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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal year 2015-16 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 proposal for OUSD schools for the 2015-16 fiscal year 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
	Yes	Grant	Oakland Unified School District	To support the English Language Learner and Multilingual Achievement Office	July 1, 2015 - June 30, 2016	Haas Sr. Foundation	\$55,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$55,000

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year 2015-16 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:

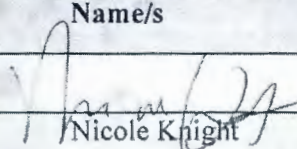

Grant face sheet and grant narrative.

OUSD Grants Management Facesheet

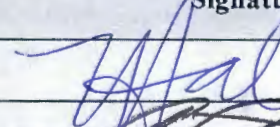
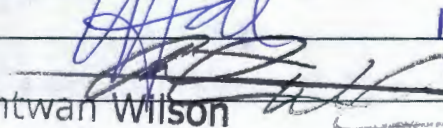
Title of Grant:	Funding Cycle Dates:
Grant's Fiscal Agent: Oakland Unified School District 1000 Broadway Oakland, CA 94607	Grant Amount for Full Funding Cycle: \$55,000
Funding Agency: Haas Foundation	Grant Focus: Planning grant to support creation of newcomer certificate program to create pipeline for highly qualified teachers of newcomers.
List all School(s) or Department(s) to be Served: English Language Learner and Multilingual Achievement Office	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Grant will fund planning for the implementation of teacher training pipeline in partnership with Mills College specifically to provide highly skilled teachers of newcomers, who are among the lowest achieving and highest need students in our district – as well as one of the most rapidly growing subgroups.
How will this grant be evaluated for impact upon student achievement?	RAD and ELLMA will design and implement the evaluation of the project. The evaluation will include both quantitative and qualitative assessments of the impact of the professional learning on teacher practice.
Does the grant require any resources from the school(s) or district? If so, describe.	No.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No.
Will the proposed program take students out of the classroom for any portion of the school day?	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Nicole Knight 1000 Broadway, Suite 398 Oakland, CA 94612 nicole.knight@ousd.org (510) 551-8945

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			1/20/15
Department Head (e.g. for school day programs or for extended day and student support activities)	Nicole Knight		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		1/20/2016
Superintendent	Antwan Wilson		
	James Harris President, Board of Education	Antwan Wilson Secretary, Board of Education	

**OUSD-Mills Newcomer Program Certificate:
Inquiry-Based Professional Learning For Teachers of Newcomers
A Partnership between Oakland Unified School District and Mills College**

PROPOSAL NARRATIVE

Summary

OUSD requests a planning grant to develop and deepen the capacity of teachers to meet the complex learning needs of newly arrived immigrant students who often do not speak English and who have suffered recent, untreated trauma. This project has two goals that address areas of urgent need in Oakland: 1) to prepare a broad community of teachers to meet the linguistic, academic and social and emotional needs of OUSD's growing immigrant and English Language Learner (ELL) student population; and 2) to develop a cadre of newcomer teacher leaders with deep pedagogical content knowledge and socio-cultural awareness, who will serve as expert school-wide or departmental resources throughout the school district. We request funds for a planning grant to pilot portions of a new, inquiry-based certificate program for Oakland educators who teach newly arrived students, and to write additional grant proposals to launch the full certificate program. Through the certificate program, teachers will develop deep pedagogical content knowledge and expertise on the interconnectedness of language, content, culture, and social and emotional learning through coursework and classroom-based inquiry. Upon completion of the program, teachers will receive credit for six Mills College graduate courses, which is four courses short of a Master's degree. The long-term goal is to secure sufficient and sustained funding to provide this program free-of-cost to teachers who make and fulfill a three-year commitment to teaching newcomer students and/or providing support to other teachers in OUSD schools who are helping this population of students transition successfully to their new learning environment.

Statement of Need

Addressing the needs of English Language Learners (ELLs) is a compelling and urgent issue for the education community. Nationwide, the population of K-12 ELLs grew by 60 percent in the last decade, while the general student population grew by only 7 percent. There are now 5.3 million ELLs enrolled in United States K-12 schools, comprising 11 percent of the student population (Migrant Policy Institute, 2013). This percentage is almost twice as high in California, with ELLs making up 21.6 percent of total student enrollment (California Department of Education, 2014). In Oakland schools, ELLs represent over 31 percent of the overall student body.

Over the past two years, OUSD has seen a 122 percent increase in the number of newcomers, defined as students who have entered the US within the last 12 months. This drastic rise in numbers is predominantly attributed to refugee students and unaccompanied minors, many of whom are fleeing violence, human trafficking or persecution in their home country. They arrive in the United States often after enduring an arduous and traumatic journey. In California, the Office of Refugee Resettlement released 5,831 (11%) immigrants under the age of 18 traveling without adult

supervision to sponsors in 2014, and 1,603 (13%) thus far in 2015 (Office of Refugee Resettlement, n.d). Projections for fiscal 2015 put the total at 39,000, which represents a decrease from the 68,000 for 2014, still far above any numbers prior to 2014.

Ninety-five percent of all unaccompanied minors come from Guatemala, Honduras, El Salvador, and Mexico, with significant recent surges especially from Honduras, an increase that has been attributed to the pervasive presence of gangs and generally lawless conditions in this Central American nation after the 2009 coup (Gordon, 2014). The destinations of these children tend to be mostly large urban centers, with Oakland and the San Francisco Bay Area one of about ten such sites (Park, 2014). Because of their particular circumstances, unaccompanied minors usually have limited or interrupted formal education, commonly experience abuse and physical or psychological trauma before and during their trip to the US and, once here, can be victims of labor exploitation or sex trafficking and experience homelessness (NAEH CY, 2014). Unaccompanied minors also experience cultural and social dislocation and linguistic and academic challenges commonly associated with sudden and forced migration (Gozdziak, 2015). Although the number of children 12 and younger apprehended crossing the border illegally is the fastest growing age segment, it remains the case that the overwhelming majority are teenagers (84% in 2014; Hennessey-Fiske, 2014). School districts in the San Francisco Bay Area have responded to the increases in unaccompanied minors in their classrooms, such as San Francisco Unified School District, by passing Resolution No. 148-12A4 to Meet the Needs of Unaccompanied Immigrant Children Fleeing from Central America (SFUSD, 2014), and Oakland Unified School District, by increasing staffing to provide academic and wrap-around support, including the first Unaccompanied Minor Specialist in the country, increased mental health and social services, and a newcomer program coordinator.

This project's focus on addressing the unique needs of unaccompanied minors will be the first of its kind in the US. Existing professional development options consist primarily of webinars for social workers (e.g., Erikson Institute, 2014), legal workers (Practising Law Institute, (PLI) 2014) and at least one recent conference with this explicit focus (Protecting Children on the Border, 2014). Most of the professional development opportunities that are available are for legal workers, for instance the recently created Unaccompanied Immigrant Children Assistance Project at the University of San Francisco, a program for law students to provide legal assistance to unaccompanied minors (USF, 2014). However, we found no mention of programs or even courses for teachers that focus on unaccompanied minors in schools.

The need for specialized academic, social and emotional, and mental health supports requires building deep capacity among educators. However, a recent review of ELL services by Stanford found that OUSD teachers do not feel prepared to meet the needs of ELL students, and that the population of ELL children is usually served by our least experienced teachers. In addition to the challenges of learning both grade-level content and a new language that all English Language Learners face, many of our newest immigrants have incurred years of lost or interrupted instruction and are impacted by trauma due to the economic, social, and political instability in their homelands. Most Oakland educators who teach these students are often at a loss about how to support newcomers with interrupted formal education to simultaneously learn grade-level content and English. A small number of unaccompanied

minors arrive at their Oakland schools without any formal education. We recognize the urgent need to better prepare all of our teachers of newcomers with high quality professional learning opportunities. Developing site-level expertise is necessary so schools have the internal resources to provide on-going professional development, collaboration, and coaching to equip our schools to ensure all students receive the instruction and support they need to thrive.

This project addresses both the need to enhance OUSD educators' understanding of how to teach English Language Learners effectively, with an emphasis on our newcomer population, and to develop a cadre of teacher leaders with the expertise to support ongoing teacher professional growth at the school-level.

Description of newcomer certificate program

A description of the newcomer certificate program the planning grant will allow us to develop follows:

We propose to launch a 14-month certificate program beginning in July, 2016. The program will accept up to 20 teachers of newcomer students, between 4th and 12th grade, who demonstrate commitment to Oakland students and interest in deepening their knowledge base and skill level in meeting the academic and non-academic needs of immigrant students. During the first summer, enrolled teachers will participate in two seminars on teaching practice for recently arrived students; the content of one seminar will be knowledge on language development and cultural concerns among newcomer students; the content of the second seminar will include social and emotional learning, trauma, and an overview of the legal and policy issues that affect newcomer students. Both seminars will also provide teachers with a basic understanding of classroom inquiry through hands-on exercises coordinated with the district's summer school newcomer program, building on a pilot seminar taught in the summer of 2015 by faculty at Mills College.

During the fall and spring semesters, participating teachers will engage in ongoing inquiry that focuses on examining and analyzing classroom data; they will be guided by the skilled facilitation of Mills Teacher Scholars' staff. At the end of the academic year, teachers will participate in two additional courses in which they will choose questions that arose during their inquiry work over the course of the school year. They'll investigate these topics more deeply through close analysis of the materials such as interviews and audio tapes of lessons during the school year and through outside research. The instructor will guide the data analysis and help educators deepen their knowledge based on the issues and questions that arise from their classroom teaching and subsequent research projects. Participating teachers will then publish their findings through electronic portfolios and other digital content to be hosted on the Teaching Channel and shared with the OUSD teaching community. During the 2015-16 academic year, we will pilot the year-long course of study through online modules and a cycle of classroom inquiry in collaboration with the Mills Teacher Scholars (See attachment for description). As a result of the program's inquiry-based learning process, a cadre of teachers will develop a deep understanding in the area of ELL learning and a reflective practice grounded in finding evidence-based solutions through classroom inquiry. Both of these skills will position educators participating in this hands-on course to become experts and teacher leaders at their sites.

Description of the planning year pilots

The requested grant includes two vital components: planning for the creation of the certificate program and piloting key focus areas of the program. Below is a description of two interconnected components of this pilot project that will allow us to develop resources and tools that will be widely available to teachers this year and to better understand professional learning opportunities that effectively develop teachers' capacity to be successful with newcomers and ELLs.

The first component of the project is to develop resources and tools for teachers of ELLs, including eight professional development (PD) modules with facilitators' guides that will be accessible to OUSD teachers through the Teaching Channel's online platform. (Current OUSD-Teaching Channel partnership.) The PD modules will include both input and inquiry-based learning on understanding the needs and assets of our students, foundations of second language acquisition, high-impact teaching practices for language and content integration, social and emotional learning, and understanding the impact of trauma. These modules will be collaboratively developed by Mills College and OUSD staff. As a result of viewing and discussing these modules, a broad community of teachers will begin to acquire the skills, strategies, and reflective practices needed to support the academic, language, and social and emotional competencies of our diverse and growing population of English Language Learners.

In addition to benefiting from the PD modules described above, a smaller group of OUSD teachers will be selected to participate in a pilot, year-long, inquiry-based course facilitated by Mills Teacher Scholars to develop the content and leadership skills needed to serve as experts in the field across Oakland schools. As a result of this inquiry-based course, participating teachers will develop a reflective practice and deepen their understanding of the skills and knowledge needed to be successful as teachers and teacher leaders of unaccompanied minors and other newcomer populations.

An integral part of the pilot is the assessment and evaluation of the PD modules and courses as well as research opportunities to better understand the development of teacher expertise and pedagogical knowledge. Therefore, we will develop and use tools to understand the effectiveness of the courses' materials and learning processes for teachers. To document the process and learning of the inquiry process through Mills Teacher Scholars, we will create a small video series of one teacher's journey throughout the year, capturing both student learning and teacher learning as a result of their on-going inquiry. This documentation will help us and the broader OUSD educator community understand not just the content teachers need to acquire but the process of inquiry-based learning. As a result of both the piloted PD modules and the inquiry-based course, we will develop an understanding of what professional learning content and experiences best support change in teacher and student practices.

Funding Strategy

Finally, we will use the planning grant to investigate funding sources and to develop several grants to cover the costs of this program over three years so that we can offer this experience free-of-charge or at a nominal fee to a group of educators committed to Oakland schools. Eventually, we plan to open

the program for the full cost to teachers from outside OUSD, making the program sustainable. Other school districts can write grants to cover the costs for their teachers to participate if they so choose.

Applicant Organizations

Oakland Unified School District, *English Language Learner and Multilingual Achievement*

The English Language Learner and Multilingual Achievement (ELLMA) Office was established in 2013 to improve the quality of instruction and programs in service of ELLs. Our mission is to work collaboratively with all stakeholders to provide ELLs with equity and access to an excellent education, and to ensure all ELLs achieve at high levels and graduate from OUSD schools prepared for college, career and ready to contribute to their community. We are guided by three strong beliefs about our ELLs:

- We believe, that given the right support, our English Language Learners can achieve at high levels and graduate college, career, and community ready.
- We believe that students' home language and culture are tremendous assets that we must leverage for their own learning and that of their community.
- We believe that all educators in our system are responsible for our English Language Learners, and therefore all teachers are language teachers.

We have recently created a three-year plan, the OUSD Roadmap to ELL Achievement, which includes a pillar of significant work improving the educational experience and outcomes for our growing newcomer population. At the center of this plan is a commitment to develop teachers' capacity and expertise to provide meaningful and language-rich instruction that addresses both the academic and non-academic needs of our newest arrivals, with special attention to our unaccompanied minors and refugee students.

Mills College

Mills College has been setting the standard for quality in liberal arts education for more than 150 years. The Mills College School of Education, which is the largest academic division at Mills College, is known nationally and internationally for its work in teacher preparation. Under the leadership of Katherine Schultz, the Dean of Mills School of Education, the College has strengthened its commitment to preparing teachers and leaders for meeting the needs of underserved urban K-12 schools, including a focus on content and language development of the growing population of English Language Learners. Schultz brings expertise to the work of preparing and supporting new professionals to approach their work with a focus on learning and inquiry. This approach is at the core of the Mills Teacher Scholars professional development program.

Mills Teacher Scholars

Mills Teacher Scholars (MTS), a program of the award-winning Mills College School of Education, is an innovative teacher professional development program that positively impacts the learning of over 9,000 students in Alameda County. Mills Teacher Scholars is designed to build teachers' ability to

assess learning from an evidenced-based perspective. As teachers analyze their data and become smarter about the learning challenges their students face, they are prepared to alter their teaching practice to better meet their students' needs. By improving their teaching practices, educators open new learning opportunities that ultimately result in better academic outcomes for students. Teachers learn to frame questions, plan teaching that will make student learning visible, and collect and analyze data from students in a systematic way – all of which are essential teaching skills to ensure high quality teaching and learning. Our approach draws on the model of the scholarship of teaching developed by the Carnegie Foundation for the Advancement of Teaching as well as on Dr. Anna Richert's experience from over two decades of preparing Mills College teacher credential candidates and leading teacher research projects for Bay Area teachers. Like Carnegie, Mills Teacher Scholars recognizes the expertise of teachers and the importance of developing that expertise over each teacher's career. Their approach has proven effective, with 89% of the focal students meeting or partially meeting the indicators of success on the routine data sources. WestEd's evaluation of Mills Teacher Scholar's reported that 100% of teachers shifted their practice as a result of what they learned through their Mills Teacher Scholars inquiry.