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Introduction Date	2-21-16
Enactment Number	160303
Enactment Date	2/24/16
By	02



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

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

November 18th, 2015

To: Board of Education
From: Antwan Wilson, Superintendent
Subject: District Accepting Grant Award - Walter and Elise Haas Fund - African American Male Achievement Initiative

ACTION REQUESTED:

Acceptance by the Board of Education of Grant Award (#20150139) and approval of Grant Agreement, by and between District and Walter & Elise Haas Fund, in the amount of \$100,000, to raise the achievement and outcomes of African American male students in the Oakland Unified School District, for the term of July 14, 2015 to July 14, 2016, pursuant to the terms and condition thereof.

BACKGROUND:

Grant award for OUSD schools for the 2015-2016 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	To create and implement a professional development plan to support teachers and staff to raise the achievement and life outcomes for African American male students in Oakland Unified School District	July 14, 2015 through July 14, 2016	Walter & Elise Haas Fund	\$100,000.00

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: \$100,000.00

RECOMMENDATION:

Approval and support by the Board of Education of Grant Award and approval of the Grant Agreement for OUSD schools for fiscal year 2015-2016 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 Award Letter

Title of Grant: African American Male Achievement (AAMA)	Funding Cycle Dates: July 14, 2015–July 14, 2016
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Grant # 20150139 Marcel T. Marania, Grants Manager Walter and Elise Haas Fund marcel@haassr.org	Grant Amount for Full Funding Cycle: \$100,000
Funding Agency: Walter and Elise Haas Fund One Lombard Street, Suite 305 San Francisco, CA 94111 (415) 398-4474	Grant Focus: To raise the achievement and life outcomes for African American male students
List all School(s) or Department(s) to be Served: All Oakland Unified Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	AAMA will continue to strengthen African American male students' cultural knowledge and identity, leadership capacity, and ability to create and implement their own plans to graduate college and be career ready; empower African American families with knowledge of the path to college; ensure each student has a caring adult at their school.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.94% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Internal program evaluation.
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? (If yes, include the district's indirect rate of 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes.
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.)	Christopher P. Chatmon Executive Director Office of African American Male Achievement 1000 Broadway, Ste. 398, Oakland, CA 94607 (510) 879-3653, christopher.chatmon@ousd.org

Sig
Her

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Executive Director	Christopher P. Chatmon		11/6/15
Department Head (e.g. for school day programs or for extended day and student support activities)	Devin Dillon, Ph.D		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		


Superintendent Antwan Wilson

OAKLAND UNIFIED SCHOOL DISTRICT

Office of General Counsel

APPROVED FOR FORM & SUBSTANCE

By:


Marion Newkirk, Attorney at Law


James Harris

President, Board of Education


Antwan Wilson

Secretary, Board of Education

WALTER & ELISE HAAS FUND

July 14, 2015

Mr. Antwan Wilson
Superintendent
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607

RE: Agreement for Grant 20150139

Dear Superintendent Wilson:

On behalf of the Board of Directors of the Walter and Elise Haas Fund, I am pleased to inform you of the grant award of \$100,000 to create and implement a professional development plan to support teachers and staff to raise the achievement and life outcomes for African American male students in Oakland Unified School District. The grant period is July 14, 2015 to July 14, 2016. A year-end report is due no later than July 26, 2016.

This letter and its appendices constitute a legally binding agreement. It will be effective upon our receipt of an original of this letter and the *Agreement to Grant Objectives* (Appendix A), both signed by an authorized representative of your organization. We will arrange for payment of the \$100,000 upon receipt. Please keep a copy for your files.

Please read Appendix B, *Grant Terms and Conditions*, very carefully. Also take note of Appendix C, which contains *Annual Reporting Instructions*. The Fund will not consider grant renewals for grantees who fail to meet reporting requirements.

Trustees

Wally Haas, *President*

Elizabeth H. Eisenhardt • John D. Goldman • William S. Goldman • Jennifer C. Haas • Peter E. Haas, Jr.

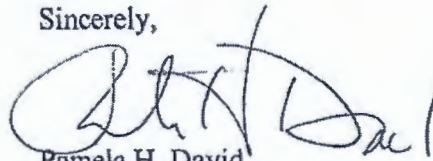
Pamela H. David, *Executive Director*

Antwan Wilson, Superintendent
July 14, 2015
Page Two

RE: Agreement for Grant 20150139

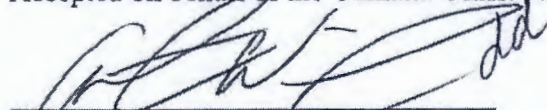
Please direct all future reports and correspondence to Susan Kagehiro. On behalf of the Fund's Board and staff, let me express how delighted we are to support this important work. We wish you every success.

Sincerely,


Pamela H. David
Executive Director

cc: Christopher Chatmon
Susan Kagehiro *SK*

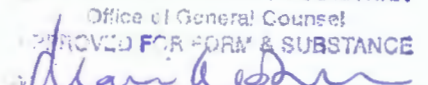
Accepted on behalf of the Oakland Unified School District by:


Superintendent Antwan Wilson (Signature)

9/16/15
(Date)

ANTWAN WILSON
Print Name

SUPERINTENDENT
Title

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

Marion Meadows, Attorney at Law

Appendix A: Agreement to Grant Objectives
Appendix B: Grant Terms and Conditions
Appendix C: Annual Report Instructions
Appendix D: Approved Project Budget

AGREEMENT TO GRANT PURPOSE AND OBJECTIVES

**OAKLAND UNIFIED SCHOOL DISTRICT
JULY 14, 2015 THROUGH JULY 14, 2016**

This grant is awarded with the understanding that the entire amount will be expended to address the following agreed-upon purpose and objectives. While minor changes in plan are expected, if your organization wishes to modify these fundamental intentions of the project, you must seek prior written approval of the Walter and Elise Haas Fund.

Purpose: To create and implement a professional development plan to support teachers and staff to raise the achievement and life outcomes for African American male students in Oakland Unified School District

Steps you will take to achieve your results:

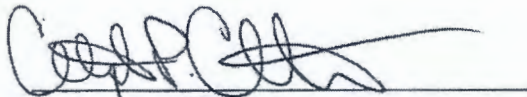
- Provide manhood development program facilitators with opportunities to improve their instructional pedagogy and increase their ability to support student literacy development
 - Launch a community of practice for at least 20 manhood development program facilitators where they share best practices and improve their skills and ability to support students
 - Facilitate the community of practice and integrate training
 - Assess the community of practice based on participant and facilitator feedback
- Create a learning community for school leaders to help them develop inclusive school environments and classrooms with high expectations for African American boys
 - Launch a twice annual district-wide community of practice for school leaders to share best practices and improve their skills and abilities to create a school community culture that is supportive for teachers, staff, African American male students, and families
 - Assess the community of practice based on participant and facilitator feedback

What will change as a result of your project:

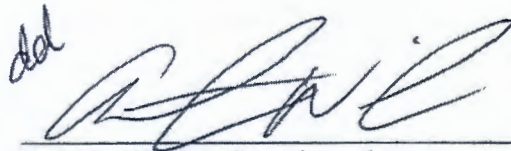
- MDP facilitators will report improved abilities to serve and support students and families
- Students will show improved abilities to have more productive and effective conversations with their peers and other adults
- Students will show increased academic skills and achievement levels, and college readiness

- Participating principals will report improved abilities to serve and support African American male students and families
- Teachers, families, and students will report improvements in school culture

Accepted and agreed:



Christopher Chatmon
Executive Director
African American Male Achievement

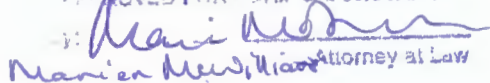


Antwan Wilson, Superintendent
Oakland Unified School District

RE: Agreement for Grant 20150139
July 14, 2015

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel

APPROVED FOR FORM & SUBSTANCE



Marlene Newkirk, Attorney at Law

WALTER & ELISE HAAS FUND

September 21, 2015

Mr. Antwan Wilson
Superintendent
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607

RE: Agreement for Grant #20150139

Dear Superintendent Wilson:

On behalf of the Walter and Elise Haas Fund, I am pleased to forward a check in the amount of \$100,000 to the Oakland Unified School District to create and implement a professional development plan to support teachers and staff to raise the achievement and life outcomes for African American male students in the Oakland Unified School District.

Please deposit this check within 60 days. A letter confirming receipt of this grant payment would be appreciated. We are pleased to provide this assistance to your organization.

Sincerely,



Pamela H. David
Executive Director

PHD/mj

Enclosure

cc: Susan Kagehiro

Pamela H. David, *Executive Director*

WALTER AND ELISE HAAS FUND

Vendor

Customer Acct #

Date

Check #

PAID ON BEHALF OF

OAKLAND UNIFIED SCHOOL DISTRICT

09/22/2015

010873

Invoice #

Date

GL Acct #

Distribution Reference

Voucher Amount

Paid Amount

20150139

09/22/2015

825-201

EDUCATION

\$100,000.00

\$100,000.00

TOTAL: \$100,000.00

DOCUMENT IS PRINTED ON CHEMICALLY REACTIVE PAPER - THE BACK OF THIS DOCUMENT INCLUDES A TAMPER EVIDENT CHEMICAL WASH WARNING BOX

WALTER AND ELISE HAAS FUND
ONE LOMBARD STREET, SUITE 305
SAN FRANCISCO, CA 94111-1130
(415) 398-4474

Wells Fargo, N.A.
California

Sep 22, 2015
DATE

010873
CHECK NO.

Pay One Hundred Thousand Dollars And 00 Cents

\$100,000.00

to the Order of:

OAKLAND UNIFIED SCHOOL DISTRICT
1000 BROADWAY
SUITE 680
OAKLAND, CA 94607

[Signature]
[Signature]



⑈010873⑈

⑈121042882⑈

3979897166⑈

Grant Terms and Conditions

1. **Use of Funds.** Grantee shall use the grant funds only for the purposes of the specific project described in the attached award letter. Grantee shall repay to the Fund any portion of the grant funds which is not spent or committed for these purposes. Any significant changes in the purposes for which grant funds are spent must be approved in writing by the Fund before the funds are spent. Prior permission from the Fund is required for budget revisions of 1.0% or more for line items over \$1,000.
2. **Reporting.** To enable the Fund to evaluate the effectiveness of this grant, Grantee shall submit to the Fund a year-end report. As described in Appendix C: Annual Reporting Instructions, the report shall contain: (1) a description of the progress that Grantee has made toward achieving the purposes for which this grant was made; (2) a financial accounting of the expenditure of grant funds; and, if applicable, (3) copies of any publications resulting from the grant. Reports are due to the Fund 14 days after the end of the grant period. The Fund may also request additional reports at its discretion.
3. **Financial Recordkeeping.** Grantee shall maintain books to show or track the grant funds separately. All expenditures made in furtherance of the purposes of the grant shall be charged off against the grant and shall appear on Grantee's books. Grantee shall keep adequate records to substantiate its expenditures of grant funds. Grantee shall make these books and records available to the Fund at reasonable times for review and audit, and shall comply with all reasonable requests of the Fund for information and interviews regarding use of grant funds. Grantee shall keep copies of all relevant books and records and all reports to the Fund for at least four years after completion of the use of the grant funds.
4. **Sub-grantees.** Grantee shall retain full discretion and control over the selection of any sub-grantees to carry out the purposes of this grant and shall act completely independently of the Fund. The Fund and grantee acknowledge that there is no agreement, written or oral, by which the Fund may cause grantee to choose any particular sub-grantee. Grantee shall require any sub-grantees to comply with the applicable requirements of this grant agreement. All obligations of grantee shall remain in full force and effect.
5. **Prohibited Uses.** Unless otherwise noted in the award letter, grantee shall not use any portion of the funds granted¹:
 - a. To attempt to influence legislation, within the meaning of Section 4945(d)(1) of the Internal Revenue Code ("IRC"), as interpreted by its accompanying regulations;

¹ A number of organizations provide excellent advice and guidance on eligibility of non-profit advocacy efforts and other issues related to non-profit tax-exempt status. One of these, the Center for Lobbying in the Public Interest (www.clpi.org) has recently gotten important clarification from the IRS on lobbying and related activities; the IRS letter is posted on CLPI's web site.

- b. To influence the outcome of any specific election for candidates to public office, or to carry on, directly or indirectly, a voter registration drive within the meaning of IRC Section 4945(d)(2), as interpreted by its accompanying regulations;
 - c. To undertake an activity for any purpose other than a religious, charitable, scientific, literary, educational, or other purpose specified in IRC Section 170(c)(2)(b); or
 - d. To induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with IRC Section 501(c)(3).
6. Representation and Warranty Regarding Tax Status. By entering into this Agreement, grantee represents and warrants that grantee is exempt from federal income tax under IRC Section 501(c)(3) and that it is not a private foundation as defined in IRC Section 509(a). Such representation and warranty shall continue through the completion date of this grant.
7. Notice. Grantee shall give the Fund immediate written notice of any change in Grantee's tax-exempt or public charity status. Grantee shall also give the Fund immediate written notice of any change in Grantee's executive staff, key staff responsible for achieving the grant purposes, or members of its governing body.
8. Publications; License. Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Fund may establish from time to time. Grantee gives to the Fund an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.
9. No Agency. Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which any such product may be disseminated. The grant award letter shall not create any agency relationship, partnership, or joint venture between the parties, and grantee shall make no such representation to anyone.
10. Further Assurances. Grantee acknowledges that it understands its obligations imposed by this grant award letter, including but not limited to those obligations imposed by reference to the IRC. Grantee agrees that if grantee has any doubts about its obligations under this contract, including those incorporated by reference to the IRC, grantee will promptly contact the Fund or legal counsel.
11. No pledge. Neither this contract nor any other statement, oral or written, nor the making of any combination or grant to Grantee, shall be interpreted to create any pledge or any commitment by Fund or by any related person or entity to make any other grant or contribution to Grantee or any other entity for this or any other project. The Grant contemplated by this agreement shall be a separate and independent transaction from any other transaction between the Fund and Grantee or any other entity.

12. Indemnification. Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Fund, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the Grant, in expending or applying the grant funds or in carrying out any project or program to be supported by the Grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of the Fund, its officers, directors, employees or agents.
13. Remedies. If the Fund determines, in its sole discretion, that grantee has substantially violated or failed to carry out any provision of this contract, including but not limited to failure to submit reports when due, the Fund may, in addition to any other legal remedies it may have, refuse to make any further grant payments to grantee under this or any other grant agreement, and the Fund demand the return of all or part of the unexpended grant funds, which grantee shall immediately repay to the Fund. The Fund may also avail itself of any other remedies available by law.
14. Entire Agreement. The award letter and accompanying documents supersede any prior or contemporaneous oral or written understandings or communications between the parties and constitutes the entire agreement of the parties with respect to its subject matter. This agreement may not be amended or modified, except in writing signed by both parties.
15. Governing Law. This Agreement shall be governed by the laws of the State of California applicable to contracts to be performed entirely within the State.

Walter and Elise Haas Fund Annual Reporting Instructions Education

If you have any questions with respect to completing your annual report, please contact your W&EHF Program Officer.

1. Identifying Information

Please reference your agency's name and grant number on the first page of your report. Also include the name of the person(s) writing this report and their complete contact information, including address, phone number and e-mail address.

2. Progress on Objectives

Please describe your progress towards achieving the process and outcome objectives outlined in your Agreement to Grant Purpose and Objectives. When possible, indicate how you are or have been measuring that progress. Please describe the key elements to your success, and feel free to attach any additional information or materials that reflect your accomplishments. If you have faced any specific obstacles or challenges in your work, please describe those as well.

3. Reflective Practice

Please describe the lessons you have learned over the course of this past year that you will take into account in your future work. Did you pursue different strategies and/or opportunities this past year than those originally intended? If so, please describe them and the circumstances that led you to pursue them. Are there unanticipated results that occurred this past year that were not reflected in your Agreement to Grant Purpose and Objectives? If so, please describe.

4. Social Capital

The W&EHF is interested in understanding whether the cultivation of community connections and community engagement contributes to the success of the work of its grantees. To what extent has the work you have been undertaking with the funds provided by the W&EHF enabled parents, students, educators and other community members to make connections for the purpose of engaging in public education improvement? If this question is **not applicable** to your work, please indicate that as well.

5. Financial Report

Please refer to the enclosed Project Budget and provide an accounting of income and expenses compared with this budget. If any actual expense or revenue line item varies more than 10% from the original proposal, please provide a brief explanation.

6. Multi-Year Grants Only

Are there objectives that you originally anticipated that you now would like to revisit or refine? If so, please list them and explain how you would like to modify them. Are there new objectives that you would like to add to your list for the coming year? If so, how will you measure progress on these?

Applicant Agency: Oakland Unified School District

Project Year: 2015-16

Request to W&E Haas Fund \$ 100,000.00 for 12 months

Budget prepared by: Joanna Kaplan

Telephone: 510-387-9647 Email: jkaplanrasheed@gmail.com

SOURCE	COMMITTED	PENDING	TOTAL
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Contributed (please specify all sources)

Government

Foundation

Kaiser Permanente Hospital Fund for Community Benefit	400,000		400,000
Atlantic Philanthropies	100,000		100,000
Open Society Foundations: CBMA	200,000		200,000
Waste Management		125,000	125,000
San Francisco Foundation		50,000	50,000
The Next Fund		50,000	50,000
Glorox Foundation		40,000	40,000
The California Endowment		150,000	150,000
Irene S. Scully (Invited Application for June)		50,000	50,000
Leadership Institute for Black Male Achievement		10,000	10,000
GradNation (American's Promise)		15,000	15,000
Warriors		25,000	25,000

Request to the W&E Haas Fund		100,000	100,000
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Corporations

Total Individual Contributions		50,000	50,000
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ANNUAL TOTAL

Board Member Contributions	-	-	-
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Other (describe)

Public Funding		350,000	350,000
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Subtotal, Contributed Income	\$ 700,000	\$ 1,015,000	\$ 1,715,000
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Earned Revenue

Subtotal, Earned Revenue	\$	\$	\$
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Total Income	\$ 700,000	\$ 1,015,000	\$ 1,715,000
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10/27/15

Applicant Agency: Oakland Unified School District
 Request to W&E Haas Fund \$100,000 for 12 months

PERSONNEL	SALARY	FTE	AMOUNT
Salaries			
Executive Director, AAMA	143,446	1.00	143,446
Coordinator MDP	80,000	2.00	160,000
Parent Engagement Specialist	70,000	1.00	70,000
Data Analyst AAMA	75,453	0.50	37,727
Office Manager	64,393	1.00	64,393
MDP Facilitators (approx 16 classes)	50,000	8.00	400,000
	RATE		875,566
Fringe Benefits	43%		372,115
Subtotal, Salaries, Wages & Benefits			\$ 1,247,681

Consultants & Professional Fees

Destination College Coaches	45,000
UC Berkeley Community Education Partnerships	12,000
Research and Evaluation	100,000
Subtotal, Consultants & Professional Fees	\$ 167,000
Total Personnel Expenses	\$ 1,404,681

NON-PERSONNEL	ANNUAL TOTAL	% OF EXPENSE	AMOUNT
Teacher Stipends & Subs	60,000	0%	60,000
Field Trips	15,000	0%	15,000
Family Stipends	15,000	0%	15,000
Events: 7 @ \$5,000 2 @ \$10,000 =	55,000	0%	55,000
Printing, graphic design	30,000	0%	30,000
Student Stipends 20* \$1,000	20,000	0%	20,000

3-Days of Training: \$15 per person for food; \$5 per person for materials; Training for 20 Instructors (\$120 per day); 10 Parent Leaders (\$120 per day)s; 8 AAMA Staff (food only)

	13,080	0%	13,080
Office Supplies for AAMA Office	14,175	0%	14,175

MDP Books, Supplies \$75 per "new" student 250 new students per year

	18,750	0%	18,750
Travel	3,500	0%	3,500

Amount fees are applied to \$ 1,649,185.84 0% -

Indirect costs applied to 5.17% 85,263

Fiscal sponsorship fee (if applicable) 7% -

Total Non-personnel Expenses \$ **329,768**

Total Expenses \$ **1,734,449**

DIFFERENCE (Total Committed & Pending Income less Total Expenses) \$ **(19,449)**

SALARIES

Executive Director, AAMA: Oversees all aspects of the African American Male Achievement Initiative in the City of Oakland and the Office of African American Male Achievement in Oakland Unified School District	143,446	1.00	143,446
Coordinator MDP: FY 15 will be a trial year for moving to a Coordinator position to reduce costs. Initially, the Manhood Development Program has required a Principal overseeing the work of the MDP teachers in addition to designing, implementing and refining the program.	80,000	2.00	160,000
Parent Engagement Specialist: This position is in its second year. It started as a half-time position focused on a partnership with UC Berkeley on the development and delivery of a College Dream curriculum for parents of high school students in Manhood Development Program; it is now a full time position and includes managing districtwide events for African American families in partnership with OUSD's Family and Student Engagement unit.	70,000	1.00	70,000
Data Analyst AAMA: The data analyst manages all the data for all aspects of the program and works closely with an independent Evaluator to make sure that we are collecting the right data and in timely manner.	75,453	0.50	37,727
Office Manager: The Office Manager manages financial information as well as the general office. Is also the scheduler for the Executive Director.	64,393	1.00	64,393
MDP Facilitators: (approx 20 classes): The MDP Facilitators are certified or in the process of obtaining teaching certification. Most are paid at an hourly rate with benefits.	50,000	8.00	400,000
		RATE	875,566
	43%		372,115
Benefit rate for each position is set by the school district and can vary between 28% to 45%			
Subtotal Salaries, Wages, & Benefits			\$ 1,247,681

CONSULTANTS & PROFESSIONAL FEES

Destination College Coaches: College students trained and supervised by the UC Berkeley Center for Education Partnerships, co-teaching one class per week with the MDP Facilitators			45,000
Parent College Dream Partnership: UC Berkeley Community Education Partnerships			12,000
Research and Evaluation: Independent evaluations required by funders; research partnerships			100,000
Subtotal Consultants & Professional Fees			\$ 157,000
Total Personnel Expenses			\$ 1,404,681

	ANNUAL TOTAL	% OF EXPENSE	AMOUNT
Teacher Stipends & Subs: Allow teachers to participate in PD and in peer observation	60,000	0%	60,000
Field Trips: For students and families to local colleges	15,000	0%	15,000
Family Stipends: Site-based Parent Leaders for the College Dream, supervised by the Parent Engagement Specialist	15,000	0%	15,000
Events: Monthly Community Building and/or PD events 7 @ \$5,000 2 @ \$10,000	55,000	0%	55,000
Collateral & Curriculum: Printing, graphic design	30,000	0%	30,000
Student Stipends 20* \$1,000: summer interns, school year intergenerational mentoring, interning in after school programs for elementary and middle	20,000	0%	20,000
3-Day Training: \$15 per person for food; \$5 per person for materials Summer Training for 20 Instructors (\$120 per day); 10 Parent Leaders (\$120 per day); 8 AAMA Staff (food only)	13,080	0%	13,080
Office Supplies: includes furniture, supplies Parent and Student Leaders	14,175	0%	14,175
MDP Books & Supplies: \$75 per "new" student per school year 250 new students per year	18,750	0%	18,750
Travel: Executive Director presenting at conferences	3,500	0%	3,500
Amount fees are applied to	\$ 1,649,185.84		

Indirect costs: OUSD indirect rate is re-set by the state annually in April	5.17%	85,263
Fiscal sponsorship fee: not applicable		-
Total Non-Personnel Expenses		\$ 329,768
Total Expenses		\$ 1,734,449

Balance		\$ (19,449)
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PROPOSAL TO THE WALTER & ELISE HAAS FUND

INTRODUCTION

The Office of African American Male Achievement (AAMA) submits this invited proposal to The Walter and Elise Haas Fund to request a grant of \$125,000 to provide support over the next year as we deepen our role in the Oakland Unified School District, developing a multi-leveled Professional Development program for both teachers and school leaders, as well as our AAMA school-site staff. Over the past five years, AAMA has not only directly served 18 school sites and more than 650 students within OUSD, but their work has impacted the entire district, resulting in increased achievement for African American male students across Oakland. AAMA has also become nationally recognized, garnering support from the White House and accolades in the national media. A \$125,000 grant from the Walter & Elise Haas Fund will provide support for AAMA as we deepen our role and provide support to educators in effectively working with African American male students, which will have both immediate impact in classrooms in 17 of our partner schools, and also broader impact on the entire school communities. Furthermore, this grant will help AAMA to develop a Professional Development program that will serve in scaling our work over the coming years throughout the district and into communities far beyond Oakland.

APPLICANT ORGANIZATION

The Office of African American Male Achievement (AAMA) was launched by the Oakland Unified School District in October 2010. Executive Director, Chris Chatmon, in collaboration with the broader community, developed a five year strategic plan in support of the AAMA mission: *to stop the epidemic failure of African American Male (AAM) students in the Oakland Unified School District (OUSD). We believe all AAM students are extraordinary and deserve a school system that meets their unique and dynamic needs.*

The Oakland Unified School District is the first district in the United States to create an office that specifically addresses the needs of African American males (AAMs). AAMA's model has inspired Minneapolis and San Francisco, and we have become an advisor to districts throughout the nation.

AAMA recognizes that all AAMs are extraordinary and deserve a school system that meets their unique and dynamic needs. In our nation, systemic racism, poverty and violence have reduced access to quality health care, education, and socio-economic well-being for African American males.

The climate of low expectations, marginalization, and institutionalized racism is pervasive. Statistics in 2010 show a clear trajectory: chronic absenteeism of AAMs was 17.6% for elementary school, 19.8% for middle school, and 22.2% for high school. AAMs comprised 17% of the population, but accounted for 42% of the suspensions annually. 517 students were arrested on campus; 75% were Black. Only 28% of AAMs scored proficient on the California Standards Test for English and 30% scored proficient for math.

To begin our work, AAMA implemented an extensive listening campaign to hear directly from the youth. Students felt like they were being treated like villains and suspects. There was a general consensus that Black students were being treated differently than their peers. Moreover, these students had little access to African American male role models on school campuses.

AAMA takes an asset-based approach, building from each child's talents and interests; and increasing every student's opportunities to develop in all dimensions: personal and cultural identity, intellect, arts, and health. AAMA supports adults to create increasingly healthy, culturally competent classrooms and school communities. As a result of our work across the district, we are seeing reductions in chronic absence and suspension, early indicators that correlate to disproportionately high negative health, academic, social, and life outcomes.

AAMA is focused on three primary goals:

1. To strengthen the position of African American male students and their families within their schools.
2. To increase literacy with a focus on African American males (PreK - 12).
3. To reduce disproportionality in discipline, reduce suspensions overall, and ultimately improve achievement levels for all students.

AAMA leverages inside and outside partnerships both in philanthropy and in other agencies, to effect systemic change in the Oakland Unified School District. AAMA is now well prepared to take what has been learned over the past five years and encourage and steer broader shifts in the district to create better learning environments and outcomes for all students, especially those furthest from opportunity.

On July 1, 2014, AAMA moved inside the Oakland Unified School District and all staff became employees of the school district. AAMA is now a unit under the Chief Academic Office, positioning AAMA to partner more effectively with teachers, principals, and schools in transforming classroom culture and improving instructional pedagogy to ensure improved academic outcomes for African American males. Previously, due to concerns about Proposition 209 restrictions on race-based programming, AAMA was located

Founded on the premise of **Targeted Universalism**, OUSD believes that by transforming the system to support successful outcomes for OUSD's lowest performing subgroup, we can create a district that improves academic and social-emotional outcomes for all students.

outside the district and sponsored initially by Urban Strategies Council and then Partners in School Innovation. AAMA's shift into the district was made possible by a federal agreement with the Office of Civil Rights to address the disparities in discipline of African American and Special Education students.

STATEMENT OF NEED

African American males are the lowest achieving group in our school district and the group most likely to drop out of school. In 2013, at the end of 3rd grade, 92% of white male students were reading at grade level whereas only 53% of African American male students were at grade level. African American males are the lowest performing subgroup in OUSD on every measure, and between 2004 and 2014, the gap between average African American male achievement and averages for other subgroups grew. Yet in individual schools, we are finding patterns of success in moving African American males from "below basic" to "basic," and in cases where students are supported, they are making significant progress, moving to "proficient and above."

The challenge here for African American males is most evident when viewed within the historical context of Oakland. In 2009-10, 12 OUSD students died violent deaths, half of them were African American students. That same year, 517 OUSD students were arrested, and 75% were African American students, yet they make up only 17% of the student population of the district. On the 2012-13 California Healthy Kids Survey, more than 50% of African-American OUSD students indicated that they knew someone who had been a victim of gun violence.

A study conducted in 2010 by the school district's internal police unit examined patterns of youth homicide in Oakland. From 2001 to 2010, homicides in Oakland were the highest in Alameda County. Youth homicide in Oakland steadily increased from 6 in a year, to 16, with a high of 27 in 2006. Out of a total of 131 youth homicides over the nine-year period, 117 were male; 14 were female. Out of a total of 111 victims of homicide in 2010, 16 were youth, and of these, 12 were African American; 4 were Latino. The times of day when youth homicides occur are lowest during school hours and jump at 5pm, reflecting the reality that schools are among the safest places for children in Oakland.

Disparity persists on all levels for Oakland's youth. The following data narrative brings the picture into relief:

Compared with a White child in the Oakland Hills, an African American born in West Oakland is:¹

- 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

¹ See Alameda County Public Health Department, *Life and Death from Unnatural Causes: Health & Social Equity in Alameda County*.

- 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 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 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.

Through our flagship Manhood Development Program (MDP), AAMA is a model bringing Targeted Universalism to life within the school district. MDP was established on the premise that stereotypical notions of African American masculinity have shaped the way young African American men self-identify. Consequently, our goal is to cultivate healthy identities amongst African American male students as a means of improving African American male achievement. Data shows that schools are often hostile to AA boys and that they have been systematically encouraged or socialized to adopt self-defeating behaviors, particularly in the realm of academics. Students vacillate between feeling mistreated on the one hand and unstoppable on the other. This is an important developmental bridge that MDP classes tap into—academic achievement becomes part of the narrative of resistance and resilience.

MDP was predicated on evidence-based research and community-defined best practices. AAMA gleaned information from a wide range of sources, examined gender-specific programs for boys of all races, and interviewed elders in the community to learn about past initiatives. Our model is unprecedented: classes for African American males taught by African American males during the school day. MDP is a powerful case of “going beyond episodic attention to sustained effort, beyond lip service to real change, beyond punctuated action to sustained focus” (Bernholz, 2014).

While AAMA was charged with changing the school system and improving adult behaviors, we needed something real and tangible for students. “We didn’t just want to tell people how to do this work we needed to show them—inside their schools,” says Executive Director Chris Chatmon. This is what got the attention of Education Week who named AAMA’s Chris Chatmon “A 2015 Leader to Learn From.”

As a result of caring AAM instructors, a culturally relevant curriculum, and a pedagogy rooted in experiential learning and critical dialogue, participating students have begun to see themselves and one another differently. Students demonstrate resilience as they affirm their own identities, self-worth, and willpower through the MDP coursework.

On multiple indicators, the vast majority of students perceive that the MDP class adds value to their lives. Students have shown a decrease in suspensions, and increase in attendance, GPA, school belonging, and self-efficacy. Since MDP was introduced in 2011, graduation rates have grown from 42% to 57% for participating students.

AAMA serves the interest of all African American males within OUSD, 6,500 students, approximately 17% of OUSD's student population. AAMA's flagship Manhood Development Program has grown from 50 students our first year to serving 450 students at 17 school sites this year. Schools now have waiting lists for the course. Over the next 5 years, our goal is to expand to reach every school in OUSD.

Beyond the Manhood Development Program, AAMA has also developed both a Revolutionary Literature course and the twice annual ManUp! Conferences. With up to 500 students per year in attendance, the ManUp! Conferences provide students with the opportunities to participate in hands-on workshops and academic sessions that engage and inspire their mind, body, and spirit. This event is open to OUSD and non-OUSD students and educators. AAMA's Revolutionary Literature course will serve 11th- and 12th-graders, expanding MDP beyond its 9th and 10th-grade elective status. Revolutionary Literature is aligned to Common Core State Standards and satisfies college-preparatory English requirements.

PROGRAM GOALS AND OBJECTIVES

In order to achieve the AAMA mission: *to stop the epidemic failure of African American Male (AAM) students in the Oakland Unified School District (OUSD)*, our work is focused around four overarching goals:

1. **Strengthen African American male students' cultural knowledge and identity, leadership capacity, and ability to create and implement their own plans to graduate college and career ready; empower African American families with knowledge of the path to college; ensure each student has a caring adult at their school.**
2. **Foster relationships and shift the narrative about who African American males are and their contributions to our school district and our society from negative stereotypes to true positive identities and images; foster intergenerational relationships and positive brotherhood.**
3. **Improve school climate and reduce incidents and disparities in discipline across the district; empower African American families by increasing their participation and advocacy.**
4. **Empower parents as partners and improve PreK-12 teachers' capacity to help African American male students to learn to read and write well; increase graduation rates.**

In order to move the work of AAMA forward and systematize the strategies that will support African American students to achieve, it is critical that we support teachers, staff, and school leaders as integral parts of the transformation of our schools. A renewal of our grant from the Walter and Elise Haas Fund will support AAMA in launching a multi-leveled Professional Development program including Communities of Practice both at the school site and district levels. If funded, we will launch three levels of Communities of Practice (COPs), including a COP for AAMA's more than 20 staff members, serving students in 17 schools district-wide. We will also launch school-based COPs for teaching staff in our current partner schools: Claremont Middle School, Montera Middle School, Oakland Tech High School, and Oakland High School. In these schools we will be able to build off of AAMA's presence, partnerships, and work we've accomplished to date with the leaders and staff at each site. At the district level, AAMA will launch a COP for school leaders, which will be integrated into the existing district wide Professional

Development calendar. With this commitment to system-wide support for teachers, but also to a framework that can be scaled and shared outside

Over the coming year, AAMA will launch the Professional Development program with the following objectives:

OBJECTIVE 1

Empower Manhood Development Program Facilitators to improve their instructional

pedagogy and increase their ability to support literacy in the classrooms at MDP school sites.

Communities of Practice are groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning in this domain. COP members typically solve problems, discuss insights and share information. Communities of Practice also develop tools and frameworks that become part of a common knowledge of the community. And over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity.

We have a responsibility to provide our educators with the opportunities to improve their skills and ability to positively influence our African American male students' behavior and social and academic outcomes. Within the AAMA context, our Community of Practice will serve MDP facilitators and support their learning from our lead team members and guest facilitators who will share their expertise on how to have more effective academic conversations in their class. This goal is connected to the district's four main instructional priorities in the "academic discourse" domain. The expectation, as stated, is "Our students need to be engaged in daily, authentic classroom discussions grounded in evidence and argument. Teachers play a vital role in facilitating these quality academic discussions." In addition, this domain is connected directly to different elements in our effective teacher framework (3B.2 Facilitating Authentic Academic Discussions and 3B.3 Using Academic Language). In conclusion, this domain is connected to AAMA 3E (Engage, Encourage, and Empower) Framework and Standards (5.4 Rigor): How often do facilitators challenge students to think critically and have them speak and write with evidence?

STRATEGIES

- Launch a Community of Practice for at least 20 Manhood Development Program Facilitators that brings them together to share best practices and improve their skills and ability to support students in their classrooms.
- Provide an MDP Facilitator and/or guest lecturer to lead the training (depending on the topic and discussion structure).
- Participating facilitators will demonstrate what they have learned in their classes and in their teaching students.
- We will evaluate the COP throughout the year through participant and facilitators' feedback.

OUTCOMES

- MDP Facilitators will report improved abilities to serve and support students and families.
- Students will show improved abilities to have more productive and effective conversations with their peers and other adults.

- Students will show increased academic skills and achievement levels, and college readiness.

OBJECTIVE 2

Enable classroom teachers in our partner school sites to improve their skills working with African American students and families.

OUSD's goal is to make sure that all students are college, career, and community ready. With support from AAMA, teachers can properly support African American male students to achieve this critical goal. Each participating school will develop a Community of Practice (COP), which will help educators to focus on having more effective academic conversations in their classes and allow them to work with one another on a regular basis in an established cycle of learning, sharing best practices and measuring whether those practices are having a positive impact on our students.

STRATEGIES

- Launch a Community of Practice for school-site teachers that brings them together to share best practices and improve their skills and ability to support African American male students in their classrooms.
- The Manhood Development Program Manager will lead the site-based COP and serve as the liaison between the school and AAMA as we build the Professional Development program for teachers, focusing on non-Black educators.
- Evaluate the COP throughout the year through participant and facilitators' feedback.

OUTCOMES

- Participating teachers will report improved abilities to serve and support African American male students.
- Students will show increased trust in teachers and increased academic skills and achievement levels.

OBJECTIVE 3

Provide support for school leaders in creating a school community culture that is supportive for teachers, staff, African American male students, and their families.

School principals are key to creating a culture of inclusion and high expectations for African American male achievement. With direct support from AAMA, school leaders will have the opportunity to join their peers in diving deeper into the work of fully supporting African American male students and their families. Within the OUSD Professional Development calendar, AAMA will develop a schedule for school leaders to engage in a Community of Practice that focuses on building a school community culture that is supportive for AA male students, their families, and for their teaching staff. We will focus on improved parent engagement as a key to increasing AA male achievement. Chris Chatmon and AAMA leadership

will develop the curriculum and facilitate the Community of Practice for OUSD principals over the next year.

STRATEGIES

- Launch a twice annual district-wide Community of Practice for school leaders that brings them together to share best practices and improve their skills and abilities to create a school community culture that is supportive for teachers, staff, African American male students and families.
- Executive Director, Chris Chatmon, and the AAMA Program Managers will work with OUSD leadership to calendar and facilitate at least two COPs during OUSD's school leadership district-wide Professional Development.
- Evaluate the COP throughout the year through participant and facilitators' feedback.

OUTCOMES

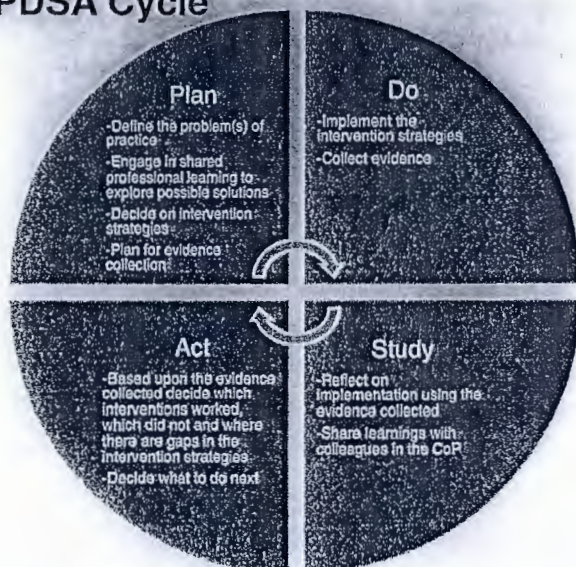
- Participating principals will report improved abilities to serve and support African American male students and families.
- Teachers, families, and students will report improvements in school culture.

PROGRAM DESCRIPTION AND WORK PLAN

AAMA is designing each of the Communities Of Practice based on the PDSA (Plan, Do, Study, Act) inquiry cycle. We have included a graphic of the design below.

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The PDSA Cycle



AAMA facilitators (and teachers and principals) will utilize the PDSA process as we learn how to have more effective academic conversations in our classrooms and in our schools. They will plan data

collection in the form of surveys from their students to assess the effectiveness of their planned academic conversations. Then, they will conduct the academic conversation in class and observe, document, and collect data from the experience. They will then study the data and observations from the discussion and compare findings with each other. Finally, our educators will use those findings from the data analysis to improve the quality of academic conversations in the class and determine next steps. Then the cycle will be repeated in the second semester.

WORKPLAN

Timeline	AAMA Professional Development Program Goals	Participants
<p>August</p> <p>September</p> <p>Ongoing</p> <p>May</p>	<p>MDP Facilitator Communities of Practice</p> <ul style="list-style-type: none"> Recruit, Screen, Train AAMA MDP Lead Facilitators Launch the MDP staff COP within the AAMA Summer Institute Commence monthly COP meetings as part of the AAMA Professional Development calendar for a minimum of two hours (currently the 4th Thursday of each month). Facilitator will be video taped at least once per semester conducting an academic conversation with his students and provided a copy to review with himself and his students. Instructional rounds will be conducted once per semester by the MDP leadership team and a visiting facilitator focusing on academic conversations. At the end of the year, facilitators will showcase their work via portfolio and other forms of media to share with the community (district staff, parents, students, funders, and community members) <p>Goals:</p> <ul style="list-style-type: none"> Teach students to converse in academic ways using the five core academic skills- elaborate and clarify, support ideas with examples, build on and/or challenge a partner's idea, paraphrase, and synthesize conversation points. Teach students content understandings and vocabulary through conversations, discussions, debates, and other oral interactions Teach teachers how to fortify their lessons with authentic and extended conversations 	<p>MDP Coordinators</p> <p>MDP Family Engagement Specialist</p> <p>MDP Facilitators</p>

	<ul style="list-style-type: none"> • Train students to become more aware of how they think (metacognition) and to clearly express their thought processes to others • Use conversations as formative and summative assessments of a wide range of knowledge, skills, and engagement indicators • Build students' independence in facilitating their own academic conversation in pairs, small groups, and whole class settings • Build students academic communication skills. 	
<p><i>Fall/Winter:</i></p> <p><i>Ongoing</i></p>	<p>School site staff and teachers Community of Practice</p> <ul style="list-style-type: none"> • Launch a Community of Practice for at least four partner school-site teachers that brings them together to share best practices and improve their skills and ability to support African American male students in their classrooms. • Built into regular PD schedule for teachers, we will commence monthly COP meetings at school sites for teachers. • The Manhood Development Facilitator will lead the site-based COP and serve as the liaison between the school and AAMA as we build the Professional Development program for teachers, focusing on non-Black educators. • MDP Coordinators will provide coaching and oversight for COPs. • Evaluate the COP throughout the year through participant and facilitators' feedback. <p>Goals:</p> <ul style="list-style-type: none"> • Participating teachers will report improved abilities to serve and support African American male students. • Students will show increased trust in teachers and increased academic skills and achievement levels. 	<p>MDP Facilitators</p> <p>MDP Coordinators</p> <p>School site teachers</p>
<p><i>Summer:</i></p>	<p>School Leaders Professional Development</p> <ul style="list-style-type: none"> • Executive Director, Chris Chatmon, and the AAMA Program Managers will work with OUSD leadership to calendar and facilitate at least two COPs during OUSD's school leadership district-wide Professional Development. • Launch a twice annual district-wide Community of Practice for 	<p>AAMA Executive Director & MDP Coordinators</p> <p>OUSD</p>

<i>Fall</i>	school leaders that brings them together to share best practices and improve their skills and abilities to create a school community culture that is supportive for teachers, staff, African American male students and families.	Principals
<i>Spring:</i>	<ul style="list-style-type: none"> • Host Spring COP 	
<i>Ongoing</i>	<ul style="list-style-type: none"> • Evaluate the COP throughout the year through participant and facilitators' feedback. <p>Goals:</p> <ul style="list-style-type: none"> • Participating principals will report improved abilities to serve and support African American male students and families. • Teachers, families, and students will report improvements in school culture. 	
<i>Ongoing</i>	<i>Ongoing Cycle of Inquiry:</i> quarterly staff retreats to review progress against plan, bimonthly meetings with independent evaluator, annual presentation of results to Board of Education.	All AAMA Staff

KEY PERSONNEL

Chris Chatmon, M.A.Ed., Executive Director, African American Male Achievement (AAMA)

As Executive Director of the African American Male Achievement Department for the Oakland Unified School District (OUSD), Chris is implementing the principle of "targeted universalism" by removing the systemic barriers to opportunity that beset African American male students and thereby created a system that is more equitable for all.

Prior to working with OUSD he was the Principal of Youth Chance High School in San Francisco for two years. He was Executive Director of the Urban Services YMCA in Oakland for 10 years and has served as a certified trainer for the YMCA of the USA for the past seven years. He started his career in the San Francisco school district where he served for five years as a teacher of History and Physical Education at Thurgood Marshall High School and Balboa high School. Chris is the Education Committee Chair for 100 Black Men of the Bay Area, Inc. and sits on the National Education Committee for 100 Black Men of America.

A Bay Area native and recipient of public school education. He earned his undergraduate degree in psychology from San Francisco State University and a Masters in Education from Brown University. He is a father of three sons who all attend OUSD schools.

Kim Shipp, Family Engagement Specialist, African American Male Achievement is a parent and a community advocate in the Oakland Unified School District. She has successfully raised three children in OUSD, with her youngest son recently graduating from Skyline High School in the class of 2011. She has held a variety of positions that support family engagement in public school, including the position of Parent Coordinator for Project SOAR, a GEAR-Up grant from the Department of Education assisting parents in the college going process. She is currently a board member of the Title I Commissioners of Practitioners (COP), a group appointed by the California State Board of Education that is mandated by the Federal government to advise State Department of Education staff on issues pertaining to Title I. She currently works as The Family Engagement Specialist for the Office of African-American Male Achievement Initiative Office with Oakland Unified School District assisting parents in creating a college going culture in the home for their students. She provides a variety of workshops on parent and educational issues around the country and is often considered a conference favorite. She holds a Bachelor's Degree in Education and Public Policy from Ashford University and is currently considering obtaining a Master's Degree in Education.

Bios of the staff for the Manhood Development Program (15 facilitators/case managers) are available upon request.

EVALUATION

When AAMA launched in 2010 it attracted the attention of UC Berkeley's Dr. Na'ilah Suad Nasir, then-director of the Haas Diversity Research Center (since renamed the Haas Institute for a Fair and Inclusive Society). Professor Nasir has collaborated closely with current director John Powell in documenting and assessing the overall impact of AAMA. In addition, Professor Nasir has conducted an ongoing study of the Manhood Development Program.

For the first semester pilot of MDP, she focused on two questions: "Is culturally-relevant group mentoring effective for increasing school engagement and academic achievement for moderately at-risk youth in public high schools? What are the important components of culturally-relevant group mentoring?" Professor Nasir has presented her work nationally and is completing a book that includes a chapter about the Manhood Development Program.

AAMA is currently also working with, Professor Dr. Vajra Watson Director of Research and Policy for Equity in the UC Davis School of Education who produced: *The Black Sunrise*, An Impact Report for Manhood Development; a portrait of AAMA from launch to the present examining impact and lessons learned. The evaluation is based on extensive interviews, classroom observations, and quantitative data on attendance, suspensions, GPA and graduation/dropout rates and provides a detailed assessment of the program's impact on the youth. Dr. Watson is continuing to evaluate AAMA over the next year.

For the PreK-1 Literacy work, OUSD has an ongoing contract with Mills College School of Education, to produce an evaluation report for the WK Kellogg Foundation. Julie Nicholson, Ph. D. and Ingrid Seyer-Ochi, Ph. D. Mills College, School of Education are working together on this evaluation.

Atlantic Philanthropies has funded a set of case studies of individual schools and a summary report focused on the intersection of the district's strategy of creating full service community schools and the AAMA-led implementation of discipline reform.

In spring 2014, AAMA also hired Greg Hodge of Khepera Consulting to develop a Strategic Plan for our work that would take us forward, with a scope of several years. *Lean into the Wind* was published in December and draws upon extensive research by our evaluators, including focus groups and surveys.

Within OUSD, we recently created an AAMA Balanced Scorecard (a tool used by OUSD on school sites and departments) for five major indicators for African-American Males that we track throughout the year. The Balanced Scorecard (BSC) is designed to identify a small set of key indicators to help measure our progress towards achieving goals and assist the District and school communities in focusing their continuous improvement efforts. We will also be using the BSC moving forward, as a communication vehicle to share our progress with parents, donors, and community stakeholders. The following metrics are used to measure programmatic outcomes:

- **A-G Completion:** High school course requirements that must be completed with a grade of "C" or better for students to be eligible for admission to the University of California or California State University system.
- **Chronic Absence:** A student is defined as chronically absent if he or she misses 10% or more school days for any reason, excused or unexcused.
- **Suspension:** Count of individual students receiving one or more out of school suspensions.
- **College & Career Pathway:** A set of high school courses and work-based learning experiences that link academic learning to real world careers and college majors.
- **CAHSEE:** California High School Exit Exam, all high school students in California must pass CAHSEE to earn a high school diploma.
- **Cohort graduation and cohort dropout rates:** A four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave as new students transfer in.
- **Scholastic Reading Inventory:** A screening assessment of reading levels.
- **AAMA compiles and presents annual internal evaluation reports to the Board of Education,** which has a district-wide Balanced Scorecard capturing attendance, achievement, discipline and other indicators for the whole district. The district chose to include data indicators solely tracking African American males as part of the district commitment to the AAMA Initiative.

An important component of the evaluation of AAMA is also the district's quarterly and annual reports to the Department of Education, Office of Civil Rights. These reports track academic performance, graduation rates, and other indicators for African American students, disaggregated

by gender. The reports are required by a formal agreement the district signed with the Office of Civil Rights in September 2011 to implement a detailed five year plan to remedy the disparate application of disciplinary actions against African American students. The plan, called the Agreement to Resolve, tracks all the work in the district that impacts African American students, both male and female, and includes the work of AAMA.

We included links to both "Black Sonrise" and "Lean Into the Wind" with this application.

FINANCES

AAMA was launched as an initiative, which was designed to transform systems and position the district and staff to sustain the work for decades to come. For the first few years, the initiative was privately funded while supplemented with in-kind contributions and close collaboration with staff of the Oakland Unified School District. Since then, the initiative has successfully transformed into a critical and foundational department within OUSD. AAMA has attracted both local and national donors and is also now receiving investment directly from OUSD. The agreement with the Office of Civil Rights has given the district the legal leverage to move AAMA from an external fiscally sponsored project into a district department, with a mix of public and private funding.

AAMA donors are committed to this critical work for the "long haul" and are making large grants relative to their portfolios. The Zellerbach Family Foundation and the San Francisco Foundation have both made a significant investment in AAMA over the past two years, along with the S.D. Bechtel, Jr. Foundation. The W.K. Kellogg Foundation made a grant totaling \$2 million for the school district itself that included \$500,000 for AAMA. The Atlantic Philanthropies awarded an initial grant of \$600,000 and renewed funding for two-years (\$400,000). The Soros' Campaign for Black Male Achievement has awarded \$500,000 to AAMA, and Kaiser Permanente has awarded AAMA more than \$2 million over five years and continues to fund the work. As we plan for the next few years, we are continuing to reach out to additional donors and have won recent awards from Foundations like the Irene S. Scully Foundation and the Warriors Foundation.

Several school sites have committed funding for the Manhood Development Program at their own school. Montera Middle School pays for one full-time instructor who teaches classes for grades 6-8 and provides case management for struggling students. In addition, under the district's Local Control Funding Plan, funds for schools with the greatest student need will receive additional funding. Schools will gradually take on the funding of the site staffing related to the Manhood Development Program.

AAMA's model has inspired Minneapolis and San Francisco, and we serve as an advisor to districts throughout the nation. With the growing interest in AAMA, including a recent invitation to visit the White House and continuing positive press nationwide, AAMA is poised for increasing impact in Oakland schools and beyond over the years to come.

AAMA has raised close to \$5 million during the period 2010-2015, and anticipates continuing vigorous fundraising combined with increasing commitment from the school district to cover core staff for the program. Our list of major donors is included as an attachment.