

File ID Number	16-1031
Introduction Date	6-8-16
Enactment Number	16-0907
Enactment Date	6-8-16
By	



OAKLAND UNIFIED
SCHOOL DISTRICT

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

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: District Accepting Subgrant - Enhancement of Math Pathways

ACTION REQUESTED:

Approval by the Board of Education of Professional Services Agreement (Sub grant) between District, California State University - East Bay and Peralta Community College District, in partnership (a subset of the broader East Bay Career Pathways Consortium and the East Bay Linked Learning Hub of Excellence), accepting \$8,881.00, to further integrate and expand policies and practices to create successful secondary to postsecondary transitions through "Bridging the Gap Initiative" to double the number of student who, upon graduation from high school, will enroll and be successful in District transfer level mathematics and to redefine and implement new math pathways(grades 6-16) in a Linked Learning context, for Fiscal Years 2015 - 2016.

BACKGROUND:

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

File LD #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	Develop a plan for improving K-16 math pathways and removing barriers for students as they transition from high school to District in Linked Learning pathways	FY 15-16	Peralta Community College	\$8,881.00

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

The District is a recipient of the Bridging the Gap planning grant which was awarded by the Irvine Foundation. District was given the Grant to develop a plan for improving K-16 math pathways and removing barriers for students as they transition from high school to District in

FISCAL IMPACT:

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

- Grants valued at: \$8,881.00

RECOMMENDATION:

Approval by the Board of Education of Professional Services Agreement (Sub grant) between District, California State University - East Bay and Peralta Community College District, in partnership (a subset of the broader East Bay Career Pathways Consortium and the East Bay Linked Learning Hub of Excellence), accepting \$8,881.00, to further integrate and expand policies and practices to create successful secondary to postsecondary transitions through "Bridging the Gap Initiative" to double the number of student who, upon graduation from high school, will enroll and be successful in District transfer level mathematics and to redefine and implement new math pathways(grades 6-16) in a Linked Learning context, for Fiscal Years 2015 - 2016.

ATTACHMENTS: Grant Face Sheet, Abstract, Narrative, Budget Narrative



CONTRACT JUSTIFICATION FORM
This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.

Legislative File ID No. 16-1031

Department: Teaching & Learning - Mathematics

Vendor Name: California State East Bay & Peralta Community College District

Contract Term: Start Date: 5/1/2016 End Date: 9/1/2016

Annual Cost: \$ 8,881.00

Approved by: David Chambliss

Is Vendor a local Oakland business? Yes ☒ No ☐

Why was this Vendor selected?

N/A

Summarize the services this Vendor will be providing.

The Peralta Community District District (PCCD), in partnership with Oakland Unified School District, Berkeley Unified School District, and California State University East Bay, have formed a partnership (a subset of our broader East Bay Career Pathways Consortium and our East Bay Linked Learning Hub of Excellence) to further integrate and expand our policies and practices to create successful student secondary to postsecondary transitions. As part of a commitment to ensure all students in Oakland and Berkeley graduate from District, the Mayors of both cities are currently leading efforts to establish "District Promise" initiatives that will align with and support the proposed pilot project.

Was this contract competitively bid? Yes ☒ No ☐

If No, answer the following:

1) How did you determine the price is competitive?

2) Please check the competitive bid exception relied upon:

- ☐ **Educational Materials**
- ☐ **Special Services** contracts for financial, economic, accounting, legal or administrative services
- ☐ **CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- ☐ **Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- ☐ **Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- ☐ **Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- ☐ **Emergency** contracts [requires Board resolution declaring an emergency]
- ☐ **Technology** contracts
 - ☐ electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - ☐ contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - ☐ Western States Contracting Alliance Contracts (WSCA)
 - ☐ California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- ☒ **Piggyback" Contracts** with other governmental entities
- ☐ **Perishable Food**
- ☐ **Sole Source**
- ☐ **Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- ☐ **Other, please provide specific exception**

PROFESSIONAL SERVICES AGREEMENT

(SUBGRANT)

This Professional Services Agreement ("Agreement") is made as of April 8, 2016, (the "Effective Date") by and between **California State University East Bay (CSUEB)**, a public institution of higher education in California formed under the laws of the State of California ("Subgrantee"), and Peralta Community District District ("District"). *References herein to "District" shall mean the District and its four Districts, which include District.*

RECITAL

- A. The District is a recipient of the ***Bridging the Gap planning grant*** ("Grant") which was awarded by Irvine Foundation ("Grant Sponsor"). District was given the Grant to develop a plan for improving K-16 math pathways and removing barriers for students as they transition from high school to District in Linked Learning pathways ("Project");
- B. District has the right to enter into agreements with outside entities to provide various services in order to meet the Grant requirements and objectives; and
- C. District desires to have Subgrantee, and Subgrantee desires to, perform certain services pursuant to this Agreement ("Services") as more fully described in the Scope of Work attached hereto as Exhibit A ("Scope of Work"), for which District will receive funding for under the Grant, under the terms and in accordance with the Irvine-funded Bridging the Gap Initiative], dated December 21, 2016 relating to the Grant ("Grant Agreement").

NOW, THEREFORE, the parties agree as follows:

1. Services.

(a) Services & Performance. Subgrantee agrees to use its best efforts to perform the Services described in detail in the Scope of Work and to perform the Services with the highest standards of professionalism, competence and ethical integrity. Subgrantee agrees to utilize the necessary and appropriate personnel, equipment and services to perform the Services and provide any and all deliverables in a timely manner and in accordance with the Statement of Work and any additional requirements set forth herein or in the Grant Agreement. The Services and all deliverable shall be to District's satisfaction. Additionally, Subgrantee agrees to provide any progress reports, summaries, or other materials or information as may be required under the Grant Agreement or by District from time to time.

(b) Payment of Fees; Subject to Grant Funding. As sole compensation for the performance of the Services, District will pay Subgrantee the fees set forth in the Scope of Work ("Fees"), in the manner described therein. Any expenses incurred by Subgrantee in performing the Services will be the sole responsibility of Subgrantee, unless reimbursement is expressly indicated in the Scope of Work. Subgrantee will invoice District pursuant to the requirements set forth in the Scope of Work and such invoices shall be in the form, and contain the requisite supporting information and documentation, as required by District and/or the Grant Sponsor. District will pay each accurate, complete and undisputed invoice in the manner set forth in the Scope of Work. Subgrantee acknowledges that the only funding for the Services is the monies to be provided by the Grant Sponsor under the Grant. District's obligation to pay the Subgrantee is subject to, and conditioned upon, receipt of such funding from the Grant Sponsor and upon Subgrantee's strict compliance with the terms and conditions of this Agreement and any and all applicable terms of the Grant Agreement.

District reserves the right at any time to withhold, suspend, or cancel any scheduled payment of Fees if District determines, in its sole discretion, that: a) Subgrantee is not in compliance with any of the terms and conditions set forth herein or in the Grant Agreement; and/or b) Subgrantee's performance under this Agreement is unsatisfactory.

2. Relationship of Parties.

(a) Independent Contractor. Subgrantee is an independent contractor and is not an agent or employee of the District. This Agreement does not create any partnership, joint venture, or association between the parties. Subgrantee will perform the Services in a quality, timely, professional and competent manner under the general direction of District, but Subgrantee will determine, in Subgrantee's sole discretion, the manner and means by which the Services are accomplished, subject to the requirement that Subgrantee shall at all times comply with applicable laws and satisfy the requirements set under this Agreement, the Scope of Work and, to the extent applicable, Grant Agreement. Subgrantee is not an agent of the District and shall not hold itself out to be an agent of the District. Subgrantee shall not sign any contracts or commitments on behalf of the District or take any actions that would otherwise bind the District.

(b) Taxes; No Employee Benefits. The District will not pay any taxes, including without limitation, any federal, state nor local tax (of any kind) including payroll tax, nor shall any be withheld from the Fees or paid by the District on behalf of Subgrantee or Subgrantee's employees. Subgrantee shall be responsible for all taxes due in connection with the Services, including without limitation, payment of all Federal, State, and local taxes and employment taxes for Subgrantee and its employees including, without limitation, unemployment insurance, social security, and income tax. Subgrantee will indemnify and hold the District harmless against claims and damages for any such failure. Since Subgrantee is not an employee, Subgrantee, its officers, agents, and employees are not entitled to receive or participate in any vacation plans, pension, insurance, bonus plans, workers' compensation policies or any other benefits plans and policies of the District.

(c) Insurance Requirements. During the term of this Agreement, Subgrantee agrees to maintain, at the Subgrantee's sole expense, all necessary insurance for its officers, agents, and employees, including but not limited to worker's compensation (if and as required by law), general liability, disability, and unemployment insurance. Certificates of insurance shall be provided to District. Specifically, during the term of this Agreement, Subgrantee shall maintain in full force and effect the kinds of insurance, containing the limits of liability set forth below:

- i. Workers' Compensation – Subgrantee shall carry workers compensation insurance, in amounts not less than that which is required by California. Such policy shall provide coverage for all persons engaged in the activities described in this Agreement who are under the employ, supervision or control of Subgrantee.
- ii. Commercial General Liability Insurance - The policy shall contain a combined single limit of liability of not less than \$1,000,000 per occurrence and not less than \$2,000,000 in the aggregate.
- iii. Automobile Liability - If automotive vehicles are operated by Subgrantee in connection with Subgrantee's performance of the Services and its obligations under this Agreement, Subgrantee shall maintain a business automobile liability policy which shall include coverage on all owned, non-owned and hired vehicles and shall have a minimum limit of liability of not less than \$1,000,000 per occurrence.

Coverage shall be placed with an insurer having a rating of "A" or better. Subgrantee shall furnish District with Certificates of Insurance evidencing such coverage. Such Certificate shall name District and the District as

additional insureds, and provide that it can be cancelled only with thirty (30) days prior written notice to District. If any of the foregoing coverages expire, change, or are canceled, Subgrantee shall notify District no less than thirty (30) days prior to the effective date of such expiration, change or cancellation.

Subgrantee also agrees to carry any additional insurance required under the Grant Agreement.

3. Property of the District.

(a) All rights, title, and interest to all intellectual property rights, including, without limitation, all copyrights, patents, trade secrets, trademarks, and service marks in the Works (as defined below under subsection (c)) which are developed or produced by District or Subgrantee after the Effective Date and during term of this Agreement, solely or jointly with others, in connection with the Project and/or the Services, shall be jointly owned by the District and Subgrantee. The District and Subgrantee shall jointly have the right to make, have made, reproduce, create derivatives thereof, modify, distribute, perform, and otherwise use the Works, for noncommercial research, scholarly and educational purposes, and other noncommercial purposes without payment or accounting to the other party. No commercial development, manufacture, marketing, reproduction, distribution, sales or licensing of the Works shall be authorized without a future written contractual agreement between the parties. Subgrantee agrees to deliver all Works to District as the work progresses and agree not to incorporate the confidential or proprietary information of any third party into the Works. Subgrantee represents and warrants to the District that the Works do not and shall not infringe upon any intellectual property rights of others.

(b) All decisions regarding the filing of patent, copyright, trademark or service mark applications and/or registrations or other protections (including filing suit or taking action against any third-parties infringing on the Works) of Deliverables conceived hereunder shall be the joint decision of the District and Subgrantee, and costs for such applications and other actions shall be divided equally, unless otherwise agreed to by the parties at the time of the filing decisions. In the event the parties cannot agree on said future decisions, the decision will be made by the District. Subgrantee further agrees that Subgrantee's obligation to execute or cause to be executed, when it is in Subgrantee's power to do so, any such instrument or papers shall continue at all times and until the expiration of the last such intellectual property right to expire in any country of the world. Subgrantee hereby irrevocably designates and appoints the District and its duly authorized officers and agents as an agent and attorney-in-fact, to act for and in Subgrantee's behalf and stead to execute and file any such instruments and papers and to do all other lawfully permitted acts to further the application for, prosecution, issuance, maintenance or transfer of letters patent, copyright, mask work and other registrations related to such Works. This power of attorney is coupled with an interest and shall not be affected by any subsequent incapacity.

To the extent that the Grant Agreement provides terms regarding ownership of the Works which are inconsistent with or in addition to those set forth hereunder, the Grant Agreement shall control.

(c) For purposes of this Agreement, "Works" means the Deliverables, results of Services, any new discoveries, developments, reports, software, diagrams, documentation, concepts, designs, ideas, know how, writings, contributions, method, procedure, process, technique, use, equipment, device, apparatus, system, compound, formulation, products, improvements, inventions, trademarks, service marks, logos, trade secrets and/or original works of authorship, composition of matter, design or configuration of any kind, or any improvement thereon, derivatives thereof, or any other tangible or intangible material, whether or not patentable, copyrightable or otherwise legally protectable, excluding in each case any Pre-Existing Materials. For purposes of this Agreement, "Pre-Existing Materials" means any Works that either party developed or otherwise acquired prior to the Effective Date of this Agreement.

4. Confidential Information. Subgrantee acknowledges that Subgrantee will acquire information and materials from and about the District, its business, ideas, strategies, operations, students,

faculty, curricula, the Project, the Grant, and the business and operations of the Districts of the District and that all such knowledge and the Works, are and will be the trade secrets and confidential and proprietary information of the District (collectively "Confidential Information"). Confidential Information shall include all non-public information disclosed by the District in connection with the Project, the Grant Agreement and this Agreement, including but not limited to written or oral communications, education records (as defined under the Family Educational Rights and Privacy Act of 1974), personal data, plans, specifications, and other data. Confidential Information will not include, however, any information which is or becomes part of the public domain through no fault of Subgrantee or that the District regularly gives to third parties without restriction on use or disclosure.

As a material condition to Subgrantee receiving the Confidential Information and entering into this Agreement, Subgrantee acknowledges a continuing responsibility with respect to the Confidential Information and agrees:

(a) that Confidential Information is, shall be, and shall remain the exclusive property of the District and Subgrantee shall neither have nor acquire any right, title, or interest therein;

(b) to keep all Confidential Information in the strictest of confidence and not to copy, publish, transmit, or disclose to others or allow any other party to copy, publish, transmit, or disclose to others any Confidential Information, except in as contemplated by this Agreement, the Scope of Work, or the Project or as expressly approved in a writing by District, and only to disclose it to those who need to see or use it in order for Subgrantee to perform the Services; and

(c) to use the Confidential Information exclusively for the purpose of performing the Services under this Agreement.

Both parties agree that in the event of a breach or threatened breach of the terms of this Section, immediate and irreparable injury shall occur to the District, that such injury shall be impossible to measure or remedy in monetary damages, and the District shall be authorized to seek recourse to all equitable remedies, including injunctive relief or specific performance, provided however that such remedies shall not be exclusive of other legal or equitable remedies otherwise available under this Agreement and/or at law.

5. Termination and Expiration.

(a) Expiration. Unless terminated earlier or extended by way of a new or amended Scope of Work, this Agreement will expire on the Completion Date set forth on the Scope of Work.

(b) Termination. This Agreement and the Scope of Work may be terminated prior to the Completion Date for any of the following reasons.

(i) the District may terminate this Agreement and the Services at any time, for any reason or no reason, by written notice to Subgrantee.

(ii) the District may terminate this Agreement and the Services to the extent that the Grant Agreement is terminated or suspended for any reason or if the Grant funding and payments under the Grant Agreement are terminated or suspended for any reason.

(iii) Either party may terminate this Agreement in the event of a breach by the other party of this Agreement if such breach continues uncured for a period of thirty (30) days after written notice.

6. Effect of Expiration or Termination. Section 1(b), Sections 2(a)-2(b) and Sections 3-9 shall survive any termination or expiration of this Agreement. Subgrantee shall be entitled to payment of all

undisputed Fees incurred as of the termination date, *provided that*, District's obligation to pay is subject to and conditioned upon timely receipt of sufficient Grant funds.

Upon the expiration or termination of this Agreement for any reason, Subgrantee will promptly return to District any and all any District materials, Confidential Information or other District's property or equipment in Subgrantee's possession, including any Deliverables or works in progress and Subgrantee shall continue to adhere to the confidentiality provisions of this Agreement, which confidentiality provision shall survive the termination of this Agreement.

7. Grant Agreement. Subgrantee has received a copy of the Grant Agreement and hereby confirms that it has read the Grant Agreement. Subgrantee hereby agrees to be bound by the terms and conditions of the Grant Agreement, to the extent applicable, and hereby expressly acknowledges and agrees that it shall promptly meet any additional requirements and terms and conditions set forth under the Grant Agreement, some of which may survive the termination or expiration of this Agreement. Without limitation, and for reference purposes only, such requirements may include billing and tracking rules, accounting requirements, insurance requirements, workplace rules and conditions, along with any other terms and requirements.

8. Record Keeping and Audit. Subgrantee agrees to maintain records relating to Services and the Work for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Subgrantee agrees that District and the Grant Sponsor shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Subgrantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records.

9. Indemnification. Subgrantee shall agree to defend, indemnify, and hold harmless the District, its Districts, officers, agents, employees, contractors, insurers, agents and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of the Project, the Services, the Work (including any infringement claims related thereto), performance or nonperformance of Subgrantee's obligations under this Agreement, or any other activities of Subgrantee, or any of its officers, agents, employees, agents, insurers, volunteers or subcontractors (including those identified under Section 9(f) below). The provisions of this Section do not apply to any damage or losses caused by the Grant Sponsor or by the gross negligence or willful misconduct of the District.

10. General.

(a) Construction. Should any provision of this Agreement require interpretation by a court or arbitrator, Subgrantee agrees that such party interpreting this Agreement will not apply a presumption that the terms of this Agreement should be more strictly construed against the District by reason of the rule of construction that a document is to be construed more strictly against the party which itself or through its agent prepared it, as Subgrantee agrees and acknowledges that Subgrantee has had an opportunity to review, and seek advice about, its terms, raise any concerns or discuss any desired changes and has therefore participated in the preparation of this Agreement.

(b) Governing Law; Severability. This Agreement will be governed by and construed in accordance with the laws of the State of California excluding that body of law pertaining to conflict of laws. The parties agree that venue is a court of competent jurisdiction in the County of Alameda and the State of California. If any provision of this Agreement is for any reason found to be unenforceable, the remainder of this Agreement will continue in full force and effect.

(c) Non-Discrimination. Subgrantee agrees to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Executive Order 11246, District Board Policy 4.03, and all applicable laws, rules, and regulations in regard to non-discrimination and equal opportunity. Subgrantee agrees and assures that it will not discriminate against, permit discrimination against, harass, or permit harassment against any individual, including but not limited to employees, applicants for employment, or students, because of race, color, religion, creed, national origin, sex, actual or perceived sexual orientation, transgender status at any stage, marital status, disability, medical status or conditions, age, ancestry, gender identity, political affiliation, veteran status, or other personal characteristic protected by law.

(d) Notices. Any notices under this Agreement must be sent by certified or registered mail, return receipt requested, to the address specified below or such other address as the party specifies in writing. Such notice will be effective upon its mailing as specified. The persons identified under the attention line below the addresses on the signature page are designated as the notice contacts for this Agreement.

(e) Complete Understanding; Modification. This Agreement, together with the Scope of Work on Exhibit A and Additional Requirements set forth on Exhibit B, constitutes the complete understanding and agreement of the parties and supersedes all prior understandings and agreements, whether written or oral, with respect to the subject matter hereof. Any waiver, modification or amendment of any provision of this Agreement or the Scope of Work will be effective only if in writing and signed by the parties.

(f) Permissible Subcontract; No Assignment. To the extent agreed to by the District under a Scope of Work or subsequently agreed to, in advance and in writing, by District, the Subgrantee may subcontract some of the Services to be performed by Subgrantee under this Agreement; provided that, (i) the portion of the Services that are to be subcontracted are specifically identified in advance in this Agreement or subsequently approved in writing by District, (ii) the prospective subcontractor, prior to commencing any work, shall enter into an agreement with Subgrantee that is substantially and materially similar to the terms of this Agreement; (iii) management of and coordination with the subcontractor for the subcontracted work shall remain solely with Subgrantee; and (iv) Subgrantee shall remain fully responsible for satisfactory performance and completion of all Services and no subcontract, regardless of the District's approval of the same, shall terminate, mitigate or alter the obligations of Subgrantee hereunder. Any subcontractor shall agree to undertake to perform all work with the highest standards of professional and ethical competence and integrity. Assignment of this Agreement is strictly prohibited and any such assignment shall be null, void and of no force and effect whatsoever.

(g) Public Announcements. Any and all announcements, marketing or publicity in connection with the Services, the Project, this Agreement or the Grant Agreement shall comply with the terms of the Grant Agreement and shall require District's written approval.

(h) Sovereign Immunity Reserved. Nothing herein shall be construed to waive or limit the District's sovereign immunity or any other immunity from suit provided by law.

(i) No Waiver of Performance. The failure of the District to insist, in any one or more instances, upon the performance of any of the terms, covenants, or conditions of the Agreement, or to exercise any right herein, shall not be construed as a waiver or relinquishment of such term, covenant, condition, or right as to further performance. No waiver, properly authorized and in writing, of any breach of any provision shall be construed as a waiver of any continuing or succeeding breach of such provision, a waiver or modification of the provision itself, or a waiver or modification of any right under the Agreement, unless the waiver so states.

(j) Compliance with Laws. Subgrantee declares that it is eligible and authorized to contract with the District and perform the Services. Subgrantee declares that Subgrantee shall fully comply with all federal and state laws, executive orders, regulations, District policies and any other legal requirements

applicable to Subgrantee and related to its performance of this Agreement. Failure to comply with this Section shall constitute a material breach of this Agreement.

(k) Authorized Persons. The authorized person for the parties are the notice contacts designated in Section 9(d) above. The parties expressly recognize that the District's personnel who are not authorized persons cannot order or approve additions, deletions, modifications or revisions in the Services or the terms under this Agreement or the Scope of Work ("Changes"). Failure of Subgrantee to secure proper authorization for Changes shall constitute a waiver of any and all right to such Changes (including, without limitation, waivers on any adjustments in payment or delivery timetable) due to such unauthorized Changes, and Subgrantee thereafter shall be entitled to no compensation or reimbursements whatsoever for the performance of such Changes.

[Signature page to follow]

IN WITNESS WHEREOF, an authorized person for each party has signed this Agreement as of the Effective Date.

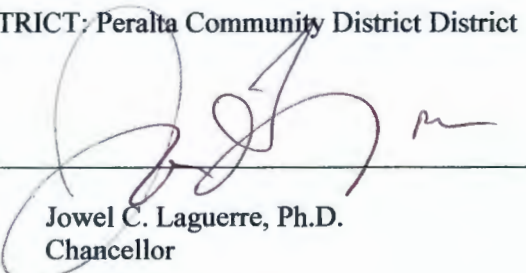
SUBGRANTEE: California State University – East Bay

By: 
Bernard McCune

Title: Deputy Chief-Office of Post-Secondary Readiness

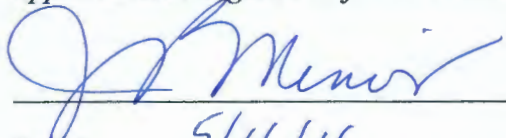
Address: Oakland Unified School District
1000 Broadway
Suite 600
Oakland, CA 94605


DISTRICT: Peralta Community District District

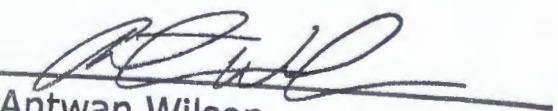
By: 
Jowel C. Laguerre, Ph.D.
Chancellor

Address:

Approved as to Legal Form for the District


Dated: 5/16/16

 6/8/14
James Harris
President, Board of Education

 6/8/14
Antwan Wilson
Secretary, Board of Education

File ID Number: 16-1031
Introduction Date: 6-8-16
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EXHIBIT A

Scope of Work

Funded Proposal:

A. Bridging the Gap Initiative Project Goals

- To double the number of students who, upon graduation from high school, will enroll and be successful in District transfer level mathematics.
- To redefine and implement new math pathways (grades 6-16) in a Linked Learning context.

B. Project Overview

Proposed Partnership

The Peralta Community District District (PCCD), in partnership with Oakland Unified School District, Berkeley Unified School District, and California State University East Bay, have formed a partnership (a subset of our broader East Bay Career Pathways Consortium and our East Bay Linked Learning Hub of Excellence) to further integrate and expand our policies and practices to create successful student secondary to postsecondary transitions. As part of a commitment to ensure all students in Oakland and Berkeley graduate from District, the Mayors of both cities are currently leading efforts to establish "District Promise" initiatives that will align with and support the proposed pilot project.

Background

Our proposed pilot project will build on the work our high schools and community Districts have been doing for two years – with the assistance of the California Community District Linked Learning Initiative (CCCLLI) and the Career Pathways Trust (CPT) – to address some of the well known inter-segmental barriers between our systems: mathematics assessment, mathematics placement, early outreach and counseling, early exposure to District level work aligned to a career pathway rooted in rigorous academics, and a meaningful sequence of work-based learning related to a student's pathway. Additionally, the pilot project will build on extensive work within OUSD and BUSD to upgrade to Common Core State Standards, including new Board Policy in both districts outlining course sequences for secondary mathematics.

During the past year, our region has made tremendous strides in each area:

Assessment and Placement: This year, PCCD launched an Improved Placement Initiative and is participating in the statewide Multiple Measures Assessment Pilot (MMAP) as part of the Common Assessment Initiative. Last year, Peralta English and math faculty from all four of the Peralta Districts collaborated and agreed to adopt the MMAP framework for placement based on GPA and transcript data. In addition, PCCD now has student transcript data sharing agreements with our partner K12 Districts enabling the District to provide Peralta Counselors easy access to the recommended placement information.

Early Outreach and Integrated Counseling: The Peralta Districts are adding Outreach Specialists embedded in their counseling departments and OUSD has added counselors at high schools. Last year, teams from each high school partnered with each of the Peralta Districts to bring graduating seniors to the campuses, tour CTE and other classrooms, and meet faculty and students. Peralta counselors and Outreach Specialists visited the high schools to conduct information, assessment, and initial placements based on student transcript data.

Early District Credit: Also this year, PCCD and Oakland Unified School District negotiated and adopted an 18-month pilot MOU to facilitate and scale the number of opportunities for students to earn early District credit via dual enrollment. This semester, Peralta instructors are teaching more than 15 District courses at Oakland high school campuses. Next semester, we anticipate that number quadrupling. In the next few months, PCCD will be negotiating with all of the K12 Districts in our region to form District and Career Access Pathways (CCAP0 partnership agreements per AB 288) that build off of the pilot with OUSD.

Work-based Learning: Our region is building significant capacity to increase the number of employers connected with students and educators in a variety of levels, K-14. Workforce Coordinators at the District campuses, Work-based Learning Specialists at the high schools and ROP's, Workforce Development Board staff, local Chambers of Commerce, community-based organizations and others are hiring staff so that there is greater capacity for offering work-based learning opportunities. These new personnel will help prepare students for the world of work, collaborate with each other to scale the quantity and quality of employers connecting with both students and faculty, and support our local CTE pathway action teams to refine the sequence of work-based learning in each pathway K-14. The East Bay Hub of Excellence, hosted at the Oakland Metropolitan Chamber of Commerce, is just now hiring staff to help convene and facilitate this broad set of interests and align them on behalf of students.

Transition To Common Core State Standards (CCSS): Over the past 4 years, OUSD and BUSD have made significant strides to provide development and learning opportunities for teachers, TK-12, and to upgrade systems to support students to reach and exceed the higher demands of the Common Core Standards. To date, the work has included professional development for teachers, a curriculum overhaul, and new assessments. In addition, the districts have worked on Board Policy outlining the math course sequencing, grades 6-12, to include significant math content increases at the middle grades, and a strategy to align resources to ensure all students have access to the math content tested at the end of 11th grade, through the Smarter Balanced Assessment Consortium (SBAC), to determine readiness for District and career.

New Opportunities

Recent developments at the state level have created new opportunities for our region to further integrate and expand our efforts:

1. The recent announcement by the CSU Office of the Chancellor's General Education Advisory Committee that CSU "authorizes temporary recognition of statistics pathways curriculum in satisfaction of the Quantitative Reasoning requirement for transfer admission and completion of lower-division coursework in general education."
2. The passage of AB 288 (Holden) which specifies that regional partnership agreements "shall certify that any remedial course taught by community District faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community District faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for District-level work upon graduation."

The CSU announcement opens up an exciting opportunity to bring CSU East Bay into our K-14 Linked Learning pathway work, particularly in the context of the idea that there may be many District and career pathways and, in particular, "many math pathways." The CSU (and University of California) decision to allow for a "statistics pathway" opens the door for secondary and community District partners to explore differentiated pathways, rather than a singular mathematics progression.

AB 288 strengthens our ability to integrate academic content standards, aligned with District and career opportunities, to ensure that all students experience rigorous academics that maximize articulation between high school and postsecondary without the need for remediation. AB 288 offers a unique opportunity to accelerate completion of credentials, certificates, and degrees.

Our partnership is proposing to build on both the CSU and AB 288 developments to focus in on rethinking math pathways grades 6-16, with a particular emphasis on the use of the 12th grade to address any need for remediation or acceleration in math in the context of students' many District and career pathway options.

Description of Proposed Pilot Project

Our partnership reflected on the Bridging the Gap Framework and spent quite a bit of time on the pros and cons of choosing different "slices" of the Framework on which to focus. In our region, we are fortunate in that we have

CCCLLI, CPT, and other resources to support our work across the Framework and the spectrum of student momentum. Our goal was to identify an area for this project that is firmly embedded and which supports all of the other work we are doing to: build robust Linked Learning pathways K-14, accelerate access to District, explore transition curricula and opportunities for early District credit, enhance our Improved Placement Initiative and provide more student supports during the transition process. We also recognize that extending the partnership and framework to include the 4-year institutions is critical and we look forward to jumping on that opportunity in the context of this project.

In the end, our Partnership chose to propose work focused on grade 6-16 math pathways because we feel it will lift up and strengthen all of our other efforts and relationships while pushing us to revise our policies and practices in some key ways that will yield positive impacts across the Framework. Our math-focused project allows for deep learning and informed action in an area that is a particular pain point for our students, as revealed by data cited below. We feel that work done on this "slice" of our inter-segmental work will inform all that is simultaneously happening in various other slices: ELA and ELL, science, civic engagement, career and technical education, work-based learning, etc.). In our experience working in a complex time of major education and system change at every level, the best course is one that builds on and supports efforts that are already underway, while pushing the envelope and furthering the existing efforts in new ways.

Our regional partnership proposes to dramatically increase the number of students who, upon graduation from high school, will enroll and be successful in District transfer level mathematics.

Today, approximately 62% of students enrolling in the Peralta Districts need some form of remediation in math. At CSU East Bay, 54% of incoming students require remediation in math. While Peralta's Improved Placement Initiative will improve the accuracy of math and English placements through the use of transcript data in addition to the use of the Compass Assessment Test, preliminary analysis of that transcript data as applied to the MMAP placement rules suggests that only 25-35% of OUSD high school students enrolling in the Peralta Districts next year will be eligible to see a positive impact from this Initiative. The remaining students have GPAs or course records that fall below the requirements of the placement rules.

Berkeley City District (BCC) and District of Alameda (COA) participated in the California Acceleration Project to re-evaluate how the Districts can accelerate the math remediation sequence, recognizing that only 17% of students who begin their Peralta experience in remedial math courses ever complete a degree or certificate, let alone transfer to CSU or UC. And only 11% of students who begin a Basic Skills math course successfully complete a transfer level math course.

At California State University East Bay (CSUEB), one of the CSU system's most diverse campuses, 54% of the Fall 2013 entering freshmen required at least one quarter of developmental (remedial) math. Of the 54% of freshmen taking remedial math, roughly one-third require the first course in a three-course sequence covering pre-Algebra, and roughly one-third of these students do not pass the course on the first try in the fall quarter (CSUEB Institutional Data, 2013). The number of first-time freshman students at CSUEB requiring developmental math, as well as developmental English, has significant implications for both first- and second-year students' persistence and retention, and for students' preparation for the workforce. Students who fail to pass the developmental math sequence are subject to removal from the university once opportunities for remediation have been exhausted.

To suggest, however, that the "remediation" problem will be solved by improving assessment, placement, and remediation strategy at the District-level alone misses the power and promise of inter-segmental work. This pilot project proposes to understand more deeply the secondary math course sequence context so that K-16 we can take advantage of the true opportunities that linked learning pathways afford.

During our planning process, our regional partnership will study and develop strategy to:

1. Build a robust partnership so that high school, community District, and CSU East Bay math faculty and administrators are in dialogue about math pathways, including how our high school preparation and developmental math sequences can and should align and how our math assessments should be understood and embedded in the educational segments sending students to take those assessments.
2. Look at our student-level data more closely to understand together the shortcomings in existing (de facto) math pathways, and the possible math pathway alternatives and their implications for students.

3. Define equity-focused outcomes for our students: figure out what math-related opportunities, experiences and results we are actively trying to change for students, particularly students historically ill-served by our educational system.
4. Evaluate new 12th grade options in math, refine and implement new options, with a goal of offering remedial District credit bearing math courses as one of several options.
5. Seek alignment with Linked Learning pathways, capitalizing on AB 288 and the CSU announcement with respect to statistics pathways to evaluate and offer more contextualized math courses in the 11th and 12th grades.
6. Align our "Language of Math" so that all three of our educational segments are sharing the same math vocabulary. We anticipate learning from a WestEd-led cross-walk analysis of District-readiness assessments: SBAC, ELM, and the community District assessment.
7. Conduct an early pilot between BCC and Berkeley High School to start framing these questions while looking at real-time data. This coming spring, Berkeley City District will offer Math 206 at Berkeley High School and is currently redesigning their intake process to supplement the District's Improved Placement Initiative: if a high school 12th grader successfully completes Math 206, he or she can automatically enroll in Math 13 (District level math) without having to take the assessment test. As a result, we will be able to review the impact of the modified math pathway on students, their transition to community District, the role of counselors in assisting students both before and after their senior year experience during our planning phase and adjust our implementation phase accordingly.
8. Explore options for students to migrate from one math pathway to another and back again so that students can change their mind about being on a STEM pathway.
9. Explore offering CSU developmental math courses at the community Districts.
10. Build "embedded transitions" such that the community District Common Assessment and CSU's Entry Level Math Assessment are embedded in the curriculum and teacher practices at each level. High school students, parents, and teachers will be aware of and exposed to each assessment and the consequences of the assessment on District and career pathways, not just their math pathway.
11. Strengthen student supports in high school and community District by providing clear guidance and professional development for counselors and other support providers in terms of a student's math choices and their implications for assessments, ability to transition to the next segment, and career options. Build student agency and positive math identity through the course selection process. Reframe issues of "course placement" to be "course options" so that students are the empowered actor rather than the passive subject of improved systems. We need to figure out how the inclusion of student choice in the multiple measures approach will interrupt historic patterns of self-selected tracking of students of color and women out of STEM-related fields.
12. Explore opportunities for creating and even sharing a pool of math teachers. Our partners recognize that most of the remedial math courses at the community Districts are taught by part-time math faculty with little to no training in pedagogy and that all of CSU East Bay's developmental math courses are taught by graduate students. The secondary institutions also have difficulty finding and retaining teachers that are both highly skilled in high school pedagogy and mathematics. We will strive to find solutions to this problem together and to coordinate recruitment, hiring, and professional development for teachers and faculty across the segments. A related goal is establishing a pipeline of potential math teachers from CSU East Bay to the K12's and community Districts.
13. Explore possible changes to Peralta's minimum qualifications for teaching developmental math. Faculty teaching lower level courses may not require a master's degree in mathematics. This would be discussed with OUSD, BUSD, CSU East Bay as well as our faculty union and shared governance committees.
14. Anticipate programmatic and professional development implications 2-3 years out, as the proposed work begins to shift what students and faculty see as highest need.

Target Population

Our target population is those high school students who, given their progression through the 11th grade, are at risk of not graduating or graduating without the math preparation necessary to continue in their linked learning pathway through to a certificate, diploma, or transition to a 4-year university or District.

Ability to collect and share data

PCCD has data sharing agreements in place with both Oakland and Berkeley Unified School Districts. Our ability to collect and share student data related to our target population is greatly enhanced, as is the community

of practice our region has built among institutional research directors across educational segments. Under the auspices of the CPT activities in our region, our IR Directors are in frequent contact and have demonstrated a willingness to work together to solve problems, innovate solutions, and improve practices. Under the auspices of this Initiative, CSU East Bay would be added to the data sharing agreements.

C. Partnership Capacity

Lead Organization

The Peralta Community District District will lead this effort. Math faculty and administrators from all of the Peralta Districts, Oakland and Berkeley Unified School Districts, as well as the CSU East Bay Math Department Chair and the Institute for STEM Education, met to shape this proposal and made this decision on the basis of BCC's and COA's participation in the California Acceleration Project, their faculty's development of new pre-stats curriculum, and their field-testing of an accelerated remedial math sequence over the past few years. Berkeley City District and Berkeley High School will be piloting this pre-stats class (Math 206) this spring. Our partnership will be using this pilot to evaluate some of our early thinking about math pathways.

The Peralta Districts have led our regional CCCLLI work in collaboration with OUSD, and, for the past two years, have served as the fiscal agent and lead on the work of the East Bay Career Pathways Consortium. All of the proposed partners, with the exception of CSU East Bay, are active participants in that effort and have made great strides together in terms of creating student momentum in the Bridging the Gap framework.

The Peralta Districts will serve as the fiscal agent and, as such, the employer of record for the Project Director whose assistance will benefit all of the partners by working with each partner as well as across partners.

D. Alignment and Leverage

As described in the Project Overview Background section, this proposal will align with, leverage, and build upon many past and present student success initiatives in our region, including the California Career Pathways Trust, The California Community District Linked Learning Initiative, the Linked Learning District Initiative, extensive CCSS mathematics development work at the K-12 level, and recent work at CSU East Bay in rethinking their developmental math sequence.

The proposed project explicitly aligns with institutional effectiveness strategies, including:

OUSD Superintendent's Strategic Plan, *Pathways to Excellence*, which aims to engage every high school student in a linked learning District and career pathway by 2020, so that all students graduate District, career and community ready. This plan won community investment in the form of a parcel tax, which guarantees focused funding for high school improvement (through the linked learning approach) until 2026. Additionally, OUSD is deeply engaged in improving its various STEM pathways, with tremendous investment and support from both philanthropy and industry (e.g. Atlantic Philanthropy, Bechtel Foundation, Intel Foundation, SAP, CISCO, Chevron), and all of these pathways must have a strong math infrastructure, or students will not be prepared for STEM careers.

BUSD and BCC are partners with the City of Berkeley in Berkeley 2020, a workforce and economic development vision and plan for Berkeley residents. In addition, they are both active partners with Mayor Tom Bates in crafting a "Berkeley District Promise." BCC's early work sharing counselors with Berkeley High and piloting an ICT pathway program under the auspices of the CCCLLI project with Skyline High School in 2013 led to a grant from SAP and a deepening of that partnership which is leading to tremendous gains for students as they transition from secondary to post-secondary.

PCCD recently updated the District's Strategic Plan which emphasizes and reinforces our implementation of each District's Students Success Plan, Equity Plan, and so many of our current strategic initiatives which support these: CCCLLI, Career Pathways Trust, AB 104 Adult Education reform, etc. The District recently launched an Office of Student Success and Equity at the District level which will be assisting and integrating efforts at the campuses in establishing Centers for Your Educational Success (CYES) which will integrate and provide additional students supports to students aligned with each campus' equity goals.

The Peralta Districts are, like many community Districts, launching new efforts to synthesize their development of career pathways with the priorities and initiatives identified in their Equity Plans. One recurring theme in this work is the need for improved student supports in early outreach, improved transitions to District, and a supporting environment through District. As the work we have done on District and career pathways development evolves and as counselors and English and math teachers engage in and see the impact of our Improved Placement Initiative, more attention is being focused on those issues - like those identified in this proposal - where students experience the greatest barriers.

East Bay Linked Learning Hub of Excellence

The proposed partners, along with our East Bay Career Pathways Consortium colleagues, are members of the East Bay Linked Learning Hub of Excellence and share the vision for that organization (hosted at the Oakland Metropolitan Chamber of Commerce) that it will serve to help scale and improve Linked Learning across the region. Already, OUSD serves as a mentor district to other districts in the region. Chamber staff and incoming Hub staff have committed to helping the proposed partners disseminate their learning from the proposed pilot. Policies and practices that the proposed partners change as a result of this pilot will be shared across the East Bay region.

Cal State East Bay (CSUEB)

Adding to the emerging articulation between OUSD, BUSD, and Peralta Community Districts, CSUEB has invested significant resources in an effort to increase students' success in developmental math classes. Specifically, faculty from CSUEB's Math Department have designed and are researching student outcomes associated with a new three-course (one year) sequence in which each course serves as a prerequisite for the next course in the sequence. This program is titled Changing Remedial Math (ChaRM):

- *MATH 805 Introduction to Algebra:* fractions, signed numbers, percentages, introduction to geometry, simplifying algebraic expressions, solving linear equations, straight lines.
- *MATH 806 Elementary Algebra:* Operations with integers, exponents, order of operations, solving linear equations, operations with polynomials, operations with rational expressions, complex fractions, slopes and intercepts, solving and graphing inequalities.
- *MATH 807 Intermediate Algebra:* Operations with algebraic expressions, exponents and radicals; linear and quadratic equations; systems of equations and inequalities; linear and quadratic functions and their graphs; elementary conic sections; word problems.

The entry point for each student is based on his or her Entry Level Math (ELM) Exam score. The grading for the remedial math courses is A, B, C, or no credit. Once students pass Math 807, the remedial math flag is lifted and they are free to take District-level classes for credit.

- The courses differ from those previously offered at CSUEB in the following seven ways:

Small Class Size: Course enrollments are limited to 20 students

- ***Group work:*** Working in groups is the norm, to allow discussion, exploration, and investigation.
- ***Learning Progressions:*** Instructors have developed workbooks that are used in-lieu of traditional textbooks. This has allowed the professors to organize learning material into distinct units that address key math concepts and skills.
- ***Hands on, Inquiry-Based Teaching and 'Conceptual Hooks' for Mathematical Understanding:*** Instructors use concrete materials, such as two-color chips for integers, algebra tiles for expressions and equations, to introduce topics to students to help students understand and internalize the underlying math concepts. Then instructors transition to a semi-concrete portrayal of the concrete material by using appropriate diagrams, and finally, move to the abstract. The unfolding of each new concept is handled by having students do explorations, looking for patterns on their own so that a "rule" is something they discover, rather than being told by the teacher.
- ***Use of Technology to Personalize Instruction:*** Students' homework is conducted online during the week. The online program is ALEKS, a web-based adaptive program that uses "artificial intelligence" to learn and adjusts its math questions based on individual student performance. Students must master a skill set before moving on to the next skill set.

- **Teaching for Mastery and Assessments:** At the outset of the courses, students sign a contract agreeing to work with their classmates to master the course material. There are three exams over the quarter, each one covering approximately two Units. In order to pass the course, students must receive at least 70% on EACH exam. Thus, no content knowledge falls through the cracks.

CSUEB recognizes that the knowledge and background of the instructor and his/her familiarity with the curriculum is a key component of the mathematics program. It also recognizes that Master's Degree students are often employed as lecturers to teach developmental mathematics. Thus, in addition to redesigning the developmental math courses, CSUEB has developed a **one-unit Robust Teaching Associate teacher training course (Math 6005) for ChaRM instructors**. The course for ChaRM instructors includes: 1) day-long orientation prior to the start of the course, 2) weekly meetings (70 minutes) to discuss math concepts found in next week's course material, what was successful and what needs improvement, technical difficulties, and class management issues, 3) creation of a feedback loop to continually improve course materials and structure, and 4) overall support to TAs.

Preliminary data suggests that the redesigned math courses have enhanced CSUEB students' math development. During the planning phase of this proposal, partners will explore this approach as one possibility for coursework that could be offered jointly across institutions.

Conclusion

Our Partnership is dedicated to the work described in this proposal. We have committed to doing it, regardless of funding. Our concern is that without funding, our efforts might be delayed and more students will have to wait to see the tremendous positive impact of the work we are proposing to do together. We continue to be so grateful for the support and guidance of the James Irvine Foundation, Career Ladders Project, and the many partners supported by the James Irvine Foundation who find a way to meaningfully engage with and support our public systems for the benefit of our students. We hope to be able to work with you and our colleagues around the state on this project.

1. **Services.** Subgrantee shall perform the Services and provide the deliverables described herein ("Deliverables").

Per the Funded Proposal above, Dr. Julie Glass and Dr. Stephanie Couch from CSU East Bay, will participate actively in the Steering Committee and Core Team created for this planning process between the months of December 2015 and September 1, 2016. They will commit themselves to helping the partnership (Peralta Colleges, Oakland Unified School District, Berkeley Unified School District, and CSU East Bay) create and submit a successfully funded plan for improving K-16 math pathways to the Irvine Foundation by September, 2016.

Subgrantee shall complete the Services and deliver to District the Deliverables described herein no later than the end of the planning period or August 1, 2016.

Acceptance Criteria: To the extent a portion of any Service or Deliverable does not conform to the specifications set forth herein, to District's satisfaction, District shall promptly notify Subgrantee of such nonconformance and Subgrantee shall have 30 days from the date of such notification to re-perform the Service or to cure the nonconformance and to deliver to the District a version of the Deliverable that conforms in all material respects, to the District's satisfaction, at no additional charge or expense to the District. At the time of re-performance or re-delivery, the process of acceptance shall again apply (*at no additional charge or expense to the District*), calculated from the date of delivery of the corrected Service or Deliverable.

2. **Fees.** As compensation for performing the Services, providing the Deliverables and meeting all of its obligations under the Agreement, the District will pay Subgrantee, subject to Section 1(b) of the Agreement:

An amount not-to-exceed \$27,621 for the release time of Julie Glass, Math Department Chair, calculated on an hourly rate of \$_____.

This planning grant was meant to compensate Dr. Glass for 25% of her time over load to help develop the plan to be submitted to the Irvine Foundation by the August, 2016. It is expected that CSU East Bay will invoice the planning grant for the hours Dr. Glass actually spends on the planning process.

There is also \$518 for Dr. Glass' benefits and \$172.50 in mileage costs in the planning grant budgeted for Dr. Glass' expenses during the planning period.

The total not-to-exceed amount is therefore: \$28,311.50.

The District shall pay the Fee within 60 days of its receipt of a complete and accurate invoice therefor, subject to the following invoicing schedule:

Subgrantee may submit invoices to the District on a monthly basis or can submit an invoice at the end of the planning period.

The District reserves the right to audit the Subgrantee's records to confirm amounts and services for which Subgrantee received payment hereunder.

4. Expenses.

In addition to Dr. Glass' overload time, there is also \$518 for Dr. Glass' benefits and \$172.50 in mileage costs in the planning grant budgeted for Dr. Glass' expenses during the planning period.

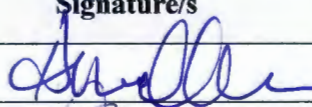

5. Unexpended Funds. Subgrantee agrees to comply with all Grant requirements and acknowledges that it is solely responsible for the appropriate expenditure of all Grant funds received and for any misappropriation or disallowment of Grant funds. As this is a planning grant, funds advanced but unexpended by **September 1, 2016** will be returned to District. No extensions of time will be allowed without the express written pre-approval of District. Subgrantee agrees to notify District if it will be unable to fully expend funds by the Completion Date.

OUSD Grants Management Facesheet

Title of Grant: California State Easy Bay & Peralta Community College District Planning Grant	Funding Cycle Dates: 4/8/16 – 8/1/16
Grant's Fiscal Agent: Karen Engel, Director of Economic and Workforce Development	Grant Amount for Full Funding Cycle: \$8,881.00
Funding Agency: Peralta Community College District	Grant Focus: K-16 Math Pathways
List all School(s) or Department(s) to be Served: Various OUSD students	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will help to further integrate and expand our policies and practices to create successful student secondary to postsecondary mathematics transitions.
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.)	N/A
Does the grant require any resources from the school(s) or district? If so, describe.	This grant requires that Teaching & Learning conduct Teacher Planning Sessions
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.)	N/A
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.)	N/A
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Karen Engel Director of Economic and Workforce Development 333 East 8 th Street Oakland, CA 94606

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			5/12/16
Department Head (e.g. for school day programs or for extended day and student support activities)	Philip Tucher Director of Mathematics		

Grant Office Obtained Approval Signatures:

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

dd
5-10-16