA State

Grantee

Oakland Unified School District
746 Grand Ave Oakland CA 94610-2714

EIN: 946000385

Corporation for National and Community Service:

Merribeth Pentasuglia
Name (typed)

Senior Grants Officer
Title

Merribeth Pentasuglia, 215-964-6324
Grants Official

Gail L. Benton Shoemaker, 510-637-1750
Program Official

Corporation for
NATIONAL &
COMMUNITY
SERVICE ★★★

close

Revision Log

Application ID: 14VS157925   **Grant#: 12VSPCA003**   **Applicant Type: Continuation**

Legal Applicant: Oakland Unified School District

Field Name	Old Value	New Value
Approved (Project Period) End Date	02/22/2014	03/07/2015
Approved (Project Period) Start Date	11/18/2012	02/23/2014
Budget Period End Date		03/07/2015
Expected (Enrollment) Start Date		02/23/2014
Recommended Slots (with Living Allowance)	0	9
Recommended Slots (with Living Allowance)	0	4
Narrative		Organizational Capability
Narrative		Project Management
Narrative		Recruitment and Development
Narrative		Strengthening Communities
Narrative		VISTA Assignment
Narrative		Summary of Accomplishments
Narrative		Executive Summary
Narrative		Other
Narrative		Need
Narrative		Intermediary Justification

OUSD Community Schools Project

Oakland Unified School District

Program Type: Support
Cost Share   Grant

Application ID: 14VS157925

Budget Dates: 02/23/2014 - 03/07/2015

Section I. Volunteer Support Expenses		Total Amt	CNCS Share	Grantee Share	Member Support
A. Project Personnel Expenses		58,021	6,000	52,021	0
Supervisor		14,485	6,000	8,485	0
	Total	$72,506	$12,000	$60,506	$0
B. Personnel Fringe Benefits		12,533	0	12,533	0
FICA		1,088	0	1,088	0
Health Insurance		1,044	0	1,044	0
Retirement		1,892	0	1,892	0
Life Insurance		4	0	4	0
	Total	$16,560	$0	$16,560	$0
C. Project Staff Travel					
Local Travel					
Long Distance Travel					
	Total	$0	$0	$0	$0
D. Equipment					
E. Supplies		8,600	0	8,600	0
F. Contractual Service					
Payroll		0	0	0	0
	Total	$0	$0	$0	$0
I. Other Volunteer Support Costs					
Communications		1,000	0	1,000	0
Printing		5,000	0	5,000	0
Logistics		0	0	0	0
	Total	$6,000	$0	$6,000	$0
J. Indirect Costs					
Section I. Subtotal		**$103,666**	**$12,000**	**$91,666**	**$0**
Section II. Volunteer Expenses					
A. Personnel Expenses					
Living Allowances					
Full Time (Federal)		134,392	0	0	134,392
Full Time (non-Federal)		58,664	0	58,664	0
Summer Associate (Federal)					
Summer Associate (non-Federal)					
Education and End of Service Awards					
Education Award		72,150	0	0	72,150
Education Award - Summer Associate		0	0	0	0
End of Service Stipend - Regular		0	0	0	0
End of Service Stipend - Leader		0	0	0	0
End of Service Stipend - Summer Associate		0	0	0	0
	Total	$265,206	$0	$58,664	$206,542
B. Fringe Benefits					
Health Insurance					
Health Insurance		35,100	0	0	35,100
FICA					
FICA		0	0	0	0
	Total	$35,100	$0	$0	$35,100
C. Travel		6,500	0	6,500	0
G. Other Volunteer Expenses					
Federal COLA Increase		0	0	0	0
Non-Federal COLA/Costshare Increase		0	0	0	0
	Total	$0	$0	$0	$0
Section II. Subtotal		**$306,806**	**$0**	**$65,164**	**$241,642**

Form 424A

Modified SF-424A (4/88 and 12/97)

OUSD Community Schools Project
Oakland Unified School District

Program Type: Support
Cost Share   Grant

Budget Totals	$410,472	$12,000	$156,830	$241,642
Budget Total Percentage		3%	38%	
Required Match		n/a		
# of years Receiving CNCS Funds		n/a		
Cost/MSY		$923		

Budget Narrative: OUSD Community Schools Project for Oakland Unified School District

Program Type: Support Grant
Cost Share

Section I. Volunteer Support Expenses

A. Project Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount	Member Support
Supervisor: - 1 person(s) at 96569 each x 15 % usage	6,000	8,485	14,485	0
Director, Community Schools: - 1 person(s) at 106470 each x 15 % usage	6,000	9,971	15,971	0
Program Manager, Coordinated School Health: - 1 person(s) at 91961 each x 10 % usage	0	9,196	9,196	0
Coordinator, Summer Learning: - 1 person(s) at 83415 each x 10 % usage	0	8,342	8,342	0
Coordiantor Attendance and Discipline Support Services: - 1 person(s) at 96564 each x 10 % usage	0	9,656	9,656	0
Coordinator, Social Emotional Learning: - 1 person(s) at 96564 each x 10 % usage	0	9,656	9,656	0
Community Schools Program Manager: - 1 person(s) at 52000 each x 10 % usage	0	5,200	5,200	0
CATEGORY Totals	12,000	60,506	72,506	0

B. Personnel Fringe Benefits

Item -Description	CNCS Share	Grantee Share	Total Amount	Member Support
FICA: 20% of yearly FICA (5438.66)	0	1,088	1,088	0
Health Insurance: 20% of yearly health insurance (5219.64)	0	1,044	1,044	0
Retirement: 20% of yearly PERS (9459.84)	0	1,892	1,892	0
Life Insurance: 20% of yearly district life insurance (20.40)	0	4	4	0
Benefits: 10% benefits for Director	0	4,455	4,455	0
Benefits: 10% benefits for Program Manager, SBHC	0	3,938	3,938	0
Benefits: 10$ benefits for Program Manager, CSH	0	4,140	4,140	0
CATEGORY Totals	0	16,560	16,560	0

C. Project Staff Travel

Local Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount	Member Support
CATEGORY Totals	0	0	0	0

Long Distance Travel

Purpose -Destination -Other Travel -Trans. Amount -Meals/ Lodging	CNCS Share	Grantee Share	Total Amount	Member Support
CATEGORY Totals	0	0	0	0

D. Equipment

Item/Purpose -Description -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount	Member Support
CATEGORY Totals	0	0	0	0

E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount	Member Support
Volunteer events supplies: $5,000 based on 10-11 volunteer event costs	0	5,000	5,000	0
Equipment maintenance: copier, fax, printers: 3600 based on 10-11 budget	0	3,600	3,600	0
CATEGORY Totals	0	8,600	8,600	0

F. Contractual Service

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount	Member Support
Payroll: egrant budget verification purposes	0	0	0	0
CATEGORY Totals	0	0	0	0

I. Other Volunteer Support Costs

Item	CNCS Share	Grantee Share	Total Amount	Member Support
Communications:	0	1,000	1,000	0
Printing:	0	5,000	5,000	0
Logistics:	0	0	0	0
CATEGORY Totals	0	6,000	6,000	0

. Indirect Costs

Description -Negotiated Rate -Claimed Rate -Cost Type	CNCS Share	Grantee Share	Total Amount	Member Support
CATEGORY Totals	0	0	0	0
SECTION Totals	12,000	91,666	103,666	0
PERCENTAGE	12%	88%		

Section II. Volunteer Expenses

A. Personnel Expenses

Living Allo ances

Full Time Federal

Description/Sites - Mbrs -Allo ance Rate	CNCS Share	Grantee Share	Total Amount	Member Support
VISTA Volunteer/Mentor Coordinator: - 4 x 14666	0	0	58,664	58,664
VISTA AAMA Communications: - 1 x 14666	0	0	14,666	14,666
VISTA AAMA Discipline Attendance: - 2 x 14666	0	0	29,332	29,332
VISTA AMMA SELL: - 1 x 14666	0	0	14,666	14,666
VISTA Leader: - 1 x 17064	0	0	17,064	17,064
CATEGORY Totals	0	0	134,392	134,392

Full Time non Federal

Description/Sites - Mbrs -Allo ance Rate	CNCS Share	Grantee Share	Total Amount	Member Support
VISTA Expanded Learning: - 1 x 14666	0	14,666	14,666	0
VISTA Partnerships: - 1 x 14666	0	14,666	14,666	0
VISTA Indoor Air Quality: - 1 x 14666	0	14,666	14,666	0
VISTA - OIHS: - 1 x 14666	0	14,666	14,666	0
CATEGORY Totals	0	58,664	58,664	0

Summer Associate Federal

Description/Sites - Mbrs -Allo ance Rate	CNCS Share	Grantee Share	Total Amount	Member Support

	CNCS Share	Grantee Share	Total Amount	Member Support
CATEGORY Totals	0	0	0	0

Summer Associate non Federal

Description/Sites - Mbrs -Allo ance Rate	CNCS Share	Grantee Share	Total Amount	Member Support
CATEGORY Totals	0	0	0	0

Education and End of Service A   ards

Item - Mbrs -Rate	CNCS Share	Grantee Share	Total Amount	Member Support
Education A ard: - 13 x 5550	0	0	72,150	72,150
Education A ard - Summer Associate: - 0 x 1175	0	0	0	0
End of Service Stipend - Regular: - 0 x 1500	0	0	0	0
End of Service Stipend - Leader: - 0 x 3000	0	0	0	0
End of Service Stipend - Summer Associate: - 0 x 250	0	0	0	0
CATEGORY Totals	0	0	72,150	72,150

B. Fringe Benefits

ealth Insurance

Item/Description - Mbrs -Rate	CNCS Share	Grantee Share	Total Amount	Member Support
Health Insurance: - 13 x 2700	0	0	35,100	35,100
CATEGORY Totals	0	0	35,100	35,100

FICA

Item/Description -Rate (%) -Stipend Amount	CNCS Share	Grantee Share	Total Amount	Member Support
FICA: - 0 x 5.65 %	0	0	0	0
CATEGORY Totals	0	0	0	0

C. Travel

Item/Description -Calculation	CNCS Share	Grantee Share	Total Amount	Member Support
Mileage Reimbursement: OUSD reimburses .50/mile. Staff				

	CNCS Share	Grantee Share	Total Amount	Member Support
average 1,000 miles per year x 13 VISTAs	0	6,500	6,500	0
CATEGORY Totals	0	6,500	6,500	0

G. Other Volunteer Expenses

Item -Description	CNCS Share	Grantee Share	Total Amount	Member Support
Federal COLA Increase:	0	0	0	0
Non-Federal COLA/Costshare Increase:	0	0	0	0
CATEGORY Totals	0	0	0	0
SECTION Totals	0	65,164	306,806	241,642
PERCENTAGE	0%	21%		

	CNCS Share	Grantee Share	Total Amount	Member Support
BUDGET Totals	12,000	156,830	410,472	241,642
PERCENTAGE	3%	38%		
Total MSYs	13.00			
Cost MSY	923			

Source of Funds

Section	Description
Section I. Volunteer Support Expenses	
Section II. Volunteer Expenses	

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION: Application [X] Non-Construction	

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 02/10/14	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 14VS157925	4. DATE RECEIVED BY FEDERAL AGENCY: 02/10/14	FEDERAL IDENTIFIER: 12VSPCA003

5. APPLICATION INFORMATION

LEGAL NAME: Oakland Unified School District

DUNS NUMBER: 076554500

ADDRESS (give street address, city, state, zip code and county):
746 Grand Ave
Oakland CA 94610 - 2714
County: Alameda

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Andrea Bustamante

TELEPHONE NUMBER: (510) 273-1569

FAX NUMBER:

INTERNET E-MAIL ADDRESS: andrea.bustamante@ousd.k12.ca.us

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
946000385

7. TYPE OF APPLICANT:
7a. State Education Agency
7b. Local Education Agency

8. TYPE OF APPLICATION (Check appropriate box).

	NEW		NEW/PREVIOUS GRANTEE
[X]	CONTINUATION		AMENDMENT

If Amendment, enter appropriate letter(s) in box(es): [ ] [ ]

A. AUGMENTATION   B. BUDGET REVISION

C. NO COST EXTENSION   D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:
Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.013	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
10b. TITLE: VISTA State	OUSD Community Schools Project

Program Type: Support Grant   Cost Share: [X]

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):
Oakland Unified School District, City of Oakland, CA

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 11/18/12 END DATE: 02/22/15	14. CONGRESSIONAL DISTRICT OF: a.Applicant [CA 13] b.Program [CA 13]

15. ESTIMATED FUNDING: Year #: [3]

a. FEDERAL	$	12,000.00
b. APPLICANT	$	156,830.18
c. STATE	$	0.00
d. LOCAL	$	0.00
e. OTHER	$	0.00
f. PROGRAM INCOME	$	0.00
g. TOTAL	$	168,830.18

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

[ ] YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

[X] NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
[ ] YES if "Yes," attach an explanation.   [X] NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Curtiss Sarikey	b. TITLE:	c. TELEPHONE NUMBER: (510) 434-7752 215
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 02/10/14

Target Populations

Low-income adults
Low-income youth
Low-income communities

Narratives

Executive Summary

Oakland Unified School District's Mission is to ensure students graduate college, career, and community ready. The proposed project aligns with the Education K-12 Success focus area. The VISTA project seeks to increase attendance of Oakland students utilizing a community schools model that addresses the needs of the whole child, family, and community. Our project will ultimately support all 36,000 Oakland Youth by building and deepening our capacity to provide high quality programs in a variety of areas. During the next two years, the 12 VISTAs and 1 VISTA leader will contribute to our goals by focusing their efforts to increase family engagement; increase attendance and decrease discipline; increase our capacity work closely with community based organizations, increase opportunities for African American Males to be successful; and strengthen our awareness of the important of social emotional learning skills for life success.

Summary of Accomplishments

In June of 2011, the OUSD Board of Education unanimously approved a Five-Year Strategic Plan for Full Service Community Schools. The Community Schools VISTA project which directly aligns to the strategic plan has already shown progress towards the project goals. A few highlights include:
- Successful development and continued sustainability of a Family Resource Center designed to provide students and families with access to medical insurance and other public benefits. Project re-assigned after one year due to VISTA success.
- Implementation of 4 parent conferences provided for specific populations of Oakland. Over 200 families participated in each conference and learned about key ways they can support their child's success. Families also registered to volunteer at their child's school.
- Implementation of volunteer orientations, and deeper utilization of the District's Volunteer Management System.
- Increased awareness and attention to facility issues that contribute to asthma and attendance challenges.
- Over 100 partners and counting included in the newly developed Community Partnerships Database.
- Increased awareness of importance of daily attendance and new programs and incentives in place

Narratives

at partner schools.

Need

Oakland students, across the board, but most especially poor children, are not achieving success in school or in life in acceptable numbers. The Oakland Unified School District (OUSD) serves more than 36,000 students, of whom 80% were enrolled in the Free/Reduced Meals Program in 2012. Oakland Unified's Cohort Graduation rate (tracked from 9th grade) is only 62.6% District-wide. Of those graduating only 42.3% of 12th graders met the UC/CSU "A-G" Requirements with a C or better. And of those only 29.4% of African American and 37.1% of Latino students graduated UC eligible. In the early years of the students entering Kindergarten only 63% enter ready for Kindergarten, and many students do not participate in pre-school programs.

Chronic absence affects one out of nine OUSD students, with the highest rates of chronically absent students occurring in 9th grade. Fifty percent of chronically absent students are in elementary school, and elementary absenteeism is concentrated in West Oakland. The trends shift in high school, as the majority of chronically absent students are concentrated in East Oakland. African American males were most likely to miss school, with 23% of African American males chronically absent. Standardized student test scores in Oakland are lower than state and county averages and there are large disparities by race and ethnicity. 87% of white elementary students in OUSD scored proficient or above better in reading compared to 39% of Latino students and 41% of African American students. If we look at the socioeconomically disadvantaged student, the results are even grimmer. Low SES students also start with promise -- 55% of the 2nd graders score proficient or advanced in ELA, but by the 11th grade only 22% are proficient or advanced. In math, 58% low SES 2nd graders are proficient or advanced and by the 11th grade only 13.2% are enrolled in Summative Math and 32% of them score proficient or advanced. These challenges for low-income students are exacerbated by community factors such as living in violent neighborhoods, exposure to gangs and criminal elements of the community, lower parental education levels, and other stressors. The Oakland Fund for Children and Youth has identified 12 "high stress police beats" in the city where children and youth are disproportionately at risk for adverse outcomes -- educationally and in terms of disparities in health, economic well-being, contact with the justice system, and family disruption.

Of the 15 cities that make up Alameda County, Oakland is the city of residence for 47.8% of adult parolees and home to 44.5% of the juveniles on probation and home detention. African Americans comprise only 17% of the county youth population, but they constitute 65% of the juvenile institution commitments, many of them coming from Oakland.

Narratives

All of the negative statistics presented above include a disproportionately high percentage of African American and Latino youth. Compared with a white child born in the Oakland Hills, an African American child born in west Oakland is: 1.5 times more likely to be born premature; 7 times more likely to be born into poverty; 2.5 times more likely to be behind in vaccinations; 4 times less likely to read at grade level by Grade 4; likely to live in a neighborhood with 2 times the concentration of liquor stores and more fast food outlets; 5.6 times more likely to drop out (or be pushed out) of school; as an adult, he will be 5 times more likely to be hospitalized for diabetes, 2 times as likely to die of heart disease, 3 times more likely to die of a stroke, and 2 times as likely to die of cancer. Born in west Oakland, an African American child can expect to die almost 15 years earlier than a White child born in the Oakland Hills.

The best antidote to the needs presented above is an excellent education, but the Oakland community will have to do a better job of reaching students and personalizing their schooling experiences to achieve this goal. We will have to reach and engage parents early as active participants in the academic lives of their children regardless of their own school histories. We will also need to reach and engage students early and support their learning more effectively as they move into adolescence when we lose so many of them. And as a District we need to ensure that we provide our highest need families with access to information and programs that will increase their ability to achieve this goal. The Oakland Community Schools Project proposes to address the unmet education needs of Oakland children by implementing community schools district-wide and proposes a project that addresses the needs of the whole child including: increasing family engagement; increasing attendance and reducing discipline; deepening awareness of the importance of Social Emotional Learning; changing the narrative on African American Male Achievement; developing Community Partnerships; and strengthening our Expanded Learning programs. Each of these projects aligns to the AmeriCorps VISTA Education Goal of K-12 Success and will focus on increasing attendance District-wide by providing students and families with additional supports to meet their needs.

- Volunteer/Mentor -- 4 VISTAs

To provide students with a more engaging school experience, to personalize and improve learning, and to provide students with a broader range of positive adult role models, OUSD, the City of Oakland, Be A Mentor, and other partners propose to substantially increase the number of volunteers and mentors in our schools.

We will work together to revise and improve structures to bring volunteers and mentors into an organized and coherent system in classrooms across the District. VISTA will provide the initial

Narratives

human resources to create volunteer/mentor recruitment, communication, training and evaluation systems in OUSD. As a result of greater individualized support from adults and an increase in students' comprehension of academic material and school success, there will be fewer disaffected youth who disengage and drop out of school

- Community Schools -- 3 VISTAs

OUSD is in year four of a five year strategic plan. Though great progress has been made we continue to deepen our work in community schools roll out. One key component of our plan is quality expanded learning (Summer and After School) programs, these programs prioritize students performing below basic and with attendance challenges to increase their opportunities for success in school. Recent after school evaluations show a significant correlation between expanded learning participation and improved school day attendance. In addition to prioritizing these students for referrals we also need to ensure that we provide high quality supports and programs to students and families. Currently OUSD does not have a central data base to connect with community partners who provide key supports in increasing student attendance and academics. To provide students and families with high quality programs that will best meet the needs of their children, OUSD proposes to utilize VISTAS to create district wide infrastructures to support outreach to high needs students, develop a database and the necessary systems to support partnership development and getting them to the right schools, and strengthening site based partnerships. One VISTA will work with Oakland International High School to develop partnership practices and systems to increase supports to high needs refugee and migrant youth and families to ensure academic success. The VISTA will recruit volunteers and develop a database.

- Indoor air quality (IAQ) -- 1 VISTA

IAQ has a major impact on asthma and other respiratory illnesses. Airborne allergens or irritants frequently trigger asthma attacks, yet environmental assessments demonstrate that schools often harbor allergen levels at or close to the thresholds that trigger attacks. Children living in West Oakland, North Oakland, downtown Oakland, and East Oakland (zip codes 94603, 94605, 64621, 64606, 94607, 94608, 94609, and 94612) have some of the highest rates of asthma-related Emergency Department visits and hospitalizations in Alameda County and California (California Breathing 2010). These neighborhoods in Oakland also contain the Port of Oakland as well as the interchanges of several major freeways. Diesel emissions from trucks, ships, and trains serving the port, combined with auto emissions from the freeways, produce disproportionately high levels of

Narratives

pollution in the surrounding neighborhoods.

According to the Environmental Protection Agency (EPA), the National Institutes of Health and others, asthma is a leading cause of school absenteeism due to illness. In 2003, students in the United States with at least one asthma attack in the previous year missed an estimated 12.8 million school days due to asthma, which disproportionately affects minority and low-income students. The following are estimated asthma prevalence rates for Oakland students:

According the 2011-2012 California Healthy Kids Survey 5th grade data, 22% of OUSD students have been told by a parent or adult that they have asthma. At the secondary level (2011-2012 data), 22-26% of students report the same.

The Prescott-Joseph Center, which runs a mobile pediatric asthma clinic in Oakland, estimates that 20% of students in West Oakland have asthma.

The overall asthma rate among OUSD students, based on students currently being treated for asthma or those whose parents report a history of asthma to the school, is 14% (almost 5,100 students) with some schools having rates as high as 33%.

At our schools with the highest asthma rates, students with asthma miss an average of 3 more days per year than students without asthma. In addition, 25% of our chronically absent students (those missing 10% or more of school) at those sites have asthma.

It is important to note that the issue of indoor air quality is important for students without asthma as well. Multiple studies show a connection between improvements in IAQ3 -- either from increased outdoor air ventilation rates or from the removal of pollution sources -- and improved school performance of children and adults.

The VISTA will continue an IAQ management program within OUSD that started in 2012-2013, in partnership with our Facilities and Risk Management Departments that will prioritize those sites where student asthma rates are highest in order to increase attendance rates of our students most impacted by poor indoor air quality as well as improved school performance of children and adults.

African American Male Achievement, Attendance, and Discipline, Social Emotional Learning & Leadership -- 4 VISTAs

In the Spring of 2012 the Urban Strategies Council in partnership with OUSD produced a report that highlighted disparity in the support of African American Males in Oakland. Their report confirmed much of the information shared above and expanded it to include

-Among African-American male students in grades K-12, 45 percent were on course, 21 percent were at risk of being off course, and 34 percent were off course in 2010-11.

Narratives

-By contrast, among OUSD students overall, 63 percent were on course, 18 percent were at risk of being off course and 20 percent were off course.

-Chronic absence in elementary school drove many African-American boys off course.

-More than half of African-American boys in middle school were at risk of dropping out of high school, with suspension being a factor for 73 percent of those off course.

-Almost one in five off-course African American male students was held back.

-Neighborhood poverty and violence were significantly related to whether youth were on-course with their education.

-African American boys comprise 17% of the District population but account for 42% of suspensions. One in 10 African American Boys in elementary, one in three in middle schools, and one in five African American boys in high school are suspended annually.

- Currently 13% of our students are chronically absent due to excused and unexcused absences.

The VISTAs will work to change the community perspective about the potential of African American Youth by increasing communication about the successes of the AAMA work and to solicit volunteers and donations; develop attendance teams at sites to increase site capacity to increase attendance; develop information and training modules to increase awareness of school discipline policies; and develop systems for capturing and sharing information about the Social Emotional Learning and Leadership work and how it decreases disproportionality.

Strengthening Communities

The Oakland Community Schools VISTA Project aligns directly with OUSD's plans to plans to transform itself into a "full service community school" (FSCS) district. FSCS leverage the full range of community resources to support education, and the public schools become a resource to the community as well. OUSD is working to form regional networks of schools that work in a cooperative fashion to engage the broad community of CBOs, faith-based, and business organizations. Each individual VISTA project aligns directly to one of the focus areas of the strategic plan and complements the broader work of the District. Each VISTA will work directly with a supervisor in one of the key focus areas to build organizational capacity in the area and create tools and resources to ensure that the VISTA work is sustained after the duration of the grant.

Volunteer/Mentor

The Volunteer/Mentor VISTAs are embedded in the Family Engagement Unit of OUSD and work in partnership with Regional Family Engagement Liaisons to recruit parent volunteers, provide training, and create family friendly volunteer opportunities. Entering the second year of this project, the

Narratives

VISTAs are working to create systems and tools to ensure that volunteer recruitments systems are sustained over time these include volunteer training manuals, recruitment strategies, and support at school sites to create family friendly volunteer opportunities.

The volunteer/mentor program will increase school and district capacity to recruit volunteers and mentors, efficiently intake and train, and support this force of individuals so that they maintain relationships with students longer and effectively use their skills and energy to improve student attendance. VISTAs will set up systems in each region and high school network to recruit, train and evaluate volunteers/mentors. They will also set up social learning space for volunteers/mentors to share successes and challenges in their direct work with children, youth, and families. VISTAs will set up systems for acknowledging and celebrating the contributions of volunteers/mentors towards higher attendance on their school sites. Volunteers/mentors will have made significant contribution toward district's 5-year goal of reducing dropout rate in half, and increasing positive attendance to 98%.

Community Schools Implementation

As OUSD begins to implement the Community Schools Model we need to strengthen our ability to provide appropriate resources and information to our families. The Expanded Learning VISTA will work with the after school organizations and the new summer enrichment providers to develop training tools, marketing materials and outreach strategies to prioritize the highest needs students. Building off of key learning's from year 1 of the project the current VISTA will deepen the strategies and resources provided. The VISTA will work with our highest need schools to develop an outreach and enrollment plan for the summer 2014.

While the after school program partners and providers are coordinated, we continue to work with the rest of our providers to provider a user-friendly way for schools and community organizations to partner. This year we conducted a series of partner workgroups designed to identify strengths and challenges of the existing partnership systems. Participants identified a need to have a more streamlined process for working with the District. The VISTA will work to develop a partnerships database and the systems by which the partners and schools develop relationships with one another. As OUSD rolls out its vision to have each school become a community school we need to identify systems and structures to support at the school level. Oakland International High School will pilot our first VISTA supporting the development of the community school model. Since opening its doors in 2007, OIHS has become a central hub of quality educational support for Oakland's diverse immigrant

communities. We provide safe and supportive programs in and outside of the classroom, leveraging strong community partnerships to do so. In addition to our academic program, OIHS offers after school tutoring; an after school ELD class; sports teams; a "5th year" of study for students needing additional credits and language support; student leadership; lunchtime clubs; internship curriculum and placement; mental health and mentoring services; health referrals; a parent engagement and education program; and an art and technology academy. Our wraparound services are vital for the integration and success of our students and families. Oakland's immigrant students, families and community members have come to see OIHS as a safe and supportive place for newcomer students and their families to learn, to grow, and to adapt to life and school in the United States.

In this new and critical juncture in OIHS's expansion into a full-fledged Full Service Community School, we have reviewed our service gaps and are prioritizing the following: deepening community partnerships; developing strong systems for student & family referrals.

IAQ

Currently, OUSD school nurses work with those students currently being treated for asthma, which includes training site staff around how to assist a student to use his/her inhaler in the event of an asthma attack. In addition, the California Division of the American Lung Association provides disease management education to students with asthma at 24 elementary and middle schools sites. These efforts, while critical, are "downstream" interventions and do not address the school-level factors that may cause or worsen students' asthma.

OUSD has an extremely proactive and responsive Facilities Department, who will serve as a key partner in the IAQ work. They recently hired a Sustainability Initiatives Program Manager to focus on school "greening", which is an important piece of a strong IAQ program. The Risk Management Department also employs the Environmental Health and Safety Manager for OUSD, who will be co-supervising this position. At one time, there was an IAQ Sub-Committee of OUSD's School Wellness Council, although this body has not been active in almost two years due to the Chair changing jobs. The VISTA will set-up an IAQ Council composed of members from the Health and Wellness unit of FSCP, Facilities and Buildings and Grounds, and Risk Management. The council will meet monthly and provide an opportunity to share program updates, review IAQ walkthrough findings, and develop strategies for systematizing the program.

The VISTA will develop a comprehensive IAQ management program using the well-respected model of the EPA's "IAQ Tools for Schools." This toolkit has been successfully implemented at thousands of school nationwide, and the work of other Districts will be assessed for replicability. The goal of a

Narratives

comprehensive IAQ management program is to identify and address issues relating to: HVAC; moisture and mold; Integrated Pest Management (IPM); cleaning and maintenance, materials selection; and source control. Key activities include: scheduling and conducting school walk-throughs using the Tools for Schools checklist; disseminating already developed tools including the "IAQ Guidelines for My Classroom" posters developed by Alta Bates Summit Ethnic Health Institute and IAQ DVD's based on EPA Tools for Schools program; educating school sites and key personnel regarding good indoor air quality and the reduction of asthma triggers in school environments; training staff on daily behavioral and operational mitigations; and sharing walkthrough findings with personnel at the Buildings and Grounds, Custodial, and Risk Management Departments.

By initially focusing on those sites with high asthma rates, the IAQ program will serve as one prevention component of our efforts to effectively manage students with asthma and other airway diseases.

Indoor Air Quality: The comprehensive IAQ program will improve the health and school performance of all students, particularly those with asthma which disproportionately affects minority and low-income students. As a result of having the VISTA, OUSD will establish a sustainable IAQ program that continues to work with the 15 school sites who completed walkthroughs in the first year of implementation and add 20 more during the second year. Additionally, of those 20 sites, 5 will be implemented with student leadership and input. By improving IAQ in schools with the highest asthma rates, the attendance rate for students with asthma will increase by at least 25% at those sites.

African American Male Achievement Communications, Attendance, and Discipline, and Social Emotional Learning & Leadership

Since 2010, OUSD has made explicit and systematic attempts to improve the fortunes of black males, highlighted by the creation of the Office of African-American Male Achievement (AAMA), a department devoted to fostering practices that accelerate the development of African-American boys. Many of its initiatives are designed to impact the issue which received the most scrutiny in the Urban Strategies report (referenced earlier) --disproportionate suspension rates for black males and a lack of connectedness experienced by our youth. A tremendous amount of work remains in this area, the VISTAs working closely with these groups will expand and strengthen the work already in motion.

African American Male Achievement Communications, Attendance, and Discipline

Narratives

The proposed projects will address the disproportionate referrals for suspension, increase attendance rates, and develop community awareness of programs and services that support African American Youth.

Communications

The Communications project will focus on expanding the awareness of the African American Male Achievement (AAMA) Office's efforts. The VISTA will work with the Executive Director of AAMA to develop and disseminate materials and information about the work. By increasing the awareness in our community of the specific needs and resources available for African American Youth we anticipate increased participation in the programs and services offered which will in turn increase attendance and decrease referrals for suspension. This communications work will change the narrative in our community about the opportunities available and shift our discourse from a place of plight to achievement.

Attendance

The OUSD Attendance and Discipline Support Services Office is working to build capacity at schools to intervene early to address chronic absence. Working with our attendance office the VISTA will use a newly developed attendance manual to build site capacity to implement site-based attendance teams. The development of site based attendance teams will lead to early intervention and support which will increase attendance and decrease referrals to the District attendance office for review. Building capacity at the site level will move the responsibility of attendance support from central office to the site level and will ultimately increase the awareness of staff and families of how attendance plays a large role in academic success.

Discipline

In September 2012, the OUSD Board of Education ratified a Voluntary Resolution Plan (VRP) with the U.S. Department of Education, Office of Civil rights to address OUSD's disproportionate discipline of African American students. The plan includes the initiatives identified above and expands it to focus in on several areas specific to addressing discipline. The VISTA will work with the Discipline office to build the office's capacity to develop systems and infrastructures directly connected with the VRP. By developing training programs for staff and schools that explain discipline policies and developing and offering information programs to parents and guardians of OUSD students, we will increase awareness of all the discipline policies for both school staff and families. The VISTA's work will build internal capacity to better support students and families and will decrease suspension leading to

Narratives

increased student attendance and achievement.

SEL

SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. Competence in the use of SEL skills is promoted in the context of safe and supportive school, family, and community learning environments in which children feel valued and respected and connected to and engaged in learning. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning as well. OUSD recognizes that an underlying root cause of disproportionate discipline of African American students is the ability of students and adults to understand and practice social emotional learning skills and competencies. There are a great deal of data indicating that large numbers of children are contending with significant social, emotional, and mental health barriers to their success in school and life. Providing children with explicit instruction, practice and feedback in social and emotional learning (SEL) skills and competencies within safe, caring, and well-managed learning environments addresses many of these learning barriers through enhancing school attachment, reducing risky behaviors and promoting positive development, and thereby positively influencing academic achievement. In order to support this work the VISTA will design and implement a reciprocal communications system to map out the current best SEL practices and programs specifically addressing the needs of AAM and other underserved youth, and capture the learning happening at sites around the SEL integration and implementation. S/he will establish systems to document the learning and progress of the district-wide SELL Awareness Listening and Learning Campaign. Create structures to share the information they collected to help inform the SEL design team and SELL practitioner team around Prek-Adult SELL standards development. As a result of this work we will transform school climate and culture so kids feel welcome, have a voice, and will be more likely to go to school.

Recruitment and Development

Currently 12 of 13 VISTA positions are filled. We will be recruiting to replace vacancies for July as well as anticipated vacancies in August. The addition of a VISTA leader to the Oakland Project has allowed for increased focus on VISTA recruitment and has implemented new recruitment strategies, including participation in local job fairs, connections to institutions of higher ed, and others. Training will

Narratives

include an orientation to Full Service Community Schools, Strategic Plan Goals and Benchmarks, FSCP Programs and Operations, Youth and Family Engagement Standards, Introduction to Organizing, Introduction to Race and Ethnic Studies in Education, Restorative Justice, and setting up introduction meetings with Regional and High School Network Executive Officers. New VISTAs will begin assignments after the July and August 2014 Pre-Service Orientation (PSO).

Experience has shown that our most successful VISTAs have experience with schools and communities, some workplace experience, and a deep commitment to the work. Preferred skills include computer and technology ability, writing ability, customer service orientation, attention to detail, and an ability to ask for support when needed.

As a public entity, we strive to provide reasonable accommodations to VISTAs with disabilities. Travel may be required for the VISTA project. If required OUSD has funds allocated to reimburse for mileage or to cover public transportation vouchers depending on individual VISTA need and transportation status. Distance and frequency will vary and will be discussed during the interview process with each candidate.

On-site orientation will include a week of workshops, community connections, one on one time with supervisors, and community building opportunities with other VISTAs and staff. VISTAs will participate in monthly workshops and participate in regional VISTA trainings as well.

VISTA Assignment

The overall goal of the Oakland Community Schools project for all VISTAs is to:
Increase student attendance by 10% or up to the district attendance target by increasing family involvement, youth engagement, and volunteers/mentors at target middle schools and high schools affected by chronic absence.

Mentor/Volunteer

VISTAs will create systems for volunteer/mentor recruitment, training, and evaluation. Activities will include visiting all school sites in their respective region/network, interviewing volunteer coordinators, assisting with recruitment, identifying training needs for volunteers at each school and coordinating trainings. Each VISTA will have a set of target schools, plus provide research for target populations: juvenile justice, chronic absenteeism, foster/transitional youth.

VISTAs will assist family engagement liaisons and student engagement liaison with recruitment of volunteers at respective schools in their assigned region/network. Activities will include interviewing and meeting family liaison and student leadership coordinator (if any) at each school, to identify

Narratives

volunteer assignments for potential parent and college student volunteers to assist with family and youth engagement activities at school sites. VISTAs will identify training needs for family & youth engagement volunteers and coordinate trainings for family & youth engagement volunteers. VISTAs will set up system for collecting attendance data in relation to volunteer placements, and document systems they are creating.

They will also assist with Volunteers/Mentors Recognition Ceremony and Coordinate Social Mixers/Events for Volunteers/Mentors. Activities will include meeting with FSCP administrative staff to plan events, and develop a coordinators' handbook for the annual organization of the recognition event.

Expanded Learning

Increase the number of high priority students participating in extended learning summer programs by 10% each year.

The Expanded Learning VISTA will develop systems and strategies to ensure that our existing programs are providing programs to the students that need them the most including students who are performing below expectations and students with demonstrated economic need. Activities will include working with a set of identified schools to assess current outreach strategies for summer expanded learning programs, assessing current participation of high needs students, and developing tools for other sites. The VISTA will work with expanded learning staff and school administration to develop internal systems for outreach to the highest need students.

Community Partnerships Development

Increase the number of high priority students receiving quality community supports and resources. The Community Partnerships VISTA will create a partnership database that provides partners with a user-friendly opportunity to register with the school district. The information in the database will also be used to create and support a district-wide partner's orientation. The VISTA will work with FSCP staff as well as other OUSD districts to collect and include partnerships across all departments. Increased partnerships infrastructure will allow for additional student supports and increase attendance with the ultimate goal of more equitably distributing services across all Oakland Schools.

OIHS Site Support VISTA

Narratives

"Community School Capacity Builder": Support the infrastructural development of OIHS's Full Service Community School. Responsibilities will include: reaching out to new potential partners to serve OIHS students/families; conducting needs assessments of OIHS students & families; recruiting more parent and student representation on OIHS's Community Advisory Committee; improve capacity of on-campus parent education programs; improving OIHS newsletters, communications and mailing list; improving multilingual OIHS parent outreach mechanisms; developing referrals mechanism for student services; supporting new database development for tracking contacts (including donors and alumni); leveraging community resources and volunteers to develop additional school day and after school tutoring resources for low-level students; developing systems for service referrals for students & families; soliciting volunteers and developing relationships with local university professors, cultural clubs and service programs; improving systems for parent-teacher communication.

Indoor Air Quality

Establish a sustainable IAQ program that continues to work with the 15 schools from the first year of implementation and will add 20 more schools in the second year. At 5 of the 20 schools, the program will be implemented in partnership with student leaders.

Increase the attendance rate for students with asthma by at least 25% at those sites with the highest asthma rates.

Create and distribute a survey to be distributed to students at schools where the IAQ program is implemented. The surveys will qualitatively measure the improvements in IAQ at their school and the status of their respiratory health before and after the intervention.

The VISTA will develop and implement a comprehensive IAQ program that will improve the health and school performance of all students, particularly those with asthma which disproportionately affects minority and low-income students.

AAMA Communications

The AAMA Communications VISTA will work with the AAMA Office to create social media and videos for staff/parent/young people highlighting the work of the office. As part of the innovative outreach campaign the VISTA will lift up promising practices and disseminate practices to school staff, families, and community. In particular the VISTA will highlight the achievements that our African American Male Youth are demonstrating to begin to move the conversation to focus on assets instead of deficits.

Narratives

The VISTA will also develop relationships with community groups to develop incentives to recognize the positive change in the district.

AAMA Attendance & Discipline

The AAMA Attendance VISTA will work with the attendance office to develop and implement attendance teams utilizing the newly developed Attendance Counts materials. The VISTA will identify and document best practices related to the development of site based attendance teams in order to build capacity at other sites. The Attendance VISTA will also develop a marketing campaign to share best practices on attendance teams as well as to highlight the importance of regular school attendance. Finally, the VISTA will work to identify creative incentives to support the work of the site attendance teams.

AAMA Discipline

The AAMA Discipline VISTA will work with the Discipline office to design and offer an information program to parents and guardians of all OUSD students that explains discipline policies. S/he will develop creative ways to share and disseminate the information and will also identify best practices about how and when to disseminate information to students and families. The VISTA will also design training programs to be delivered annually to cohort schools that explain discipline policies.

AAMA SEL

A key component of the district's plan to address disproportionality is the implementation of evidence based social emotional learning (SEL) programs in in 38 elementary schools across the district. To fully realize the programs' impact on disproportionality each school needs the support to build their capacity to integrate SEL skills and competencies into their instruction and leadership. We are in the process of deepening our infrastructure to provide support to sites through professional learning, access to multiple resources, networking with other schools engaged in SEL, and share information on current SEL research on the national level. The VISTA will work with Social Emotional Learning and Leadership Team to design and implement a reciprocal communications system to map out the current best SELL practices and programs specifically addressing the needs of AAM and other underserved youth, and capture the learning happening at sites around the SEL integration and implementation. The VISTA would establish systems to document the learning and progress of the district-wide SEL Awareness Listening and Learning Campaign addressing Listening Questions about;

Narratives

What does learning social emotional learning skills and competencies mean to me? What does it look like, sound like and feel like from my own experience and history? The VISTA would also create structures to share the information they collected to help inform the SEL design team and SELL practitioner team around Prek-Adult SEL standards development. We will utilize the data collected from the Awareness, Learning, and Listening Campaign to develop the standards. Once a draft set of SEL standards is complete, we will create a well-crafted vetting process with our community.

VISTA Leader

The VISTA leader will support the development of the OUSD Community Schools VISTA project including creation of professional development and training support structures and support the Oakland Project with gathering data to demonstrate effectiveness of projects. In addition the Oakland VISTA leader will provide broad Bay Area support to other VISTAS which includes: developing and expanding the VISTA network in the Bay Area to help members collaborate and partner across several VISTA projects; Supplement VISTA Campus on-line In Service Training Courses and organizing other training opportunities alongside VISTA Leaders; Assist in the planning of the quarterly Regional Meeting with the Bay Area Regional VISTA Leader and the CNCS State Program Specialist; Listen to individual VISTA issues and reinforcing the role of VISTA Supervisors and CNCS State Program Specialist; Assist in the coordination of planned Days of Service activities with the Bay Area VISTA Regional Leader; Promote VISTA and National Service at career fairs and other appropriate recruitment venues; Attend regular meetings with other VISTA Leaders to discuss Regional Meetings, Days of Service, and additional relevant items; and Collaborate with other VISTA Leaders to update resource manual targeted towards living as a VISTA in the Bay Area.

Project Management

The VISTAs will be housed in OUSD's Family, School, & Community Partnerships Department and will be supervised by senior staff. The staff supervising VISTAs will be supervising them in addition to other department work.

-The Volunteer/Mentor VISTAs will be supervised by the Family and Community Engagement Unit manager, Raquel Jimenez. The VISTAs will be working closely with unit members, including three Regional Family Engagement Liaisons, and one Student Engagement Liaison.

- The Community Schools Partnerships VISTA will be supervised by Andrea Bustamante, Director, Community Schools Partnerships and the Community Schools

- Expanded Learning VISTA will be supervised by Julie McCalmont, Coordinator Summer Learning

Narratives

Programs.

- OIHS Capacity Building VISTA will be supervised by Lauren Markham, Community Schools Program Manager at OIHS.

- Indoor Air Quality will be supervised by Michelle Oppen, Program Manager Coordinated School Health.

- AAMA Communications VISTA will be supervised by Chris Chatmon, Executive Director of AAMA and --

- Attendance and Discipline VISTAs will be supervised by Theresa Clincy, Coordinator, Attendance and Discipline Support Services.

- SEL VISTA will be supervised by Mary Hurley Coordinator of Social Emotional Learning & Leadership.

VISTA Team meetings will take place every month, to share successes and troubleshoot challenges as a team with respect to project developments. Supervisors will hold bi-weekly one to one check-ins with all VISTAs. VISTAs will receive weekly check-ins during first 3 months, then move to bi-weekly check-ins after 3 months. Unit goals, including our VISTA project goal and milestones will be posted on a display board in the FSCP Department for the public and colleagues to view. Public display will help hold us accountable for monitoring our progress weekly during our one to one check-ins.

The project will be monitored by the Project Director in partnership with the VISTA Leader. As the Community Schools Project directly aligns with the District Strategic Plan all District engagement opportunities will support the deepening of the project. The District is currently engaging a broad-based group of stakeholders -- parents, students, and community member to inform the submission of the state required Local Control Accountability Plan. Data gathered from these engagements will be used to adjust VISTA projects as needed.

Project performance will be assessed by how well projects are completed. VISTAs will be regularly surveyed to check project progress. Each project will track indicators for their respective project goals including increases in student attendance for relevant stakeholders.

Organizational Capability

OUSD is currently implementing a 5 year strategic plan to develop into a Full Service Community District. Our aim is to organize and streamline the work we do across OUSD, creating a coherent and supported network of schools with increased capacity to implement the strategic plan.

In the Fall of 2011 OUSD became a VISTA sponsor and is currently allocated 13 VISTAs, this

Narratives

modification clarifies the work moving forward. OUSD currently benefits from the work AmeriCorps volunteers through Bay Area Community Resources, Aspiranet, University of California Berkeley and the Conservation Corps in regular school day and afterschool programs.

Our initial partners were the Mayor's Office, Oakland's Promise Alliance, and Be A Mentor. We also partner with 14 community organizations in our after school program, the Alameda County Public Health Department and the Health Care Services Agency and the District's Facilities department to implement this project. Each partner brings their expertise to specific projects and helps to guide the implementation of each.

We will build on the existing OUSD and partner practices, but we expect VISTAs to both strengthen current system and build new systems. VISTAs will be working within the Department of Family, School, and Community Partnerships, supervised by senior staff. The project will be managed by our Director of Community School Partners who will work in collaboration with the VISTA supervisors to provide a quality experience for each. In partnership with the VISTA Leader, the project director and supervisors will recruit qualified candidates when vacancies become available. Please see below for additional details on VISTA recruitment and support.

We are grateful for the 4 standard VISTAS that were originally awarded for the volunteer/mentoring program. The Cost Share VISTAs awarded will be funded by resources from grant funds for the Expanded Learning VISTA and partnerships VISTA. Funds from our Medi-Cal Administrative Activities (MAA) program and facilities funds will support the IAQ VISTA. Foundation funds awarded to Oakland International High School will support the Site Community Partnership VISTA. All funding sources allow expenses to support the development of infrastructure and systems in our schools.

For the new VISTA projects focused on supporting our African American Male Achievement, Attendance & Discipline, and Social Emotional Learning and Leadership work included in this application we are seeking a support grant from AmeriCorps VISTA to support their efforts.

All VISTAs will have a desk, phone, and computer to facilitate their work. Except for the Oakland International High School Placement VISTAs will be located at FSCP and will have office space in the same building and general vicinity of their supervisor. They will also be eligible for mileage reimbursement for all travel expenses incurred while implementing their projects.

Other

na

Narratives

Intermediary Justification

n/a

Sites

Site Name: AAMA Attendance and Discipline
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Theresa Clincy
EIN: 94-6000385
Phone: 5102731500
Type: Performance Measurement
SA: ☐
Email: theresa.clincy@ousd.k12.ca.us

Site Name: AAMA Communications
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Christopher Chatmon
EIN: 94-6000385
Phone: 5102731500
Type: Performance Measurement
SA: ☐
Email: christopher.chatmon@ousd.k12.ca.us

Site Name: AAMA Social Emotional Learning
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Mary Hurley
EIN: 94-6000385
Phone: 5102731500
Type: Performance Measurement
SA: ☐
Email: mary.hurley@ousd.k12.ca.us

Site Name: Community Schools Expanded Learning
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Julie McCalmont
EIN: 94-6000385
Phone: 5102731500
Type: Performance Measurement
SA: ☐
Email: Julie.mccalmont@ousd.k12.ca.us

Site Name: Community Schools Partnerships
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Andrea Bustamante
EIN: 94-6000385
Phone: 5102731500
Type: Performance Measurement
SA: ☐
Email: andrea.bustamante@ousd.k12.ca.us

Site Name: Community Shools OIHS
Address: 4521 Webster St
Oakland, CA 94609-2140
Contact: Lauren Markham
EIN: 94-6000385
Phone: 5105974287
Type: Performance Measurement
SA: ☐
Email: laurenmarkham@oaklandinternational.org

Site Name: Engagement Volunteer VISTAs
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Raquel Jimenez
EIN: 94-6000385
Phone: 5102731500
Type: Performance Measurement
SA: ☐
Email: raquel.jimenez@ousd.k12.ca.us

Site Name: Indoor Air Quality
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Michelle Oppen
EIN: 94-6000385
Phone: 5102731500
Type: Performance Measurement
SA: ☐
Email: Michelle.oppen@ousd.k12.ca.us

Site Name: Leader
Address: 746 Grand Ave
Oakland, CA 94610-2714
Contact: Andrea Bustamante
EIN: 94-6000385
Phone: 5102731500
Type: PM and Placement
SA: ☐
Email: andrea.bustamante@ousd.k12.ca.us

Action Plan

Service Category: Other Education

The community need statement

Nearly all OIHS students are living below the poverty line, with 95% qualifying for free lunch (the highest free/reduced lunch rate of all Oakland high schools). Education and economic opportunity are the two primary factors of OIHS's families' choices to migrate to the U.S.; their children's education is a critical milestone to reversing the cycle of poverty.

But academic success is a challenge for Oakland's English Language Learners. They must learn English, pass their classes and pass the California High School Exit Exam'all while transitioning to a new home, navigating a new social landscape, and dealing with the impacts of urban poverty. In light of these challenges, many of Oakland's immigrant students do not graduate high school, opting instead to drop out and find work to help support their families.

Challenges to success are particularly pronounced at OIHS, where over 36% of OIHS students have significant gaps in their formal education'some having never attended school before enrolling here. 49% of students report that they have experienced a traumatic event and 23% of our students are undocumented, living in fear of deportation. More than 58% of our students report separations from their parents for over a year (22% for more than 5 years), leading to feelings of abandonment and trying family dynamics.

Because of the difficult circumstances that brought them here'from war to extreme poverty to persecution to torture to discrimination'OIHS students suffer from devastatingly high rates of trauma and are in great need of basic services to support their transitions to the U.S. In addition to past trauma, most OIHS students are now living in highly-stressed inner city neighborhoods where violence is prevalent and access to services are scant.

Barriers to success in school are often a result of the impacts of poverty and lack of access to supportive services'including health, mental health, housing, immigration, academic remediation, and mentoring. Through our Full Service Community School efforts and the support of the VISTA volunteers, our goal is to better connect our students and families to the services they need to succeed in school and lift themselves out of poverty.

Goal Statement:

Increase student attendance by 10% at Oakland International High School.

Perfomance Milestone :

Planned Period of Accomplishment: July 2014

Milestone:

Develop partnerships w ith at least 5 institutes of higher education to recruit volunteers w ith expertise in English language acquisition and immigrant populations to support student success

Indicator/Evidence of Progress:

Number of university partnerships developed

Target :

5

How Measured:

Activity log

Description of Data Collection:

VISTA w ill identify data collected via the partnerships database

Perfomance Milestone :

Planned Period of Accomplishment: July 2014

Milestone:

Develop effective parent outreach methods for a multi-lingal community to reach 100% of parents

with some form of translated materials with school events and parent engagement opportunities

Indicator/Evidence of Progress:

% of parents that attend activities

Target :

60%

How Measured:

Sign-in sheet

Description of Data Collection:

VISTA will collect sign in sheets from parent activities to confirm that 100% of parents participate in school activities.

Perfomance Milestone :	Planned Period of Accomplishment: July 2014

Milestone:

Develop a database to track the number of donors, alumni, volunteers, and community members supporting the school community.

Indicator/Evidence of Progress:

Creation of a database for Oakland International High School

Target :

1

How Measured:

Activity log

Description of Data Collection:

Success will be measured by the existence of the database and the number of contacts included in the database.

Service Category: Other Education

The community need statement

In the Spring of 2012 the Urban Strategies Council produced a report that highlighted disparity in the support of African American Males in Oakland. Their report confirmed the following.
Major Findings:
Among African-American male students in grades K-12, 45 percent were on course, 21 percent were at risk of being off course, and 34 percent were off course in 2010-11.
By contrast, among OUSD students overall, 63 percent were on course, 18 percent were at risk of being off course and 20 percent were off course.
Chronic absence in elementary school drove many African-American boys off course.
More than half of African-American boys in middle school were at risk of dropping out of high school, with suspension being a factor for 73 percent of those off course.
Almost one in five off-course African American male students was held back.
Neighborhood poverty and violence were significantly related to whether youth were on-course with their education.
African American boys comprise 17% of the District population but account for 42% of suspensions. One in 10 African American boys in elementary, one in three in middle schools, and one in five African American

boys in high school are suspended annually.

District Goals are to:

Reduce chronic absence to 5% of students at every school

Ensure that 85% of students attend school 95% of school days annually

Reach an average daily attendance (ADA) of 98% at every school.

Attendance - Currently 13% of our students are chronically absent due to excused and unexcused absences.

Goal Statement:

Increase schoolwide attendance at schools receiving focused support from projects by at least 10% or up to district attendance target.

Perfomance Milestone :	Planned Period of Accomplishment: January 20

Milestone:

Create a communications system and document the learning and progress of the district-w ide SEL Aw areness Listening and Learning Campaign from at least 10 participating schools.

Indicator/Evidence of Progress:

VISTA will have 1 document capturing at least 10 sites' best practices.

Target :

1

How Measured:

Activity log

Description of Data Collection:

VISTA w ill document best practices captured from the SEL listening campaign. S/he w ill collect sign in sheets and best practices.

Perfomance Milestone :	Planned Period of Accomplishment: January 20

Milestone:

Communications VISTA w ill develop innovative marketing and outreach materials to increase community aw areness of the w ork of the African American Male Achievement Office and the programs and services offered.

Indicator/Evidence of Progress:

Production of communications materials in various formats provided to 10 focus sites

Target :

10

How Measured:

Activity log

Description of Data Collection:

VISTA w ill document methods for developing materials and track how they are disseminated to sites.

Perfomance Milestone :	Planned Period of Accomplishment: January 20

Milestone:
Develop site based attendance teams at 8 sites and create materials to share best practices district w ide.

Indicator/Evidence of Progress:
# of teams developed

Target :
8

How Measured:
Activity log

Description of Data Collection:

VISTA w ill document w ork at the 8 target sites and detail grow th in attendance teams.

Perfomance Milestone :	Planned Period of Accomplishment: January 20

Milestone:
Design and offer an information program to parents and guardians of all OUSD students that explains discipline policies and design training programs to be delivered annually to 10 cohort schools that explain discipline policies.

Indicator/Evidence of Progress:
Designed training plan

Target :
1

How Measured:
Activity log

Description of Data Collection:

VISTA w ill document progress in developing family and student friendly materials for our discipline programs. Document the sites w here materials are disseminated.

Service Category: Other Education

The community need statement

Indoor air quality (IAQ) has a major impact on asthma and other respiratory illnesses. Airborne allergens or irritants frequently trigger asthma attacks, yet environmental assessments demonstrate that schools often harbor allergen levels at or close to the thresholds that trigger attacks.# Children living in West Oakland, North Oakland, and downtown Oakland (zip codes 94607, 94608, 94609, and 94612) have the highest rates of asthma-related Emergency Department visits and hospitalizations in Alameda County. These neighborhoods in Oakland also contain the Port of Oakland as well as the interchanges of several major freeways. Diesel emissions from trucks, ships, and trains serving the port, combined with auto emissions from the freeways, produce disproportionately high levels of pollution in the surrounding neighborhoods.

According to the Environmental Protection Agency (EPA), the National Institutes of Health and others, asthma is a leading cause of school absenteeism due to illness. In 2003, students in the Unites States with at least one asthma attack in the previous year missed an estimated 12.8 million school days due to asthma, #

which disproportionately affects minority and low-income students. The following are estimated asthma prevalence rates for Oakland students:

According the 2010-2011 California Healthy Kids Survey 5th grade data, 24% of OUSD students have been diagnosed with asthma during their lifetime. At the secondary level (2009-2010 data), 22-26% of students report the same.

A 2003-2005 study by UC Berkeley found that 16.6% of OUSD 6th and 9th graders had asthma. The Prescott-Joseph Center, which runs a mobile pediatric asthma clinic, estimates that 20% of students in West Oakland have asthma.

The overall asthma rate among OUSD students, based on upon students currently being treated for asthma or those whose parents report a history of asthma to the school, is 11% (almost 5,000 students) with some schools having rates as high as 27%.

At our schools with the highest asthma rates, students with asthma miss an average of 3 more days per year than students without asthma. In addition, 25% of our chronically absent students (those missing 10% or more of school) at those sites have asthma.

It is important to note that the issue of indoor air quality is important for students without asthma as well. Multiple studies show a connection between improvements in IAQ ' either from increased outdoor air ventilation rates or from the removal of pollution sources ' and improved school performance of children and adults.

The VISTA will launch an IAQ management program within OUSD, in partnership with our Facilities Department, that will prioritize for roll-out those sites where student asthma rates are highest.

Goal Statement:

Implement a comprehensive IAQ management program in at least 15 schools during the first year with 20 more schools being added in each subsequent year.

Increase attendance for students with asthma by at least 25% at those sites that implement a comprehensive IAQ management program.

Perfomance Milestone :	Planned Period of Accomplishment: June 2015

Milestone:

Implement a comprehensive IAQ management program in at least 15 schools during the first year with 20 more schools being added in each subsequent year.

Indicator/Evidence of Progress:

Fifteen school sites will have improved indoor air quality as a result of school walk-throughs using the EPA's Tools for Schools Checklist and remediation of identified problems.

Target :

15

How Measured:

Activity log

Description of Data Collection:

A team of OUSD staff w ill conduct w alk-throughs of selected sites using

a research-based tool, such as the EPA's Tools for Schools checklist. A
list of problems to be addressed w ill be identified and a remediation plan
developed and carried out.

Service Category: Other Education

The community need statement

Community Schools
Recent evaluations show a significant correlation between expanded learning participation and improved school day attendance. In addition to prioritizing these student for referrals we also need to ensure that families are aware of the various supports. To provide students and families with access to information and programs that will best meet the needs of their children, OUSD proposes to utilize VISTAS to create family friendly materials and information focused on our Community Schools model & services. Currently, OUSD does not have a central database to connect with community based organizations who partner with schools to support increased student attendance and academics. To provide students and families with high quality supports and services, OUSD proposes to utilize VISTAS to create a district wide data base and the necessary systems to support partnership development.

Goal Statement:

Increast student attendance at schools receiving focused support from project by at least 10% or up to the district attendance target.

Goal Statement: Community Schools Extended Learning
Increase the number of high priority students participating in extended learning programs by 10% each year.

Goal Statement: Community Schools Communication
Provide family friendly communication materials to at least 15 schools in year 1 with an additional 15 each subsequent year.

Perfomance Milestone :	Planned Period of Accomplishment: June 2013

Milestone:
Increase the number of high priority students participating in expanded learning programs by 10% each year.

Indicator/Evidence of Progress:
increase epanded learning attendance

Target :
10%

How Measured:
Survey

Description of Data Collection:

VISTA w ill w ork w ith the OUSD Research Assessment and Data Group
to identify collection structures. We w ill identify a baseline number of high
priority student participation and compare changes at the end of the year
1.

Perfomance Milestone :	Planned Period of Accomplishment: July 2014

Milestone:

Create a partnerships database that lists 100 community based organizations that have supports and services available for students and families that leads to increased attendance and academic grow th.

Indicator/Evidence of Progress:

Community School Partnership Database created that includes at least 100 Community School partners

Target :

100

How Measured:

Activity log

Description of Data Collection:

VISTA w ill enter partnerships in the database w hich w ill be review ed and used to assess progress

Service Category: Other Education

The community need statement

In Oakland, we understand truancy and poverty to be the root cause of our graduation and achievement gaps. Chronic absence is defined as missing 10% or more of the school year, for any reason. 10% is a tipping point where absenteeism has a negative short term and long term impact on student learning and graduation. In our high schools alone, 1/3 of our student population is absent from school on any given day.

Chronic absence is negatively impacting learning and graduation for our African American, Latino, and English Language Learning students, as well as our students who live in poverty, as just a sampling of statistics show:
' African American and Latinos graduate from OUSD high schools at a rate of 54% and 56%, respectively, compared with 79% for Asian Americans and 75% for white students.
' According to CST data, only 30% of Oakland's African American 3rd graders score proficient in English Language Arts. By the 8th grade, that rate is only 15%.
' On the California High School Exit Exam taken in 10th grade, only 24% of African American and 26% of Latino students passed the English Language Arts section in 2010, compared with 51% of Asian Americans and 78% of white students. On the same test in math, 17% of African Americans and 27% of Latinos passed, compared with 66% of Asian Americans and 73% of white students.

Chronic truancy is predictor of 3rd grade literacy and high school drop outs, according to researcher Hedy Cheng. In Oakland, we are partnering with Ms Cheng to intentionally interrupt chronic truancy by raising awareness through attendance campaigns, parent workshops, and education.

As OUSD moves toward a Full Service Community system of schools, volunteer deployment to sites with chronic absence is critical to assist with identifying causes to absenteeism and connecting families to appropriate services and interventions. For these efforts to be successful, and our larger strategic effort to establish full service community schools to cut the drop out rate in half by 2015, we need to create systems for volunteers and mentors.

Goal Statement:

Increase student attendance by 10% each year or up to district attendance target, for 3 years, by increasing family involvement, youth engagement, and volunteers/mentors at target sites in K-8 Regions and High School Network.

Perfomance Milestone :   **Planned Period
                                       of Accomplishment:** June 2014

Milestone:

Program development w ork of VISTAs w ill improve attendance at target sites: 10% increase in ADA each year for children across sites impacted by volunteer/mentor programs.

Indicator/Evidence of Progress:

increase in attendance

Target :

10%

How Measured:

Activity log

Description of Data Collection:

Vista member assigned in each region w ill keep log of activity (see VADs) and attendance progress charts for children enrolled in volunteer/mentor programs

Perfomance Milestone :   **Planned Period
                                       of Accomplishment:** June 2014

Milestone:

Create volunteer placement, training, and communication systems to track effectivness of volunteer support tow ards meeting district attendance goals.

Indicator/Evidence of Progress:

Creation of communication/tracking system
Creation of training system
Creation of evaluation system

Target :

3

How Measured:

Activity log

Description of Data Collection:

Documentation of systems electronically and hard copy (binders).

Perfomance Milestone :   **Planned Period
                                       of Accomplishment:** May 2014

Milestone:

VISTAs w ill recruit volunteers/mentors to w ork w ith targeted populations.

Indicator/Evidence of Progress:

50 community volunteers will be recruited for family and youth engagement placements across K-8 regions and high school network

Target :

50

How Measured:
Volunteer Record/Log

Description of Data Collection:

Vista member assigned in each region w ill keep volunteer record/log,
calendar for trainings, as w ell as sign in sheets.

Perfomance Milestone :	Planned Period of Accomplishment: June 2014

Milestone:
Create social mixers and recognition event for volunteers/mentors to build community and share successes/challenges among volunteers/mentors

Indicator/Evidence of Progress:
Volunteers will participate in 20 mixers and 1 recognition event.

Target :
21

How Measured:
Sign-in sheet

Description of Data Collection:

Vista member w ill keep event sign in sheets.

Perfomance Milestone :	Planned Period of Accomplishment: January 20

Milestone:
Develop Parent Volunteer Program at 6 target schools

Indicator/Evidence of Progress:
Parent volunteers recuited
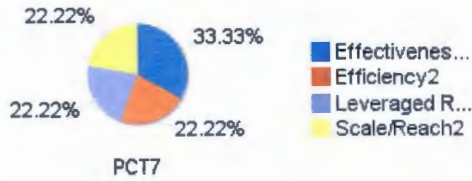
Target :
150

How Measured:
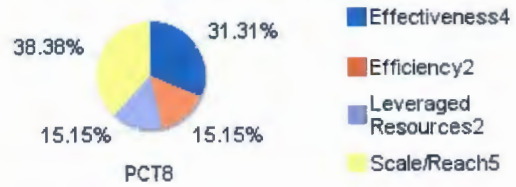Volunteer Record/Log

Description of Data Collection:

VISTA member assigned in each region w ill keep volunteer record/log
calendar for trainings as w ell as sign in sheets.

Performance Measures

of Capacity Building PM's per Capacity Building Goal

22.22% 33.33%
22.22% 22.22%
PCT7

- Effectivenes...
- Efficiency2
- Leveraged R...
- Scale/Reach2

of VISTA's Requested Per Capacity Building Goal

38.38% 31.31%
15.15% 15.15%
PCT8

- Effectiveness4
- Efficiency2
- Leveraged Resources2
- Scale/Reach5

AAMA Attendance and Disciplin

Effectiveness - Full Time

Capcity Goal:	Effectiveness
Objective:	Capacity Building & Leverage
Project Year:	1
# of VISTA'S Requested:	2

Output:

G3–3.5: Number of staff and community volunteers that received training (of one or more types)

Target:	40	Staff and Community Volunteers
Measured By:		Attendance Log
Described Instrument:		Professional learning attendance logs

Outcome:

G3–3.10: Number of organizations reporting that capacity building helped make them more effective

Target:	10	Organizations
Measured By:		Pre/Post Organizational Assessment Tool
Described Instrument:		Training participants at 10 organization/school at will report an increase in knowledge via surveys.

Service Activitity:	Material development
Description:	Develop attendance and discipline materials to distribute to schools and families

Anti-Poverty PM 7.8 - K-12 Success

Focus Area:	Education
Objective:	K–12 Success
# of VISTA'S Requested:	2

Performance Measures

Anti-Poverty Output:

(PRIORITY) ED2: Number of students who completed K–12 education programs

Target: 50   Students

Measured By: Activity Log

Described Instrument: Identified priority students at focus schools will demonstrate increased attendance

Anti-Poverty Outcome:

(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 50   Students

Measured By: Attendance Log

Described Instrument: 50 students will show improved attendance records for at sites using new incentive systems

Anti-Poverty Program/Strategy Intervention: Community School Partnership

Description: Develop partnerships to support increased school attendance

Performance Measures

AAMA Communications

Effectiveness - Full Time

Capcity Goal:	Effectiveness
Objective:	Capacity Building & Leverage
Project Year:	1
# of VISTA'S Requested:	1

Output:
G3–3.5: Number of staff and community volunteers that received training (of one or more types)

Target: 10   Staff and Community Volunteers

Measured By: Attendance Log

Described Instrument: Sign in Sheets for participating staff

Outcome:
G3–3.11: Number of new systems /business processes or enhancements put in place

Target: 10   Systems, Business Processes or Enhancements

Measured By: Other

Described Instrument: Number of new materials developed highlight positive changes for African American Males

Service Activitity: Material development

Description: Develop communications materials to change narrative of African American Youth

Anti-Poverty PM 5.6 - K-12 Success

Focus Area:	Education
Objective:	K–12 Success
# of VISTA'S Requested:	1

Anti-Poverty Output:
(PRIORITY) ED2: Number of students who completed K–12 education programs

Target: 0   Students

Measured By:

Described Instrument:

Anti-Poverty Outcome:
(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 0   Students

Measured By:

Described Instrument:

Performance Measures

Anti-Poverty Program/Strategy Intervention: Community School Partnership

Description: Increase awareness of schools and partner about potential of AA youth

Performance Measures

AAMA Social Emotional Learnin

Scale/Reach - Full Time

Capcity Goal: Scale/Reach

Objective: Capacity Building & Leverage

Project Year: 1

# of VISTA'S Requested: 1

Output:
G3–3.4: Number of organizations that received capacity building services

Target: 1 Organizations

Measured By: Tracking System

Described Instrument: Develop a SEL webpage to share information with schools and communities

Outcome:
G3–3.11: Number of new systems /business processes or enhancements put in place

Target: 10 Systems, Business Processes or Enhancements

Measured By: Activity Log

Described Instrument: SEL webpage will identify 10 best practices to share with broad community to enhance supports for students that will lead to increased academics and attendance.

Service Activitity: Material development

Description: Develop communication materials to increase awareness of SEL

Anti-Poverty PM 18.19 - K-12 Success

Focus Area: Education

Objective: K–12 Success

# of VISTA'S Requested: 1

Anti-Poverty Output:
(PRIORITY) ED2: Number of students who completed K–12 education programs

Target: 0 Students

Measured By:

Described Instrument:

Performance Measures

AAMA Social Emotional Learnin

Anti-Poverty Outcome:

(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 0 Students

Measured By:

Described Instrument:

Anti-Poverty Program/Strategy Intervention: Teacher Training

Description: Increase awareness of SEL

Performance Measures

Community Schools Expanded L

Effectiveness - Full Time

Capcity Goal: Effectiveness

Objective: Capacity Building & Leverage

Project Year: 2

# of VISTA'S Requested: 1

Output:

G3–3.4: Number of organizations that received capacity building services

Target: 10   Organizations

Measured By: Activity Log

Described Instrument: # of schools and community organizations receiving increased supports in engaging high need students – low academic achievement or low income – in summer programs

Outcome:

G3–3.10: Number of organizations reporting that capacity building helped make them more effective

Target: 10   Organizations

Measured By: Pre/Post Organizational Assessment Tool

Described Instrument: Organizations/schools will report that VISTA surveys made them more successful

Service Activitity: Outreach

Description: Increase outreach to enroll high priority students in summer programs

Anti-Poverty PM 9.10 - K-12 Success

Focus Area: Education

Objective: K–12 Success

# of VISTA'S Requested: 1

Anti-Poverty Output:

(PRIORITY) ED2: Number of students who completed K–12 education programs

Target: 100   Students

Measured By: Attendance Log

Described Instrument: At least 100 additional high needs students will access summer programs and complete successfully

Performance Measures

Community Schools Expanded L

Anti-Poverty Outcome:

(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 100   Students

Measured By: Attendance Log

Described Instrument: 100 Recruited students will complete the summer programs with at least 95% attendance

Anti-Poverty Program/Strategy Intervention: Summer Learning

Description: Increase the number of high priority students accessing summer learning programs

Performance Measures

Community Schools Partnership

Leveraged Resources - Full Time

Capcity Goal: Leveraged Resources

Objective: Capacity Building & Leverage

Project Year:

# of VISTA'S Requested: 1

Output:
G3–3.6: Number of organizations that completed a community assessment identifying goals

Target: 85   Organizations

Measured By: Completed Community Assessment

Described Instrument: OUSD organizations/schools have an updated partner list included in new database

Outcome:
G3–3.11: Number of new systems /business processes or enhancements put in place

Target: 1   Systems, Business Processes or Enhancements

Measured By: Organizational Assessment Tool

Described Instrument: Database populated with partner info for all schools

Service Activitity: Community assessment

Description: assess and document the partnerships at all OUSD organizations/sites

Anti-Poverty PM 20.21 - K-12 Success

Focus Area: Education

Objective: K–12 Success

# of VISTA'S Requested: 1

Anti-Poverty Output:

Number of community based partnerships at school sites supporting student academic success

Target: 85   # of schools will complete assessments

Measured By:

Described Instrument: Database will identify the number of partnerships at each organization/school sites providing quality supports for students and families

Anti-Poverty Outcome:

Number of organizations providing quality supports to students and families

Target: 0

Measured By:

Described Instrument:

Performance Measures

Community Schools Partnership

Anti-Poverty Program/Strategy Intervention: Community School Partnership

Description: Develop partnerships to support increased school attendance

Performance Measures

Leveraged Resources - Full Time

Capcity Goal: Leveraged Resources

Objective: Capacity Building & Leverage

Project Year: 1

# of VISTA'S Requested: 1

Output:
(PRIORITY) G3-3.1: Number of community volunteers recruited by organizations or participants

Target: 50   Community Volunteers

Measured By: Volunteer Management System

Described Instrument: develop volunteer management system to track volunteers, register at least 50 volunteers

Outcome:
(PRIORITY) G3-3.3: Number of organizations implementing effective volunteer management practices

Target: 1   Organizations

Measured By: Pre/Post Organizational Assessment Tool

Described Instrument: Create Volunteer Management System and put into practice

Service Activitity: Volunteer recruitment and management system

Description: Develop volunteer and alumni tracking system

Anti-Poverty PM 16.17 - K-12 Success

Focus Area: Education

Objective: K-12 Success

# of VISTA'S Requested: 1

Anti-Poverty Output:
(PRIORITY) ED2: Number of students who completed K-12 education programs

Target: 0   Students

Measured By:

Described Instrument:

Anti-Poverty Outcome:
(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 0   Students

Measured By:

Described Instrument:

Performance Measures

Community Shools OIHS

Anti-Poverty Program/Strategy Intervention:	Family Involvement
Description:	Increased parent engagement/volunteerism in school

Performance Measures

Engagement Volunteer VISTAs

Scale/Reach - Full Time

Capcity Goal:	Scale/Reach
Objective:	Capacity Building & Leverage
Project Year:	2
# of VISTA'S Requested:	4

Output:

(PRIORITY) G3–3.1: Number of community volunteers recruited by organizations or participants

Target: 200 Community Volunteers

Measured By: Volunteer Management System

Described Instrument: Each Engagement VISTA will recruit 50 family volunteers and register in the Volunteer Management System

Outcome:

G3–3.10: Number of organizations reporting that capacity building helped make them more effective

Target: 20 Organizations

Measured By: Pre/Post Organizational Assessment Tool

Described Instrument: Each VISTA will conduct a pre/post survey of their partners organizations/schools in their network.

Service Activitity: Volunteer recruitment and management system

Description: Each Engagement Volunteer VISTA will recruit at least 50 parents to volunteer in schools

Anti-Poverty PM 1.2 - K-12 Success

Focus Area:	Education
Objective:	K–12 Success
# of VISTA'S Requested:	4

Anti-Poverty Output:

(PRIORITY) ED2: Number of students who completed K–12 education programs

Target: 100 Students

Measured By: Other

Described Instrument: 10 parents at 10 organization/schools will indicate increased awareness of how to stay and be successful in school as a result of the volunteer training.

Performance Measures

Anti-Poverty Outcome:

(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 10   Students

Measured By: Attendance Log

Described Instrument: Students at schools with increased family volunteers will demonstrate a decrease in chronic absenteeism to less than 10% school wide

Anti-Poverty Program/Strategy Intervention: Family Involvement

Description: Increased parent engagement/volunteerism in schools

Performance Measures

Indoor Air Quality

Efficiency - Full Time

Capcity Goal: Efficiency

Objective: Capacity Building & Leverage

Project Year: 2

# of VISTA'S Requested: 1

Output:
G3–3.4: Number of organizations that received capacity building services

Target: 15 Organizations

Measured By: Tracking System

Described Instrument: Track the number of walkthroughs conducted at the organizations/schools

Outcome:
G3–3.10: Number of organizations reporting that capacity building helped make them more effective

Target: 15 Organizations

Measured By: Pre/Post Organizational Assessment Tool

Described Instrument: Participating organizations/schools will complete a survey indicating change in practice

Service Activitity: Community assessment

Description: Assess indoor air quality at priority sites

Anti-Poverty PM 11.12 - K-12 Success

Focus Area: Education

Objective: K–12 Success

# of VISTA'S Requested: 1

Anti-Poverty Output:
(PRIORITY) ED2: Number of students who completed K–12 education programs

Target: 20 Students

Measured By: Attendance Log

Described Instrument: Log of the number of students with better school attendance as a result of improved air quality

Anti-Poverty Outcome:
(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 20 Students

Measured By: Attendance Log

Described Instrument: Attendance log for students with asthma or breathing challenges will show an increase for at lealst 20 students

Performance Measures

Indoor Air Quality

Anti-Poverty Program/Strategy Intervention:	Healthy School Environment —
Description:	Improve school environment to increase school attendance

Performance Measures

Efficiency - Full Time

Capcity Goal: Efficiency

Objective: Capacity Building & Leverage

Project Year: 1

# of VISTA'S Requested: 1

Output:
G3–3.4: Number of organizations that received capacity building services

Target: 2   Organizations

Measured By: Tracking System

Described Instrument: Log of activities and supports provided to sponsor organization and regional team

Outcome:
G3–3.10: Number of organizations reporting that capacity building helped make them more effective

Target: 2   Organizations

Measured By: Pre/Post Organizational Assessment Tool

Described Instrument: The sponsor organization and the VISTA leader group will demonstrate increased capacity as a result of the VISTA leader's efforts

Service Activitity: Material development

Description: Develop systems and materials to support VISTAs

Anti-Poverty PM 13.14 - K-12 Success

Focus Area: Education

Objective: K–12 Success

# of VISTA'S Requested: 1

Anti-Poverty Output:
(PRIORITY) ED2: Number of students who completed K–12 education programs

Target: 0   Students

Measured By:

Described Instrument:

Anti-Poverty Outcome:
(PRIORITY) ED6: Number of youth in mentoring/tutoring programs with improved school attendance

Target: 0   Students

Measured By:

Described Instrument:

Performance Measures

Anti-Poverty Program/Strategy Intervention: VISTA support and training

Description: Provide regular supports and training opportunities for VISTAs

Required Documents

Document Name	Status
Articles of Incorporation	Already on File at CNCS
Auditor's Statement Page	Already on File at CNCS
Board of Directors	Already on File at CNCS
Negotiated Indirect Cost Agreement	Already on File at CNCS
Organizational Chart	Already on File at CNCS
Supervisor's Job Description	Already on File at CNCS
Supervisor's Resume	Already on File at CNCS
Tax-Exempt Status Form	Already on File at CNCS
Two Letters of Support	Already on File at CNCS

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

October 23, 2013

To: Board of Education

From: Gary Yee, Superintendent

Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action

Curtiss Sarikey, Associate Superintendent, Family, School, and Community Partnerships Dept.

Andrea Bustamante, Director, Community Partnerships

Subject: **District Submitting Amendment No. 3, Grant Agreement, Grant ID #12VSPCA003**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant amendment agreement, Grant ID #12VSPCA003, for OUSD schools for fiscal years 2012-2014 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant amendment agreement for OUSD schools for the 2012-2014 fiscal years were 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
13-2503	Yes	Grant	Oakland Unified School District, Family, School, and Community Partnerships (FSCP)	Support FSCP's management of volunteers/mentors	November 18, 2012 through January 25, 2014	Corporation for National and Community Service (CNCS)	$12,000.00 + 12 VISTA members and cost share increasing the agreement from $58,224.00 to an amount not to exceed $58,664.00.

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: $12,000.00 + 12 VISTA members + cost share $58,664.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant amendment agreement for OUSD schools for fiscal years 2012-2014 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
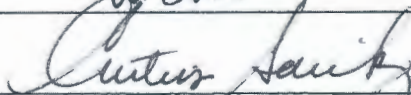Notice of Grant Award
OUSD Community Schools Project Budget
VISTA Assignment Descriptions (VAD)
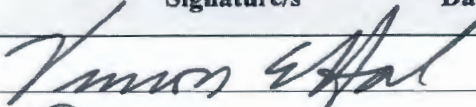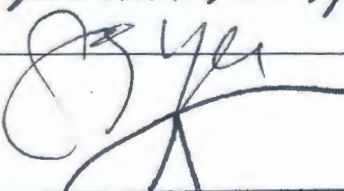
OUSD Grants Management Face Sheet

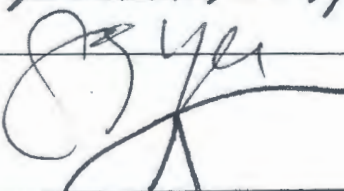| Title of Grant:	Funding Cycle Dates:
AmeriCorps VISTA	November 18, 2012 - January 25, 2014
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Corporation for National and Community Service Gail Benton Shoemaker, State Program Specialist 1301 Clay Street, 354-South Oakland, CA 94612 (510) 637-1750, GBentonShoemaker@cns.gov	**Grant Amount for Full Funding Cycle:** $12,000.00 + 12 cost share VISTA members (CNCS federally funded employees)
Funding Agency: Corporation for National and Community Service (CNCS) AmeriCorps VISTA	**Grant Focus:** AmeriCorps VISTAs to create systems for recruitment, training, and evaluation of Volunteers/Mentors.
List all School(s) or Department(s) to be Served: Family, School, and Community Partnerships Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will support FSCP's management of volunteer/mentors. VISTA members will recruit volunteers to impact student attendance at target sites with chronic absenteeism.
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 5.17% 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.)	Volunteers/mentors will impact attendance of students served, increasing 10% attendance over three (3) years. VISTA members will track volunteer placements and students served by those volunteers. VISTA members will monitor attendance for students served by volunteers.
Does the grant require any resources from the school(s) or district? If so, describe.	20% FSCP staff coordination time from the Coordinator of Family & Community Engagement and the Director of Community Partnerships plus the cost share for twelve (12) VISTA members in the amount of $58,664.00.
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 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No.
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.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Andrea Bustamante Director, Community Partnerships 746 Grand Avenue, Oakland, CA 94610 (510) 273-1569 Andrea.Bustamante@ousd.k12.ca.us Gail Benton Shoemaker, State Program Specialist for CNCS (contact information above)
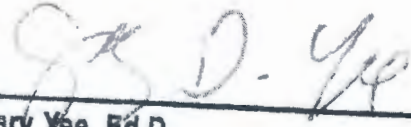
Applicant Obtained Approval Signatures:

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)	Curtiss Sarikey		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		10/1/13
Superintendent	Gary Yee		

David Kakishiba
President, Board of Education

10/24/13

Gary Yee, Ed.D.
Secretary, Board of Education

10/24/13

File ID Number: _13-2509_
Introduction Date: _10-23-13_
Enactment Number: _13-2230_
Enactment Date: _10-23-13_ _ef_
By:

Notice of Grant Award

Corporation for National and Community Service
601 Walnut Street, Suite 876 E
Philadephia, PA 19106-3323

VISTA State

Grantee

Oakland Unified School District
746 Grand Ave Oakland CA 94610-2714

EIN: 946000385

Award Information

Agreement No.:	12VSPCA003	Project Period:	**11/18/2012 - 01/25/2014**
Amendment No.:	4	Budget Period:	**11/18/2012 - 01/25/2014**
CFDA No.:	94.013	Grant Year:	**2**

Award Description

This amendment removes CCR special condition and updates DUN registration date.

Purpose

The purpose of this award is to assist the Project Sponsor in carrying out an AmeriCorps*VISTA project as authorized under Title I, Part A of the Domestic Volunteer Service Act of 1973, as amended (Pub. L. 93-113).

Funding Information

Year 2	Previously Awarded This Year	This Award/ Amendment	Total Current Year
Total Obligated by CNCS	$12,000	$0	$12,000
Grantee's Unobligated Balance (Carryover)	$0	$0	$0
Total Available	$12,000	$0	$12,000

Cumulative Funding for Project Period

Total Awarded in Previous Amendments	$20,000
Total CNCS Funds Awarded to Date	**$20,000**

Funding Source and Amount

Not applicable to this award.

Special Conditions

Costs allowed under this grant are limited to those categories contained in signed application package.

Compliance with OMB circulars: A-21; A-87; A-102; A-110; A-122 and A-133 as applicable, is required.

Terms of Acceptance: By accepting the terms under this Memorandum of Agreement, the Project Sponsor agrees to comply with all terms and conditions, all assurances and certifications made in the application, and all applicable federal statutes, regulations, and guidelines. The Project Sponsor agrees to administer the project in accordance with the approved project application, budget and Notice of Grant Award (if applicable), supporting documents, and other representations made in support of the approved project application. Terms and conditions for support grants are located at https://egrants.cns.gov/termsandconditions/NGA_TC_Support_Revised20110104.pdf; terms and conditions for program grants are located at https://egrants.cns.gov/termsandconditions/NGA_TC_Program_Revised20110104.pdf.

Corporation for National and Community Service:

9/19/2013, 01:50 PM, EDT

Corporation for
NATIONAL &
COMMUNITY
SERVICE★★★

Welcome Andrea

Portal Home

Trainee Profile

Search Potential Applicants

Search Submitted Applications

■ Manage Members

SSN & Citizenship Status

Manage Events

Recruitment Workbasket

VISTA Workbasket

Sponsor Verification

VISTA Reports

Member Search Results

Member Search Results

[A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S] [T] [U] [V] [W] [X] [Y] [Z]

Results 1 Through 10

Your search returned 10 results.

Member Id ►	Name ▾	Program Name ►	Program Code ►	Program Year ►	City ►	State ►	Status ►
1101923	Ryana Barbosa	OUSD Community Schools Project	12VSPCA003	2013	Oakland	CA	In-Service
1101926	Lauren Burwell	OUSD Community Schools Project	12VSPCA003	2013	Long Beach	CA	In-Service
1101928	Israel Cisneros	OUSD Community Schools Project	12VSPCA003	2013	Hollister	CA	In-Service
1086829	Alison Dorantes-Garcia	OUSD Community Schools Project	12VSPCA003	2013	Watsonville	CA	In-Service
1096300	Josh Egel	OUSD Community Schools Project	12VSPCA003	2013	Russell	KY	In-Service
980813	Jennifer Henry	OUSD Community Schools Project	12VSPCA003	2013	Antelope	CA	In-Service
1086830	Janneth Liborio	OUSD Community Schools Project	12VSPCA003	2013	Oakland	CA	In-Service
1101930	SHAHRZAD MAKAREMI	OUSD Community Schools Project	12VSPCA003	2013	Goleta	CA	In-Service
1028303	Laura Martin	OUSD Community Schools Project	12VSPCA003	2013	Bristol	VT	In-Service
1101924	Hannah Warren	OUSD Community Schools Project	12VSPCA003	2013	Amherst	MA	In-Service

Notice of Grant Award

601 Walnut Street, Suite 876 E
Philadephia, PA 19106-3323

VISTA State

Grantee

Oakland Unified School District   EIN: 946000385
746 Grand Ave Oakland CA 94610-2714

Corporation for National and Community Service:

Merribeth Pentasuglia   09/20/2013

Signature   Date

Merribeth Pentasuglia
Name (typed)

Senior Grants Officer
Title

Merribeth Pentasuglia, 215-964-6324
Grants Official

Gail L. Benton Shoemaker, 510-637-1750
Program Official

**NATIONAL &
COMMUNITY
SERVICE** ★★★

Add Amendment Types

close

Add amendment type(s) and enter/edit amendment reason.

Amendment Types	Description
☐ Modify Awarded Slots/Members/VSYs	Add or subtract Slots/Members/VSYs from approved budget
☐ Change Authorized Representative	Change the Authorized Representative for a specific grant
☐ Modify Subgrants	Allow prime grantee to add or modify subgrants
☑ Modify Budget Period	Adjust the start and/or end dates of the budget period
☐ Modify Performance Measures or Workplans	Edit the work plans, including adjusting, adding or removing performance measures
☑ Modify Project Period	Adjust the start and/or end dates of the project period
☐ Revise Budget	Adjust line items and/or match without changing total CNCS or Grantee share of budget
☐ Revise Cost-Share Agreement	Add or subtract Cost Share Slots/Members/VSYs or add COLA funds
☑ Request No-Cost Extension	Extend project and budget period end date with no additional funds included
☐ Revise Narrative	Edit one or more application narratives

Amendment Reason: (Max. 2000 chars)

This amendment changes the end date on the MA in order to align the Continuation Application with the 2014 NOFO

close

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:
Application [X] Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 09/12/13	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 13VS154733	4. DATE RECEIVED BY FEDERAL AGENCY: 09/12/13	FEDERAL IDENTIFIER: 12VSPCA003

5. APPLICATION INFORMATION

LEGAL NAME: Oakland Unified School District

DUNS NUMBER: 076554500

ADDRESS (give street address, city, state, zip code and county):
746 Grand Ave
Oakland CA 94610 - 2714
County: Alameda

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):
NAME: Andrea Bustamante

TELEPHONE NUMBER: (510) 273-1569

FAX NUMBER:

INTERNET E-MAIL ADDRESS: andrea.bustamante@ousd.k12.ca.us

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
946000385

7. TYPE OF APPLICANT:
7a. State Education Agency
7b. Local Education Agency

8. TYPE OF APPLICATION (Check appropriate box).

	NEW		NEW/PREVIOUS GRANTEE
	CONTINUATION	[X]	AMENDMENT

If Amendment, enter appropriate letter(s) in box(es): [ ] [ ]

A. AUGMENTATION   B. BUDGET REVISION

C. NO COST EXTENSION   D. OTHER (specify below):

Remove CCR special condition and update CCR dates.

9. NAME OF FEDERAL AGENCY:
Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.013
10b. TITLE: VISTA State

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
OUSD Community Schools Project

Program Type: Support Grant   Cost Share: [X]

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):
Oakland Unified School District, City of Oakland, CA

13. PROPOSED PROJECT: START DATE: 11/18/12   END DATE: 01/25/14

14. CONGRESSIONAL DISTRICT OF: a.Applicant [CA 009]   b.Program [CA 009]

15. ESTIMATED FUNDING: Year #: [2]

a. FEDERAL	$ 12,000.00
b. APPLICANT	$ 155,316.18
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 167,316.18

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

[ ] YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

[X] NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
[ ]   YES   if "Yes," attach an explanation.   [X]   NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Curtiss Sarikey	b. TITLE:	c. TELEPHONE NUMBER: (510) 434-7752 215
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/24/13

OUSD Community Schools Project

Oakland Unified School District

Program Type: Support
Cost Share   Grant

Application ID: 13VS154733

Budget Dates: 11/18/2012 - 01/25/2014

		Total Amt	CNCS Share	Grantee Share	Member Support
Section I. Volunteer Support Expenses					
A. Project Personnel Expenses		57,402	6,000	51,402	0
Supervisor		13,590	6,000	7,590	0
	Total	$70,992	$12,000	$58,992	$0
B. Personnel Fringe Benefits		12,533	0	12,533	0
FICA		1,088	0	1,088	0
Health Insurance		1,044	0	1,044	0
Retirement		1,892	0	1,892	0
Life Insurance		4	0	4	0
	Total	$16,560	$0	$16,560	$0
C. Project Staff Travel					
Local Travel					
Long Distance Travel					
	Total	$0	$0	$0	$0
D. Equipment					
E. Supplies		8,600	0	8,600	0
F. Contractual Service					
Payroll		0	0	0	0
	Total	$0	$0	$0	$0
I. Other Volunteer Support Costs					
Communications		1,000	0	1,000	0
Printing		5,000	0	5,000	0
Logistics		0	0	0	0
	Total	$6,000	$0	$6,000	$0
J. Indirect Costs					
Section I. Subtotal		**$102,152**	**$12,000**	**$90,152**	**$0**
Section II. Volunteer Expenses					
A. Personnel Expenses					
Living Allowances					
Full Time (Federal)		134,392	0	0	134,392
Full Time (non-Federal)		58,664	0	58,664	0
Summer Associate (Federal)					
Summer Associate (non-Federal)					
Education and End of Service Awards					
Education Award		72,150	0	0	72,150
Education Award - Summer Associate		0	0	0	0
End of Service Stipend - Regular		0	0	0	0
End of Service Stipend - Leader		0	0	0	0
End of Service Stipend - Summer Associate		0	0	0	0
	Total	$265,206	$0	$58,664	$206,542
B. Fringe Benefits					
Health Insurance					
Health Insurance		35,100	0	0	35,100
FICA					
FICA		0	0	0	0
	Total	$35,100	$0	$0	$35,100
C. Travel		6,500	0	6,500	0
G. Other Volunteer Expenses					
Federal COLA Increase		0	0	0	0
Non-Federal COLA/Costshare Increase		0	0	0	0
	Total	$0	$0	$0	$0
Section II. Subtotal		**$306,806**	**$0**	**$65,164**	**$241,642**

Form 424A

Modified SF-424A (4/88 and 12/97)

OUSD Community Schools Project
Oakland Unified School District

Program Type: Support
Cost Share   Grant

Budget Totals	$408,958	$12,000	$155,316	$241,642
Budget Total Percentage		3%	38%	
Required Match		n/a		
# of years Receiving CNCS Funds		n/a		
Cost/MSY		$923		

Modified SF-424A (4/88 and 12/07)

9/19/2013, 1:15 PM, EDT

NATIONAL&
COMMUNITY
SERVICE★★★

Welcome Andrea

View Amendment

   Applicant Info

   Application Info

   Narratives

   Documents

   Performance Measures

   Budget Section 1

   Budget Section 2

📖 Review

   Authorize and Submit

Project Application Info

Project Application ID:
13VS154733
Grant #: 12VSPCA003

NOFA: AmeriCorps VISTA State
FY 2013
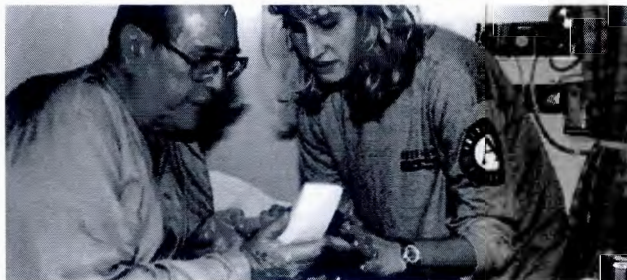
Type: Amendment
Status: Awaiting GO
Certification
Submitted: 09/12/2013 12:57,
EDT

Legal Applicant Info

Oakland Unified School District
746 Grand Ave
Oakland, CA 94610

View Amendment Project Application

← **back**   **next** →

NOFA Information

- **NOFA:** AmeriCorps VISTA State FY 2013
- **Project Application ID #:** 13VS154733
- **Grant ID #:** 12VSPCA003
- **Due Date:** 08/25/2014
- **Summary:** The FY 2013 VISTA NOFA is for projects with start dates of 10/1/2012 - 9/30/2013. Please contact your Corporation State Office for confirmation if uncertain which NOFA to apply against.

View/Print your application

Please click on any of the following links to view/print a report.

- **Application View Revision Log**
- **Application for Federal Assistance:** view/print report
- **Budget:** view/print report
- **Budget Narrative:** view/print report
- **Program Summary Chart:** view/print report

Applicant Info: view

- **Applicant/User:** Andrea Bustamante
- **Authorized Representative:** Sarikey, Curtiss
- **Applying Type:** Amendment
- **Applying:** Directly to CNCS

Application Info: view

- **Areas affected by the project:**
  Oakland Unified School District, City of Oakland, CA
- **Project Start and End Dates:** 11/18/2012 ~ 01/25/2014
- **Subject to Review by State Executive Order 12372 Process:** No
- **Delinquent on any federal debt?** No

Amendment Types: view

- Add or Remove Special Condition

Narratives: view

- Executive Summary: entered
- Summary of Accomplishments: entered
- Need: entered
- Strengthening Communities: entered

- Recruitment and Development: entered
- VISTA Assignment: entered
- Project Management: entered
- Organizational Capability: entered
- Other: entered

Documents: view

Auditor's Statement Page - Not Sent
Negotiated Indirect Cost Agreement - Not Sent

Budget Section 1 Subtotal: view

Total Amount	CNCS Share	Grantee Share	Member Support
$102,152.18	$12,000	$90,152.18	$
	12%	88%	0%

Budget Section 2 Subtotal: view

Total Amount	CNCS Share	Grantee Share	Member Support
$306,806	$0	$65,164	$241,642
	0%	21%	79%

Budget Total:

Total Amount	CNCS Share	Grantee Share	Member Support
$408,958	$12,000	$155,316	$241,642
	3%	38%	59%

508 Approved | Contact Help Desk | disable the pictures
Release version: 5.6.3

← **back**   **next** →

VISTA Assignment Description (VAD)

Title: Oakland Community Schools VISTA Leader

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable): Oakland

Focus Area(s)
  Primary: Education
  Secondary:

VISTA Assignment Objectives and Member Activities

Goal of the Project: The AmeriCorps VISTA Leader will provide training, peer development, and support to Oakland's Community Schools Project VISTAs. The VISTA Leader will also serve as the VISTA Regional Leader to Bay Area VISTA Members by expanding the VISTA network in the Bay Area and creating professional development training in collaboration with the local office.

Objective of the Assignment *(Period of Performance: September 2013-September 2014)*
Mentor and coordinate teams of VISTA members serving the Oakland Community Schools Project.

> **Member Activity:** In partnership with the VISTA Supervisors provide project support to the Oakland VISTAs.

> **Member Activity:** Develop templates to improve data collection for the Oakland Community Schools Project.

> **Member Activity:** Conduct Regular check ins with VISTAs to ensure VAD objectives are being met.

> **Member Activity:** Facilitate frequent learning opportunities among VISTAs to develop personal and professional skills to support their projects and growth.

Objective of the Assignment *(Period of Performance: September 2013-September 2014)*
Recruit and support incoming VISTA members in collaboration with supervisors of incoming VISTAs

> **Member Activity:** Publicize VISTA service member opportunities through VISTA Portal and local career fairs/job boards.

> **Member Activity:** Help review applications and provide support to VISTA supervisors.

> **Member Activity:** Process and support new VISTA members before PSO by initiating and maintaining communication through the VISTA on-boarding process, providing the new VISTA welcome packet.

Objective of the Assignment *(Period of Performance: September 2013-September 2014)*
Serve as a VISTA Regional Leader for the San Francisco Bay Area.

Member Activity: Develop and expand the VISTA network in the San Francsico Bay Area to help members collaborate and partner across different VISTA projects.

Member Activity: Organize and faciltate quarterly Regional VISTA meetings in collaboration with the local CNCS office and fellow Bay Area VISTA leaders.

Member Activity: Promote branding of VISTA and CNCS by way of social media as well as radio and TV acknowledging efforts and contributions.

Member Activity: Collaborate with other Regional Leaders to increase VISTA participation in the AmeriCorps VISTA alum chapter.

Member Activity: Update VISTA living and housing resource manual for Bay Area regions.

Objective of the Assignment *(Period of Performance: September 2013-September 2014)*
Deepen the development of the Oakland Community Schools Project by building out technical assistance and communication tools.

Member Activity: In partnership with Community Schools Team, facilitate the development of the Community Schools Toolkit Version 2.0 by facilitating interviews and focus groups with key stakeholders to inform the materials selection and development.

Member Activity: Develop online presence for toolkit including templates and samples and identify ways in which the toolkit can be shared with a broader audience.

Member Activity: Identify strategies to increase general communications about the Community Schools work using web, social media, print, and video to share with the local community. Partner with VISTAs to identify communication opportunities for their projects and ways to share them.

VISTA Assignment Description (VAD)

Title: Oakland Expanded Learning

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable):

Focus Area(s)
  Primary: Education
  Secondary:

VISTA Assignment Objectives and Member Activities

Goal of the Project: Increase the number of high priority students participating in expanded learning programs by 10% each year.

Objective of the Assignment *(Period of Performance: August 2013-August 2014.)*
Develop expanded learning marketing materials, family communication, and outreach strategies targeted at high needs students.

> **Member Activity:** Review summer and after school attendance data to determine sites with highest needs.

> **Member Activity:** Meet with CBO partners and school staff to identify most effective communication and outreach strategies.

> **Member Activity:** Meet with lowest attendance sites to identify key challenges in family communication and student outreach.

> **Member Activity:** Create tools, tip sheets, and examples of effective communication and outreach strategies, based on best practices.

> **Member Activity:** Help specific sites develop youth and family friendly outreach materials; assist middle school sites with summer program outreach targeted at high needs students.

Objective of the Assignment *(Period of Performance: August 2013-August 2014)*
Deepen and build effective communication around district and community services during the summer.

> **Member Activity:** Create an online and print presence for summer learning including web page development social media, and printed resource guides for all families to access.

> **Member Activity:** Develop internal infrastructure to help families navigate the summer learning opportunities including wall posters and communication materials for central office and sites.

> **Member Activity:** Develop high school specific marketing materials for students and families to increase access to credit recovery and attendance recovery options.

Objective of the Assignment *(Period of Performance: August 2013-August 2014)*

Foster connections between middle and high school programs to increase the number of students accessing expanded learning programs in secondary schools.

Member Activity: Research best practices in transition support programming for after school and summer school. Learn from local best practices and share with others.

Member Activity: Participate in department planning sessions around transition support.

Member Activity: Work with middle school programs to identify high needs 8th graders that would benefit from 9th grade bridge programs.

Member Activity: Assist schools and CBO partners in developing outreach materials and recruitment efforts.

VISTA Assignment Description (VAD)

Title: OUSD Attendance Project

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable): FSCP-Attendance and Discipline Support Services

Focus Area(s)
  Primary: Capacity Building
  Secondary: Education

VISTA Assignment Objectives and Member Activities

Goal of the Project: To design and offer programs that help reduce chronic absence and truancy rates for OUSD students as outlined in the District's Strategic Plan. Develop site based attendance teams at 8 school sites.

Objective of the Assignment *(Period of Performance: 04/01/2013-09/01/2013)*
Research Best Practices Around Attendance

> **Member Activity:** Research, tools, policies, resources, and strategies used by at least 4 other districts to promote positive attendance.
>
> **Member Activity:** Disseminate researched information with Attendance Discipline Student Support (ADSS) Team
>
> **Member Activity:** Participate in attendance trainings to learn about OUSD attendance policies and procedures

Objective of the Assignment *(Period of Performance: 09/01/2013-04/01/2014)*
Develop school site attendance teams at 8 school sites

> **Member Activity:** Participate in professional development session with Attendance Works/ADSS staff about the structure of attendance teams and the elements of an effective attendance plan.
>
> **Member Activity:** In collaboration with ADSS staff, identify 8 schools to work with to establish attendance teams.
>
> **Member Activity:** Work with identified schools to establish attendance teams and how to use data to identify chronically absent and truant students.
>
> **Member Activity:** Develop engagement activities for families and staff that highlight the importance of good attendance.

Objective of the Assignment *(Period of Performance: 01/01/2014-04/01/2014)*

Create materials to share best practices targeted for families and district staff.

> **Member Activity:** Conduct a needs assessment to determine what promotional materials already exist.
>
> **Member Activity:** Identify what materials are needed for different stakeholders (families, students, community partners, after school providers, etc.)
>
> **Member Activity:** Work with district departments to develop materials the promote positive attendance and share best practices for each stakeholder group.

VISTA Assignment Description (VAD)

Title: OUSD Discipline Project

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable): FSCP-Attendance and Discipline Support Services

Focus Area(s)
  Primary: Education
  Secondary: Capacity Building

VISTA Assignment Objectives and Member Activities

Goal of the Project: To reduce suspension and expulsion rates of African American students as targeted in our District's Strategic Plan by documenting best practices, creating resources, developing engagement activities, and designing disciplinary practices evaluation tool.

Objective of the Assignment *(Period of Performance: 02/15/2013 - 02/15/2014)*
Objective 1: Conduct a needs assessment.

Member Activity: Step 1: Attend discipline trainings to learn about best practices and OUSD disciplinary procedures and policies.Step 2:) Work with the voluntary Resolution Team to identify gaps in current OUSD disciplinary procedures and practices. Step 3: Create a discipline handbook, and develop training modules about the disciplinary process.Step 4: Research programs used to evaluate disciplinary practices and assist in the development of an OUSD evaluation program.

Objective of the Assignment *(Period of Performance: 02/15/2013 - 02/15/2014)*
Objective 2: Document best practices.

Member Activity: Step 1: Research tools, policies, strategies, and resources used by other districts to reduce disproportionate disciplinary practices.Step 2: Document and record identified best practices (videotaping/case study creation).

Objective of the Assignment *(Period of Performance: 02/15/2013 - 02/15/2014)*
Objective 3: Develop engagement activities

Member Activity: Step 1: Conduct family and staff engagement activities that promote positive school climate. Step 2: In collaboration with ADSS and other OUSD departments, design and offer information programs to parents and guardians of OUSD students that explains discipline practices and policies.Step 3: Design training programs to be delivered to 10 cohort schools that explain OUSD discipline policies and practices.

VISTA Assignment Description (VAD)

Title: OUSD Social Emotional Learning

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable): Oakland Unified School District

Focus Area(s)
  Primary: Education
  Secondary:

VISTA Assignment Objectives and Member Activities

Goal of the Project: To design, align and implement Social and Emotional Learning throughout the district in order to to reduce disproportionate suspensions and expulsions of African American male students. SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

Objective of the Assignment *(Period of Performance: April 2013 - June 2013)*
Research, design and implement a reciprocal communications structure for SEL Awareness, Listening and Learning campaign.

  Member Activity: Research current tools, policies, structures and resources used by OUSD.

  Member Activity: Research current social and emotional learning projects and practices within the district and within the 7 CASEL collaborating districts. CASEL is the Collaborative for Academic, Social and Emotional Learning. Their mission is to support the science of SEL through research and data analysis; expand the integrated evidence based practice of SEL and strengthen the field and impact of SEL. CASEL is funded by the NoVo Foundation to support this effort in 8 large urban school districts that are using SEL as high leverage work.

  Member Activity: Create and pilot a reciprocal web based communications structure to both collect and disseminate SEL information and resources.

Objective of the Assignment *(Period of Performance: June 2013 - August 2013)*

Research, design and implement a communications structure for SEL Standards to be used Pre-K - Adult within the district.

Member Activity: * Research current SEL standards developed and in use within the 8 CASEL districts including Oakland's new SEL standards.

Member Activity: * Design and align a communications plan for dissemination of SEL Standards throughout the district.

Member Activity: * Implement and work with teacher focus groups to implement a communications and documentation structure for SEL Standards.

Objective of the Assignment *(Period of Performance: June 2013 - August 2013)*

Research, design and implement a communications structure for SEL Standards to be used Pre-K - Adult within the district.

Member Activity: * Research current SEL standards developed and in use within the 8 CASEL districts including Oakland's new SEL standards.

Member Activity: * Design and align a communications plan for dissemination of SEL Standards throughout the district.

Member Activity: * Implement and work with teacher focus groups to implement a communications and documentation structure for SEL Standards.

Objective of the Assignment *(Period of Performance: September 2013 - April 2014)*

Implement, maintain and improve the SEL documentation and reciprocal communications systems and structures.

Member Activity: * Create a graphic work plan and calendar for SEL reciprocal communications and documentation.

Member Activity: * Maintain web based communications system that includes providing professional development for youth and families.

Member Activity: * Participate in SEL professional learning engagements and document youth and community learning.

VISTA Assignment Description (VAD)

Title: OUSD Volunteers

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable): Family, Schools, Community Partnerships Dept

Focus Area(s)
  Primary: Education
  Secondary: Capacity Building

VISTA Assignment Objectives and Member Activities

Goal of the Project: Increase student attendance at target sites to meet district attendance benchmark, by increasing family engagement, youth engagement, and volunteers at target sites in the assigned PreK-8 network.

Objective of the Assignment *(Period of Performance: 4/29/13-4/29/14)*
Create volunteer placement, training, and communication systems to track volunteer support towards meeting district attendance goals.

> **Member Activity:** Step 1: Visit all schools in assigned network: interview volunteer coordinators, update volunteer coordinator database, meet volunteers at each school, interview administrator/community school manager and survey needs for community school components, Step 2: Identify accurate volunteer placements/site volunteer opportunities (open and vacant), and adjust online database, Step 3: Identify training needs for volunteers at each school, Step 4: Coordinate trainings for volunteers, including how to log hours

Objective of the Assignment *(Period of Performance: 4/29/13-4/29/14)*
Recruit volunteers/mentors to work with targeted populations (in alignment with OUSD full service community school model)

> **Member Activity:** Step 1: While conducting school visits/interviews, also interview and meet family liaison and student leadership coordinator to identify volunteer assignments for potential parent and college student volunteers to assist with family and youth engagement activities at school site, Step 2: Interview transitional students and families program staff, identify program needs and volunteer opportunities for homeless, transitional youth/families, foster care, and youth transitioning from juvenile hall, Step 3: Create promotional materials for recruitment, Step 4a: Recruit volunteers for FSCP and Create Recruitment Guide for annual use, Step 4b: Organize recruitment events for your volunteer programs, Step 5: Recruit volunteers for Parent Conferences, Step 6: Identify training needs for family and youth engagement volunteers, Step 7: Coordinate trainings for family and youth engagement volunteers, Step 8: Create Volunteer Handbooks (Orientation and Training Handbook, General Volunteer Handbook)

Objective of the Assignment *(Period of Performance: 4/29/13-4/29/14)*

Set up system for collecting relevant family engagement data in relation to tracking volunteer and attendance goals

> **Member Activity:** Step 1: Participate in attendance working group to learn about district strategies and best practices to boost attendance, develop trainings for volunteers on attendance best practices, Step 2: Align volunteer programs to attendance best practice programs/Create volunteer programs designed to boost attendance, Step 3: Document systems your are creating

Objective of the Assignment *(Period of Performance: 4/29/13-4/29/14)*

Create social mixers and recognition event for volunteers/mentors to build community and share successes

> **Member Activity:** Step 1: Meet with FSCP admin staff to plan events, Step 2: Outreach to volunteer coordinator contacts at school sites and confirm site nominations for awards, Step 3: Coordinate with other VISTA members logistical need for set up and take down for the events, Step 4: Document systems you are creating, create planning template/handbook for annual use

Objective of the Assignment *(Period of Performance: 4/29/13-4/29/14)*

Develop parent volunteer program at target schools

> **Member Activity:** Step 1: Coordinate with family engagement liaison staff to develop volunteer service opportunities at target sites for parents, Step 2: Develop relevant training, in partnership with family engagement staff, for new parent volunteers, Step 3: Work with district communication team to promote service opportunities, and secure 20 new parent volunteers at target sites, Step 4: Document systems you are creating, create planning template/handbook for annual use

VISTA Assignment Description (VAD)

Title: Oakland Community Schools - AAMA Communications

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable):

Focus Area(s)
   Primary: Education
   Secondary: Other

VISTA Assignment Objectives and Member Activities

Goal of the Project: To support the creation of vehicles for a positive prime for African American Male students, including specific products such as: a binder of best practices, a magazine-style summary, one-pagers, videos, web pages, managing social media etc., presentations at conferences, webinars, submissions for publication in leading education journals, news conferences, placement of stories in the media.

Objective of the Assignment *(Period of Performance: July 2013-July 2014)*
Establish a Website and Social Media Presence for the African American Male Achievement Office.

   Member Activity: Develop social media messages for Twitter and Facebook; administer posts and analytics

   Member Activity: Plan and execute strategy for growing Twitter followers, Facebook fans, and blog subscribers

   Member Activity: Maintain website content, coordinate design revisions, and content updates

Objective of the Assignment *(Period of Performance: July 2013-July 2014)*
Develop Voluntary Resolution Plan (VRP) internal and external communications

   Member Activity: Research and Develop Monthly newsletter – a magazine style summary

   Member Activity: Collect information on and Develop One – pagers on Best Practices of AAMA in OUSD

   Member Activity: Connect with local communities to create stories in the local media lifting up the positive experiences and outcomes of AAM students

Objective of the Assignment *(Period of Performance: July 2013 - July 2014)*

Develop Publications and Public Relations Materials and Processes for the African American Male Achievement Office

Member Activity: Research industry trends and media topics related to Communications linked to AAMA

Member Activity: Develop media lists and monitor relevant media contacts and

Member Activity: Track and report on all media coverage - share with AAMA and broader OUSD communications department.

Member Activity: Maintain collateral library and assist with editing for general publication

VISTA Assignment Description (VAD)

Title: OUSD Indoor Air Quality Program

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable):

Focus Area(s)
  Primary: Education
  Secondary:

VISTA Assignment Objectives and Member Activities

Goal of the Project: For its second year of implementation, continue to establish a sustainable Indoor Air Quality (IAQ) Program that is implemented in at least 20 schools. Long term goal: Increase the attendance rates for students with asthma by at least 25% at those sites with the highest asthma rates.

Objective of the Assignment *(Period of Performance: August, 2013-October, 2013)*

1. Assess state of IAQ and asthma prevalence, prevention and intervention at OUSD.

   Member Activity: 1. Review existing District, Health Department and community data, along with results of 2012-2013 IAQ program and current policies in place at OUSD.

   Member Activity: 2. Conduct preliminary site visits at schools and conduct key informant interviews with stakeholders.

Objective of the Assignment *(Period of Performance: August, 2013-December, 2013)*

2. Research best parctices for programs, assessment, evaluation and policies linked to increasing IAQ at schools.

   Member Activity: 1. Utilize resources from EPA Tools for Schools, those created by former OUSD IAQ Vista and other sources for tools and programs.

   Member Activity: 2. Create data collection plan in conjunction with staff from Family, Schools and Community Partnerships Health & Wellness Unit, Risk Management, Buildings and Grounds and Facilities Departments.

   Member Activity: 3. Design new written and electronic resources for IAQ program.

Objective of the Assignment *(Period of Performance: October, 2013-August, 2014)*

3. Facilitate OUSD IAQ Workgroup to receive collaborative input into the program and policy development process.

    Member Activity: 1. Contact former members of IAQ workgroup.

    Member Activity: 2. Contact key District and community stakeholders around IAQ and asthma reduction.

    Member Activity: 3. Organize quarterly meetings with clear goals and outcomes.

    Member Activity: 4. Join and take leadership role in community collaboratives on asthma prevention and improved air quality.

Objective of the Assignment *(Period of Performance: October, 2013-August, 2014)*

4. Improve existing IAQ program and evaluate at 20 new school sites.

    Member Activity: 1. Secure participation via point person, such as principal, school nurse, teacher, or site wellness champion.

    Member Activity: 2. Conduct and evaluate program and write up key results, recommendations and findings.

    Member Activity: 3. Work with at least 5 OUSD student groups (i.e. classes, peer health educators, youth leaders) to educate and conduct walkthroughs.

    Member Activity: 4. Write up results and further develop toolkit and web-based resources.

VISTA Assignment Description (VAD)

Title: Refugee/Immigrant Full Service Community School Capacity Builder

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable): OIHS

Focus Area(s)
   Primary: Education
   Secondary: Economic Opportunity

VISTA Assignment Objectives and Member Activities

Goal of the Project: To provide critical non-academic support to OIHS's immigrant students and families, OIHS is transitioning into a Full Service Community School (FSCS) that "serves the whole child, invites the community in, extends boundaries into the community in order to accelerate academic achievement, and shares responsibility for student, family and community success." The VISTA member will be a critical component of transitioning OIHS into a full-fledged community school, helping build the institution's capacity in: volunteer recruitment, training & management; alumni/donor tracking & communication; support for students with interrupted education; family & community engagement.

Objective of the Assignment *(Period of Performance: August 2013-June 2014)*
Leverage community resources to bring more volunteers to OIHS, improving systems for volunteer recruitment, training, management, retention & recognition.

   Member Activity: *Conduct outreach to local volunteer clearinghouses and universities, presenting to* classes, clubs and service learning programs.

   Member Activity: Work with Community School Program Manager & OIHS teachers to create & implement improved volunteer training

   Member Activity: Provide ongoing communication, tracking & support of OIHS volunteers, new and continuing.

   Member Activity: Organize at least one volunteer appreciation event/year

Objective of the Assignment *(Period of Performance: September-May, 2013)*
Improve support structures for high-need Students with Interrupted Formal Education (SIFE)

   Member Activity: Assign & train volunteers to work with SIFE students

   Member Activity: Support SIFE teacher(s) with testing & data tracking of SIFE student progress

   Member Activity: Connect SIFE students to school- and community- resources, such as home based tutoring, the OIHS TechniClinic, after school programs, etc.

Objective of the Assignment *(Period of Performance: October 2013-July 2014)*

Improve communication with & tracking of OIHS community partners, volunteers, donors & alumni.

> **Member Activity:** Develop database for tracking OIHS community partners, volunteers, donors & alumni, with input from Principals & Community School Program Manager.

> **Member Activity:** Oversee an outreach campaign to OIHS alumni, collecting contact information and data related to college enrollment and retention post-OIHS.

> **Member Activity:** Support Community School Program Manager with newsletter (print & online) campaign to OIHS partners, families & supporters--including an annual donation campaign during the winter holidays.

Objective of the Assignment *(Period of Performance: September 2013-June 2014)*

Improve School-to-Family Outreach strategies

> **Member Activity:** Streamline partnership with OUSD translation offices to translate key school documents into district languages

> **Member Activity:** Develop partnerships with outside translation & interpretation services for minority languages--for key school documents and interpretation during important meetings (ie, IEPs)

> **Member Activity:** Oversee family outreach for school-wide events (back to school night, international festival, graduation, community walks, exhibition night, etc), using phone calls, robo-calls, and print materials.

> **Member Activity:** Create OIHS family outreach best practice manual for use by teachers, staff & student/parent leaders.

> **Member Activity:** Improve family recruitment

VISTA Assignment Description (VAD)

Title: Community Schools Partnerships

Sponsoring Organization: Oakland Unified School District
Project Name: OUSD Community Schools Project
Project Number: 12VSPCA003
Project Period: 11/18/2012 - 01/25/2014

Site Name (if applicable): OUSD

Focus Area(s)
Primary: Education
Secondary:

VISTA Assignment Objectives and Member Activities

Goal of the Project: Deepen implementation of the community schools model by developing a partnerships database and increasing communication with schools and partners. As a result of increased partnerships and communication, students will have increased support services leading to increased school attendance.

Objective of the Assignment *(Period of Performance: August 2013-March 2014)*
Create initial database of Community School Partners.

Member Activity: Working with Community School Managers, develop a list of current Community Schools Partners. Outreach to current partners to get to share updates and offer supports in completion.

Member Activity: Participate in training for salesforce database and identify initial next steps towards roll out of database. Identify capacities of salesforce beyond partner demographics.

Member Activity: Meet with community partners on initial list and gather information from them to input information into database. Input information into database and work with partners to confirm information accuracy.

Objective of the Assignment *(Period of Performance: January 2014-August 2014)*
Develop communications strategies to share information about community schools work.

Member Activity: Identify capacities of salesforce to support communication strategies. Create a plan to utilize salesforce for partnership communication.

Member Activity: Meet with community partners to identify critical information needed in regular communication. Create a timeline for regular communication bulletins.

Member Activity: Develop standard communication tools and templates to be regularly used with partners.

Objective of the Assignment *(Period of Performance: August 2014-July 2014)*

Develop Community Schools Partner Orientation Process and structure.

Member Activity: Research best practices for District Orientations, including work from community partnerships workgroups. Develop initial plan for the orientations that includes a focus on District's Strategic Goals including attendance and academics.

Member Activity: Schedule and implement at least 2 District Partner Orientations including coordination of daily logistics and outreach to community partner participants.

Member Activity: Follow up with partners not able to participate and provide make-up sessions as needed. Ensure partners have information provided and know how to utilize Salesforce to share their information.

10/15/2013, 7:48 PM, EDT

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COMMUNITY
SERVICE** ★★★

Welcome Andrea

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   Applicant Info

   Application Info

   Narratives

   Documents

   Performance Measures

   Budget Section 1

   Budget Section 2

▣ Review

   Authorize and Submit

Project Application Info

Project Application ID:
13VS154733
Grant #: 12VSPCA003

NOFA: AmeriCorps VISTA State
FY 2013

Type: Amendment
Status: Awarded
Submitted: 09/12/2013 12:57,
EDT

Legal Applicant Info

Oakland Unified School District
746 Grand Ave
Oakland, CA 94610

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← back   next →

NOFA Information

- **NOFA:** AmeriCorps VISTA State FY 2013
- **Project Application ID #:** 13VS154733
- **Grant ID #:** 12VSPCA003
- **Due Date:** 08/25/2014
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Budget Total:

Total Amount	CNCS Share	Grantee Share	Member Support
$408,958	$12,000	$155,316	$241,642
	3%	38%	59%

508 Approved | Contact Help Desk | disable the pictures
Release version: 5.7.1

← **back**   **next** →