

File ID Number	18-0606
Introduction Date	4/11/18
Enactment Number	18-0591
Enactment Date	4-11-18
By	



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

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

April 11, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent

Subject: Grant Award - California Department of Social Services - California Newcomer Education & Well-Being Project Grant

**ACTION REQUESTED:**

Approval by the Board of Education of Grant Award from the California Department of Social Services, Refugee Programs Bureau, seeking \$611,840.00, for OUSD schools for fiscal year 2017-2018, pursuant to the terms and conditions, thereof, if any.

**BACKGROUND:**

A Grant award for OUSD schools for the 2017-2018 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
18-0606	Yes	Grant	English Language Learner & Multilingual Achievement (ELLMA) Office.	Services to support academic success and well-being of newcomer refugee, alylee, and unaccompanied youth aged 14 and older.	July 1, 2017 through June 30, 2018	California Department of Social Services, Refugee Programs Bureau	\$611,840.00

**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: \$611.840.00

**RECOMMENDATION:**

Approval by the Board of Education of Grant Award from the California Department of Social Services, Refugee Programs Bureau, fiscal years 2017-2018, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**ATTACHMENTS:**

Grant Face Sheet

Grant Award Letter, State of California-Health and Human Services Agency  
Department of Social Services

Grant Application



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

**Legislative File ID No.** 18-0606

**Department:** English Language Learner & Multilingual Achievement Office

**Vendor Name:** California Department of Social Services, Refugee Programs Bureau

**Contract Term:** Start Date: 7/1/2017 End Date: 6/30/18

**Annual Cost:** \$ 611,840.00

**Approved by:** Tom Hughes, Nicole Knight

**Is Vendor a local Oakland business?** Yes ☐ No ☒

**Why was this Vendor selected?**

The California Department of Social Services, Refugee Programs Bureau was selected to administer funds allocated under AB 99 in support of refugee, asylee, and unaccompanied immigrant youth. For several years they have also administered the federal Refugee Student Impact Grant program which has funded our pre-existing supports for refugee/asylee students at a much smaller scale. As such, staff from the Refugee Programs Bureau is already familiar with both the OUSD staff that work with this population as well as the demographics of our immigrant population and some of the key factors impacting these students and families.

**Summarize the services this Vendor will be providing.**

The grant will provide for services in three main categories:

- 1) Academic supports through the expansion of the Newcomer Assistant position to multiple schools serving eligible students, offering early literacy intervention as well as support for mainstreaming of students into core content area classes not designed exclusively for newcomers.
- 2) Academic and career pathway advising targeting eligible students to provide for equitable access to career development opportunities and to remove hurdles to high school completion.
- 3) Safety intervention program to address street-level violence concerns impacting newcomer students and facilitate services for high risk students to maintain their enrollment and promote their well-being.

**Was this contract competitively bid?** Yes ☐ No ☒

If No, answer the following:

1) How did you determine the price is competitive?

The California Department of Social Services, Refugee Programs Bureau is the only entity disbursing these funds for the State of California, so OUSD had to apply through them in order to receive any funding pursuant to AB99.

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**



These are grant dollars awarded to OUSD, not a contract with an external vendor.

OUSD Grants Management Face Sheet

<b>Title of Grant:</b> CalNEW (California Newcomer Education and Well-Being)	<b>Funding Cycle Dates:</b> July 1, 2017-June 30, 2018
<b>Grant's Fiscal Agent:</b> Oakland Unified School District	<b>Grant Amount for Full Funding Cycle:</b> \$611,840
<b>Funding Agency:</b> California Department of Social Services, Refugee Programs Bureau	<b>Grant Focus:</b> Support newcomer refugee and unaccompanied minor students in OUSD
<b>List all School(s) or Department(s) to be Served:</b> ELLMA, Secondary Newcomer Program Sites	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant's primary focus is to assist refugee/asylee as well as anticipated asylee students (primarily Unaccompanied Immigrant Youth) aged 14 and older in being college and career ready, through addressing academic needs related to language development as well as addressing other barriers to success and engagement in school. This aligns with the overall OUSD objective of ensuring college and career readiness for all students.
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.)	We have a flag for refugee and unaccompanied minor students and a tracking system in place to measure and track attendance, ELPAC scores, grades, retention, and other test scores.
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.)	No.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Tom Hughes & Nate Dunstan <a href="mailto:tom.hughes@ousd.org">tom.hughes@ousd.org</a> , <a href="mailto:nathaniel.dunstan@ousd.org">nathaniel.dunstan@ousd.org</a> (510) 878-6873, (510) 273-1661

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Nicole Knight		3/16/18
Department Head	Sondra Aguilera		3/19/18
(e.g. for school day programs or for extended day and student support activities)			

**Grant Office Obtained Approval Signatures:**

Entity	Name	Signature	Date
Fiscal Officer			
Superintendent	Kyla Johnson-Trammel		

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the General Counsel  
APPROVED FOR FORM AND SUBSTANCE  
By:   
Michael L. Smith, Attorney at Law



WILL LIGHTBOURNE  
DIRECTOR

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY  
**DEPARTMENT OF SOCIAL SERVICES**  
744 P Street • Sacramento, CA 95814 • [www.cdss.ca.gov](http://www.cdss.ca.gov)



EDMUND G. BROWN JR.  
GOVERNOR

March 7, 2018

Dr. Kayla Johnson-Trammell  
Superintendent  
Oakland Unified School District  
1000 Broadway, Ste. 680  
Oakland, CA 94607

Dear Dr. Trammell:

The California Department of Social Services (CDSS) is pleased to announce funding awards for the California Newcomer Education and Well-Being (CalNEW) project. Section 81 of Assembly Bill 99 (Chapter 15, Statutes of 2017) appropriated ten million dollars (\$10,000,000) from the State General Fund to CDSS during State Fiscal Years (SFY) 2017-20 to provide additional services for refugees and other eligible school-age students served by the federal Office of Refugee Resettlement.

The Oakland Unified School District (OUSD) has successfully applied for CalNEW funding. The CDSS will award OUSD \$611,840 for the SFY 2017-18; the second and third-year funding will be subject to availability of funds and satisfactory progress of OUSD's CalNEW project.

The goal of the CalNEW is to provide supplemental resources to impacted school districts that have received significant numbers of eligible students to address the obstacles confronting these children so that they may succeed in their academic endeavors and social integration.

Should you have any questions regarding the information included in this letter, please contact Migdalia Wade, Policy Manager at (916) 654-1248 or [Migdalia.Wade@dss.ca.gov](mailto:Migdalia.Wade@dss.ca.gov).

Sincerely,

MARCELA RUIZ, Chief  
Immigration and Refugee Programs Branch

c: Nate Dunstan, Specialist, Refugee and Asylee Program  
Tom Hughes, Director, Newcomer Programs



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## APPLICATION:

### CALIFORNIA NEWCOMER EDUCATION & WELL-BEING PROJECT GRANT YEARS 2017-2018

February 01, 2018

Aimee Eng  
President, Board of Education

Kyla A. Johnson-Trammell  
Secretary, Board of Education

File ID Number: 18-0606  
Introduction Date: 4-11-18  
Enactment Number: 18-0591  
Enactment Date: 4-11-18   
By:

## TABLE OF CONTENTS

Applicant Contact Information .....	2
Proposed Budget and Eligible Student Population.....	2
Authorized Agent Signature .....	2
Minimum Qualifications .....	3
Project Narrative .....	5
Existing Capacity and Sustainable Project Plan.....	5
Staff Qualifications and Engagement.....	22
Leveraging Community Resources .....	26
Measuring Outcomes.....	28
Budgets.....	30



### Applicant Contact Information

Date: February 2, 2018  
School District: Oakland Unified School District  
County: Alameda  
Address: 1000 Broadway, Suite 398,  
Oakland, CA 94607  
Phone: (510) 273 1661  
Fax: 510-879-3120 / 510 273 1521  
School District's  
Superintendent (or  
authorized designee): Kyla Johnson-Trammell  
Program Contact Name: Nate Dunstan / Tom Hughes  
Title: Program Manager, Newcomer  
Refugee/Asylee Services  
Director, Newcomer Programs  
Phone: (510) 273 1661  
E-mail: nathaniel.dunstan@ousd.org  
tom.hughes@ousd.org  
Website: www.ousd.org/ellma

### Proposed Budget and Eligible Student Population

Proposed Budget Amount: \$ 719,026/year Anticipated Caseload: 956

### Authorized Agent Signature

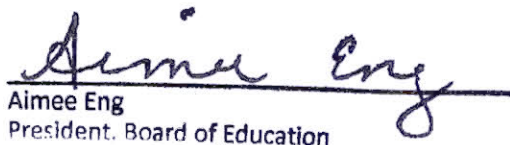
The undersigned acknowledge they have reviewed this application and agree with the information presented herein.

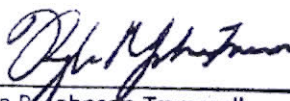
  
Authorized Official Signature

THOMAS HUGHES  
Print Name

2/1/18  
Date

DIRECTOR, NEWCOMER  
PROGRAMS  
Title

  
Aimee Eng  
President, Board of Education

  
Kyla B. Johnson-Trammell  
Secretary, Board of Education

Page 2 of 35

File ID Number: 18-0606  
Introduction Date: 4-11-18  
Enactment Number: 18-0591  
Enactment Date: 4-11-18  
By:

## Minimum Qualifications

**All applicants for the CalNEW project funding must meet all of the following requirements; if you answered "NO" to any of the questions (1 – 12), you have not met the minimum qualifications and are not eligible to be considered for CalNEW funding.**

1. Is the school district located in a refugee-impacted county such as Alameda, Contra Costa, Los Angeles, Orange, Riverside, Sacramento, San Diego, San Francisco, San Joaquin, Santa Clara, or Stanislaus County?

☒ Yes  
☐ No

2. Have numerical data demonstrating 100 or more newly arrived eligible students in the school district?

☒ Yes  
☐ No

3. Possess an assessment tool to identify the process for determining the eligibility of the participating students?

☒ Yes  
☐ No

4. Have a plan to protect the students' confidential information?

☒ Yes  
☐ No

5. Able to propose an educational plan that will include: activities, language, academic, cultural, and mental health services to meet the needs of the eligible students and their families?

☒ Yes  
☐ No

6. Have or will hire culturally competent or sensitive staff qualified to complete the objectives of the CalNEW project?

☒ Yes  
☐ No

7. Have or will develop an effective plan to recruit, conduct outreach, and engage eligible students and have their parents/sponsors/legal guardians to increase students' attendance and participation in the CalNEW project?

☒ Yes  
☐ No

8. Have existing partnerships or plan to partner with community organizations and other providers to address gaps in services and meet eligible students' needs (high risk behaviors and trauma, legal representation, case management, etc.)?

☒ Yes  
☐ No

9. Collaborate or plan to collaborate with the local County Refugee Coordinator and at least one Resettlement Agency, with an effective plan on how this collaboration will improve the school district's CalNEW project?

☒ Yes  
☐ No

10. Have an evaluation method of collecting and documenting CalNEW project effectiveness and accomplishments, and have a plan to capture data that will demonstrate improvement in the eligible students' academics?

☒ Yes  
☐ No

11. Have an evaluation plan and interventions that accomplish the CalNEW project goals?

☒ Yes  
☐ No

12. Will present a proposed budget that shows correlation between the proposed expenditures and project activities?

☒ Yes  
☐ No

**If you answered "Yes" to all of the questions (1-12) above, you meet the minimum qualifications. Please proceed to complete the Project Narrative section of this application.**

## Project Narrative

### Existing Capacity and Sustainable Project Plan

1. Describe your school district's engagement practices and services for newcomers.
  - a. Briefly describe engagement practices and services for newcomers.
  - b. Briefly describe strategies, programs, and services for refugees.
  - c. Include, current strategies, programs and services for youth age 14 and above.

1. Oakland Unified School District has well-established, tailored services to meet the academic and holistic needs of our diverse and significant population of newcomer and refugee students. The proposed activities of the CalNew project would allow us to expand programming in order to meet additional needs of our recently arrived students.

1a. The Newcomer Program of OUSD's English Language Learner and Multilingual Achievement (ELLMA) department develops supports for newcomer students based on research and provides professional development for newcomer teachers and leaders. It ensures that newcomer students and their families have access to culturally sensitive mental health, health, legal and other social services and aligns with policies and resources for refugee and asylee students. The Newcomer Program engages recently arrived students through school-based supports and services.

All OUSD schools with newcomer students have universal supports which include special attention to literacy development and early reading skills as needed, at least one period daily of Designated English Language Development (ELD) as well as Integrated ELD across all content areas, primary language support, targeted scaffolding and structured opportunities to collaborate with advanced English Language Learners and English Only students. While some extended learning opportunities exist, after school and summer school programs do not adequately meet the needs of newcomer students.

Dedicated newcomer programs with intensive supports in language acquisition, scaffolded content and socio-emotional learning are located at specific elementary and secondary sites in OUSD. There are currently Newcomer Programs at the following OUSD schools:

- 3 Elementary Schools: Bridges, Franklin, Garfield
- 7 Middle Schools: Alliance, Bret Harte, Frick Impact Academy, Melrose Leadership

- 5 High Schools: Bret Harte (9th Grade only), Castlemont, Fremont, Oakland High, Oakland International High School
- 1 Continuation School: Rudsdale Continuation School (new as of 2017-18)

Services: As part of the universal supports, counseling is provided for many newcomers who have experienced trauma. Newcomer programs at school sites also cooperate with agencies outside of school to provide additional support to the student and their families.

1b. OUSD's Refugee & Asylee Student Assistance Program (RASAP), which began in 2006, is specifically devoted to the identification, support and tracking of newly arrived refugee students. RASAP provides crucial services to Oakland's extremely diverse refugee student population in support of their school integration and academic success.

#### RASAP's Outreach and Identification System

Community partner collaboration with local resettlement agencies (primarily the International Rescue Committee and Catholic Charities) to identify and support all newly resettled refugee students and their parents/guardians. RASAP meets every newcomer refugee who has arrived in Oakland through the U.S. resettlement program and coordinates with Resettlement Agency staff/volunteers to arrange enrollment and collect required documentation. Additionally, we receive many referrals of recently granted asylees through our partners at local non-profit legal service providers (primarily Centro Legal de la Raza and East Bay Sanctuary Covenant)

#### Intra-OUSD Referrals and Identification

As part of the OUSD's centralized enrollment process, all refugee students must enroll in the Student Welcome Center where RASAP is co-located. All newly enrolled students complete a face sheet with essential background information, which is kept in locked files in the RASAP office along with copies of their I-94 forms. The OUSD student database has an internal flag that allows RASAP to track students for ongoing outreach, support and data collection purposes.

School and community outreach and meetings designed to inform parents, students, volunteers and community members of RASAP services. Additionally, we employ Community Navigators who make our services known to community members in their

## RASAP Programs & Services

**Building a Strong Foundation:** RASAP provides year-round enrollment assistance for all newly arrived refugees and asylees and their families, including support with paperwork, language testing, academic counseling, optimal school placement, and making contact with schools to coordinate in-school registration and enrollment in supplementary programming such as after school tutoring.

**Comprehensive Orientation:** this orientation includes an overview of the U.S. school system, an overview of OUSD; an explanation of the neighborhood school system, the school options process, language testing and classification, the importance of parental involvement, general school rules and the school calendar as well as time for questions. Families also receive school supplies and information on and referrals to other relevant support programs such as tutoring, library programs, and computer literacy programs.

**Targeted Academic Support Programming:** Summer intervention program for K through 12th grade refugee students at several elementary, middle and high schools across OUSD. Thanks to funding from the ORR-funded RSI program we have been able to offer summer school consistently at some schools. However since OUSD's refugee students are spread out across the district, transportation to summer school programs is a barrier to attendance (especially for refugee families with small children), as OUSD does not have district-run transportation.

**Parent Support and Education:** a. Parent ELD Classes: A 4-week intensive summer English class for refugee parents and guardians, aimed at helping refugee parents improve their language skills so as to navigate the OUSD and communicate with schools. b. Interpreter coordination for Parents: Community Navigators provide interpretation for parents to participate in RASAP orientations/trainings, parent-teacher conferences, report card conferences, Individualized Education Plans, Student Support Team meetings and any other interactions with schools for which parents require interpreters. Languages currently supported include Arabic, Burmese, Karen and Mam.

**Teacher and School Support:** RASAP provides support to school staff in the form of refugee student identification; professional development on refugee educational backgrounds, cultures, strengths and challenges; summer school collaboration/referrals; case-management for highest need refugee students; and language support coordination through interpreter services as mentioned above.

**Educational Case-management:** For high-need refugee students including unaccompanied minors, students in special education and students with significant mental health challenges, RASAP works with families, schools, resettlement agencies and other organizations to ensure that these students receive culturally sensitive services that provide a pathway to success.

**Socio-emotional support programming:** RASAP contracts Soccer Without Borders (SWB) to run an annual soccer camp that helps to build community among refugee students ages 5-18 and provides positive recreation during the summer months. Soccer Without Borders also provides year-round weekly soccer programming for refugee students age 10-21 at certain schools with concentrations of newcomer refugee students. Practices occur bi-weekly with weekly games on the weekends, tournaments and other special events and outings. SWB incorporates nutrition education, ESL and team-building activities into soccer programs. Soccer provides these youth with an avenue for positive engagement, a platform for personal growth, and a toolkit for their futures. RASAP engages with school social workers to facilitate access to additional site and community-based socio-emotional supports.

1c. Youth age 14 and above: All of the above mentioned newcomer and RASAP programs serve students age 14 and above as well as their parents/family members. In Oakland, the largest body of newcomer students who are 14 and older are Unaccompanied Minors (also referred to as Unaccompanied Alien Children, Unaccompanied Immigrant Youth), many of whom are now asylees and therefore eligible for CalNEW funded programs. Since 2013, OUSD has enrolled over 1,130 Unaccompanied Minors (primarily from Guatemala and El Salvador), only 47 of whom have graduated and only 605 of whom are still enrolled, indicating the need for much higher level of investment in successful outcomes and provides supports to these students through an Unaccompanied Minor specialist. Support includes school enrollment, referral to low-cost legal services, referral to school-based and community-based mental health services, and case management.

Local programs and services that have been successful at engaging and supporting Unaccompanied Minors include:

- a. Soccer Without Borders programming: Coaches provide mentorship, academic support and tracking and are embedded at high school sites with high numbers of Unaccompanied Minors to provide both school-day and after-school support
- b. Summer School: A high school credit-based ELD program for 9th-12th grade refugee students allowing academic recovery for students who need additional ELD support as well as credits toward graduation.

c. Rudsdale Newcomer Continuation School: Designed with the needs of Unaccompanied Minors in mind and based on dozens of interviews with students, teachers and administrators, this program opened in fall of 2017. The shortened school day accommodates students who have jobs, and recruits newcomers from high school sites where they are struggling with grades and attendance. This program supports attainment of a high school diploma and life skills for many teenagers who are faced with supporting themselves while navigating a new country.

Expansion of both Soccer Without Borders and summer school programming are investment areas of our CalNEW proposal. We believe that by making these impactful strategies accessible to more of our recently arrived students, we will see improvements in academic performance and well-being. One area in which we have struggled to support our Unaccompanied Minor students is safety. We are taking this funding opportunity to propose additional staff resources (later referred to as "Newcomer Intervention Specialist") to focus on early intervention and prevention of gang recruitment, drug and alcohol counseling, violence prevention and conflict mediation that would support eligible students as well as their parents.

2. How many newly arrived eligible students were enrolled during the 2016-17 school year? What data were used to identify this population? State the source of the data.

In the 2016-17 school year there were 36,668 total students enrolled in OUSD's 86 district-run schools, which are served by the Newcomer and RASAP programs. Of these, there were 656 CalNEW-eligible students identified (refugees and asylees in the U.S. for 5 years or less), 145 of whom entered OUSD during the 2016-2017 school year (August 22, 2016-June 30 2017). These eligible students were flagged at time of enrollment and are tracked in the OUSD student database, Aeries, to measure progress.



3. Explain the process for determining the eligibility of students who will participate in CalNEW project activities.

As mentioned above, refugee students are made known to OUSD through collaboration with the local resettlement agencies, while asylees are identified by referrals from legal service providers, through word of mouth, and outreach by community navigators.

Case managers from local resettlement agencies accompany newly arrived refugee families to the RASAP office to enroll in school. At that time, eligibility documentation is collected and stored in a locked file cabinet. Legal service providers inform RASAP staff as soon as youth are granted asylee status, at which time we reach out to the family to bring their eligibility documentation to the RASAP office.

4. Describe what plan or system method will be used to protect eligible students' confidential information.

All eligibility documentation (I-94s), case notes and other documents are filed in a locked cabinet in the RASAP office. Online student records such as grades and attendance are accessed through a password-protected district database, which is accessible only to authorized users.

5. Provide a summary of your school district's CalNEW project plan

OUSD's CalNEW project plan consists of expanding programs for eligible students in five key areas, building upon current initiatives of the ELLMA Newcomer and RASAP programs and responding to the acute needs of this student group. Oakland Unified School District has received an influx of newcomer students over the last four years, most of which fall into the status of refugee, asylee, and/or Unaccompanied Minor and require intensive and specialized services to meet their academic, socio-emotional, and mental health needs. The dramatic increase of newcomers (27% increase just from January 2015 to the same time in 2016) is an urgent issue that requires a systems-level response, as many sites are unprepared to meet the unique and intense needs of this growing population. At

the same time, we are seeking ways to build on the rich assets that our newcomers bring, including linguistic and cultural diversity and tremendous resiliency.

Positions and activity sponsored by CalNEW will be staffed with highly culturally competent, trauma-informed professionals and strengthen OUSD's working relationship with local service providers in order to coordinate specialized opportunities to advance the well-being and academic outcomes of newcomer students. Based on our experience with students who have arrived to the U.S. in the past five years, the programs with highest impact engage students directly and assist their integration socially, emotionally and linguistically while involving parents in the process. Based on that knowledge and needs identified by the RASAP program and families it serves in Oakland, we have identified the following activity areas:

#### Newcomer Assistants

OUSD currently supports a small portion of newcomer students with Newcomer Assistants at Oakland International High School, (OIHS) to support core curriculum instruction to recently arrived students under the guidance of a certificated teacher. Newcomer Assistants reinforce instruction to individuals or small group of students in the classroom, gather inquiry data, support students through a variety of interventions, and tutor students in assigned subject areas as part of the after school program. As compared to other instructional assistant roles, Newcomer Assistants are specialized in instructional methods needed to support newcomers' language acquisition as they learn core content and trained in working in extremely diverse linguistic and cultural environments.

Preliminary assessment has shown Newcomer Assistants to be highly valuable in providing small group and differentiated instruction. The ability to tailor instruction to meet the needs of newcomer students makes a big difference at the secondary level where schools are larger and expectations higher. The Newcomer Program supports Assistants who seek to become teachers with deep knowledge of best practices for newcomer students to obtain the necessary educational and credentialing requirements. This is made possible through a grant-funded partnership with a local teacher credentialing institution that provides tuition assistance to newcomer teacher candidates as part of a long-term strategy

for growing the ranks of OUSD teachers who are qualified and dedicated to serving this population.

OUSD proposes expanding the Newcomer Assistant program with eight new positions serving middle and high schools with academic and social-emotional supports described. Our experience with these supports at OIHS has provided evidence that targeted language acquisition support for students who have had interrupted education, those learning a new alphabetic system, or those otherwise struggling academically is essential to the long-term success of the students and their readiness for work and study after high school. In creating eight additional positions across OUSD middle and high schools, we will leverage the following strategies:

- Training that addresses the academic, linguistic and cultural needs of eligible students and provides a trauma-informed lens for understanding how life experiences impact learning.
- Emphasis on basic language and literacy skills, also known as “Survival English,” to enable students to access instruction in all classes and accelerate progress towards proficiency in English.
- Literacy instruction focus in order to both respond to the greatest area of academic need of newcomers students while building the skill set of Newcomer Assistants, most of whom will be in a pipeline to become credentialed teachers of newcomers in the future.
- Cooperative work with classroom teachers to interpret the abilities and educational gaps of students, assist in classroom intervention strategies and modify curriculum as necessary for students with interrupted formal education.

#### Newcomer Academic and Career Pathways Advisor

Newcomer students age 14 and above typically need extra support and guidance around academic and career choices, in part because their parents have not been through the U.S. educational system and may not be aware of the wide range of paths available. We have found this to be particularly true with Unaccompanied Minor students who often do not have the benefit of guidance from parents/guardians and rely on intensive support from adults at school. At present, mainstream high school academic counselors in OUSD do not have the specialized knowledge or language skills to provide the level of additional guidance and

orientation that most newly arrived students need. In our larger high schools, the result can be major gaps in foreign transcript analysis, monitoring of credit accumulation for graduation, and lack of culturally-responsive orientation to career pathways and other college and career opportunities.

OUSD proposes the creation of one full time OUSD staff position to cover six high school newcomer sites, providing direct student support and building capacity among site-based counselors. The Academic and Career Pathways Advisor will be required to be bilingual in English and Spanish in order to facilitate communication with the majority of our recently arrived students and will use interpreters or community navigators for languages other than Spanish. They will build on resources available from mainstream academic counselors in the following ways:

- Help students with concurrent enrollment classes at local community colleges (primarily advanced students who want additional English or Math instruction after school);
- Connect students with existing vocational training and civic engagement opportunities;
- Engage with local community based organizations to improve and expand employment training offerings for newcomer youth, in particular Unaccompanied Minors who often need to work in order to support themselves financially;
- Ensure that foreign transcripts are evaluated and high school credits assigned appropriately for transferrable credits earned in student's home countries;
- Ensure that newcomer students receive World Language credit if they are already fluent and literate in a language other than English;
- Ensure that eligible newcomer students are exempt from graduation requirements under AB167/216 as appropriate;
- Refer newcomer students for summer academic recovery programs as well as continuation school as appropriate;
- Train and build capacity of counselors to support newcomers at their sites.

#### Newcomer Intervention Specialist

In fall of 2017 OUSD launched the Newcomer Safety Task Force in response to safety issues putting newcomer students at risk. In a series of meetings and focus groups we convened over 60 teachers, administrators, students, parents and community-based organizations to discuss issues related to newcomer student

safety which ranged from street gang activity/recruitment to alcohol and drug abuse, health and mental health issues and more. Thanks to these ongoing convenings, and with a focus on student input and student-led solutions, we are beginning to form a district-wide action plan. We are especially optimistic about the potential to improve student and parent engagement through targeted mentorship programs. Based on the results of similar programs at school districts such as San Francisco Unified, we believe the mentorship model will be particularly effective in addressing the needs of students age 14 and above. Our model is informed by programs based in partnership with teachers, administrators, and parents to respond to the social-emotional needs of students, provide direct orientation, counseling and intervention to prevent involvement in street gangs known to have activity in Oakland.

OUSD proposes the creation of one full time OUSD staff position to lead the mentorship intervention program. The Newcomer Intervention Specialist will be required to be bilingual, have significant experience with youth mentorship and violence prevention as well as trauma responsiveness. Responsibilities of the Intervention Specialist will include the following:

- Knowledge of the neighborhood-level safety issues affecting newcomers and will work closely with community based organizations focused on similar issues in order to provide the capacity, language resources or otherwise to appropriately serve newcomer students;
- Develop a mentorship model at OUSD that involves youth, educators and parents in strategically addressing risk factors that contribute to dangerous or unhealthy outcomes for newcomers;
- Work to develop and expand existing high school peer mentorship programs to help reach high risk students;
- Promote Restorative Justice practices for conflict resolution and other community building activities that promote social integration of newcomer and non-newcomer youth;
- Integrate parents into programming and provide intentional support in bridging the cultural divide, which, at times, can impede them in addressing high-risk behaviors from their children.

#### Soccer Without Borders

Soccer Without Borders (SWB) is a longtime partner of RASAP whose programming

provides ESL and nutrition education as well as socio-emotional support and mentorship. RASAP has worked closely with SWB to provide targeted case management for students needing extra academic support and attention. SWB runs after-school soccer programs for refugee boys and girls ages 10-21, as well as an annual week-long soccer camp in August. Soccer serves as a familiar thread that connects students to an important aspect of the culture in their home countries, and provides youth with an avenue for positive engagement, personal growth, and a powerful alternative to gangs which often prey upon youth who are seeking belonging. The three OUSD high schools where SWB is active report highly successful engagement with newcomer students.

OUSD proposes expansion of SWB school day supports at OUSD newcomer sites in order to support newcomer and refugee participants to grow as athletes, students and positive members of the community. This would involve increasing existing staff hours or hiring new staff to cover an additional two high school and two middle school sites. In addition to providing program access to more schools and newcomer students, this will facilitate additional staff embedded at schools during the day as well as during after school activities and summer programming. In order to implement the full program model and build on the positive relationships forged on the soccer field, SWB places trained coach-mentors at schools to work with newcomer and refugee students during the school day. The SWB coach-mentors work to increase school engagement and support student socio-emotional needs in the following ways:

- Academic monitoring: track the grades and attendance of all SWB players, flagging struggling students for extra support.
- Conflict resolution: facilitate restorative conversations with students after conflicts with teachers or other students, as appropriate.
- Monitoring and recruitment: Checking in with SWB students during lunch, passing period, checking in with disengaged participants (i.e. students who came to SWB once but did not return etc.)
- Recruitment: identify and sign up eligible new students to SWB programs and follow up on teacher referrals.
- Socio-Emotional Learning (SEL): coach-mentors conduct monthly small groups

based on the OUSD SEL Toolkit. Group sessions are a place to check-in, set goals, review progress and for students to give each other positive reinforcement.

### Summer School

Summer programs, which are important for all students, are essential for newcomer students who urgently need as much time in school as possible to address the language and other academic gaps they may bring with them. Past summer programs in OUSD have leveraged a combination of intensive instruction in English, socio-emotional supports from community partners such as Refugee Transitions, ESL classes for families, and extended day enrichment opportunities that promote community and physical health.

OUSD proposes funding two certificated summer school teachers to provide:

- High school credit-based ELD program for 9th-12th grade refugee students, taught by certificated teachers over the summer at two newcomer high school sites.
- Students who successfully complete the five-week course will be awarded high school credits toward graduation
- Expand the number of refugee newcomers in a number of programs that are currently funded under the RSI grant including ESL classes for parents offered by Refugee Transitions and a Soccer Without Borders week-long soccer camp.

6. Propose a project plan that outlines capacity.

- a. Describe how the school district will meet service goals outlined in the application and within the Standard Agreement term.
- b. Describe how the school district will manage administrative requirements of the Standard Agreement, including but not limited to providing ad hoc reports, timely reporting on service data and deliverables, and responsive communication with CDSS.
- c. Describe how the school district will ensure quality control of practices and procedures to manage the project and services provided by subcontractors (if any).

6a. OUSD is fortunate to have two full time staff members dedicated to coordinating programs for Newcomer and Refugee/Asylee students and their families. The Newcomer and Refugee /Asylee program manager and the Director of Newcomer Programs will jointly oversee CalNEW projects and ensure that the implementation

of the goals outlined meet the terms of the agreement. Both employees work within the OUSD office of English Language Learners and Multilingual Achievement (ELLMA).

6b. Reporting, communicating with CDSS and managing other administrative duties are all squarely within the existing responsibilities of RASAP office, Director of Newcomer Programs and ELLMA departmental objectives.

6c. The OUSD Refugee & Asylee Program Manager, Director of Newcomer Programs, and other ELLMA staff conduct regular site visits with our newcomer program staff as well as contractors providing services to newcomers (such as Soccer Without Borders). The Newcomer Assistants will receive regular support and guidance from ELLMA staff. The Newcomer Intervention Specialist and Newcomer Academic and Career Pathways Advisor will be directly supervised by the same ELLMA staff who are also responsible for reporting and administering the CalNEW project in OUSD.

7. Describe how eligible students' needs will be assessed and the culturally sensitive and trauma informed services and activities that will be implemented.
- What assessment tools will be used to identify and assess the needs of eligible students.
  - What are the academic and mental health needs of eligible students?
  - Describe the services and activities that will improve eligible children's English-language development.
  - Describe the academic support activities that will be provided to eligible students.
  - Describe mental health support services to meet the needs of the eligible students.

7a. All ELLMA staff and administrators at all secondary schools with newcomer programs have been trained in culturally sensitive and trauma-informed methods of engagement with newcomer students.

Thanks to OUSD's central enrollment center, need for support services is identified by staff at the time of enrollment. Newcomer, Refugee/Asylee and Unaccompanied Youth specialists communicate with school social workers around potential needs of incoming students. These social workers, in turn, use the



Strengths and Difficulties Questionnaire (SDQ) and the Societal Academic Familial and Environmental Acculturative Stress Scale (SAFE) to further identify the wellness needs of the newcomer students and determine appropriate services.

OUSD maintains a Newcomer Early Warning Dashboard, which combines an analysis of the age at the time of enrollment, attendance rate, and credit completion (for HS students) in order to flag students at the highest risk of leaving school. This dashboard is used by school instructional leaders and social workers to target students for further intervention and support.

Instructionally, OUSD uses multiple assessments to gauge the academic needs of incoming newcomers. The initial ELPAC assessment provides a glimpse into their English proficiency. Native language assessments are used to determine level of literacy in home language, combined with a survey of educational history, in order to establish the extent of pre-existing formal education that may facilitate acquisition of English and proficiency in other context areas. The Scholastic Reading Inventory (SRI) assessment measures reading growth, and by their second year in U.S. schools this assessment can begin to support the identification of students in need of more intensive support. Finally, the English Language Gains Assessment, a part of the ELD curriculum used with newcomers in secondary schools, is used to monitor growth in reading as newcomers move through ELD levels.

7b. The educational and socio-emotional needs of the OUSD's refugee students are extensive. In the initial stages of a RASAP needs assessment, teachers, parents, support providers and students report that past trauma has had a profound effect on students' sense of physical and emotional safety, concentration, engagement in school and development of healthy relationships with peers and adults. The trauma affiliated with resettlement, when added to refugee students' acutely traumatic pasts, requires extensive and targeted support.

Many of Oakland's refugee students have had little to no formal education prior to arriving in the U.S., and all have experienced trauma and loss. Due to a lack of or interruption in formal education, and the differences between their past education systems and those here in the U.S., refugee youth not only struggle with language, math, reading, and writing skills, but also lack a fundamental understanding of the U.S. education system.

Based on OUSD enrollment records, 100% of our refugee students are classified as English Language Learners upon enrollment in OUSD schools. In addition, many refugee students arrive in the U.S. at the pre-literacy level in their own languages, which makes their English language acquisition significantly more challenging (Mam asylee students from Guatemala and Karen refugee students are currently the predominant example of this within OUSD).

Exacerbating students' academic and linguistic challenges, new refugee parents lack an understanding of the U.S. education system and the culture of education in the U.S., and are thus intimidated by the U.S. education system. Additionally, refugee parents often have low literacy and/or little (or no) formal schooling themselves and are thus ill-equipped to effectively support their children in Oakland schools.

Community reports, resettlement agency research and OUSD data show that all of the local refugee populations are linguistically and culturally in the minority in terms of overall population in Oakland. There is thus very little awareness about their backgrounds and needs, and no trained interpreters (aside from community navigators) in OUSD and in most social service agencies for the vast majority of refugee languages. Refugee students remain severely linguistically and culturally isolated due to their small numbers and scarcity of bilingual support, which compounds the challenges to school and community integration.

OUSD's refugee students struggle in U.S. schools because U.S. school culture is drastically different than that in the refugee camps, their home countries, or countries of first asylum. Both students and parents report their frustrations with not understanding the curriculum because little study in the U.S. is conducted through textbooks and a student's accumulation of factual knowledge is only one component of his or her grade. In the U.S., students are required to participate in more group work and be active and vocal participants in class. Students and teachers report this expectation to be intimidating to most refugee students who come from cultures and school environments that center around rote memorization and more formal relationships with teachers.

7c. The Newcomer Assistant positions are intended to provide targeted, intensive supports to promote the English proficiency of students who are newly arrived and eligible for the program. This instruction will supplement regular classroom instruction and provide greater opportunity for students with limited literacy to

accelerate their learning and catch up to their peers. Furthermore, the proposed Newcomer Academic and Career Pathways Advisor position is intended to ensure that students are enrolled in appropriate classes to ensure they have access to the types of English-language development needed to attain college and career readiness. Finally, both the Newcomer Academic and Career Pathways Advisor and Intervention Specialist position are intended to promote positive attendance among newcomers, which will increase their opportunities to benefit from English language instruction.

7d. The academic supports provided by Newcomer Assistants to enable English-language development increase access to all academic contexts for newcomer students. Ability to read, write, and engage in academic discussion is central to instruction in the time of the Common Core State Standards and newcomers, like all students, must have a foundation of basic literacy to engage in these activities.

The proposed Newcomer Academic and Career Pathways Advisor role will support the extension of academic supports in high schools, particularly in facilitating dual enrollment with community colleges, referrals to additional academic supports and facilitating enrollment in continuation schools when appropriate. Summer School will provide a high school credit-based ELD program for 9th-12th grade refugee students allowing academic recovery for students who need additional ELD support as well as credits toward graduation. Soccer Without Borders coaches provide mentorship, academic support and tracking and are embedded at high school sites with high numbers of Unaccompanied Minors to provide both school-day and after-school support

7e. The proposed Newcomer Academic and Career Pathways Advisor would work in tandem with school-based social workers and other mental health providers to ensure referrals are made and students in need of clinical support receive services. These services are coordinated at each school through a COST (Coordination of Services Team) that includes counselors, therapists, social workers, and other service providers responsible for ensuring the wellness of all students.

The Newcomer Intervention Specialist will also support the mental health of newcomer students by providing a culturally sensitive, inclusive response for students who are at high risk of dropping out and typically are experiencing multiple challenges including depression and anger-related issues.

8. Describe project plan activities that will assist eligible students achieve self-sufficiency (e.g. intensive English-language development, mentorships, high risk behavior intervention, vocational training, civic engagement, financial and computer literacy).

Helping students attain self-sufficiency will be the primary focus of the Newcomer Intervention Specialist and Newcomer Academic and Career Pathways Advisor. The Newcomer Intervention Specialist will provide mentorship and guidance to help students prevent and address high-risk behavior. The Newcomer Academic and Career Pathways Advisor will ensure that newcomer students are appropriately referred and, importantly, able to follow up on supplemental academic programs and vocational training opportunities. Newcomer Assistants will be classroom-based and provision of intensive English language development will be a core responsibility. However they will also have capacity to raise non-academic and socio-emotional needs so that the Newcomer Intervention Specialist, Career Pathways Advisor, RASAP program and existing OUSD staff can provide guidance and intervention.

9. Describe project plan activities that will improve eligible students' consumer education (e.g. financial and computer literacy, and nutrition).

Financial planning for college will be an element of the work of the Academic and Career Pathways Advisor proposed in this project, facilitating student knowledge of the systems in place to enable college attendance for immigrants and low income individuals. The proposed Newcomer Assistants will be engaging newcomer students in the use of online learning platforms to accelerate their acquisition of English, boosting computer literacy for a group of students where many are deeply unfamiliar with computers. Finally, Soccer Without Borders programming includes guidance about nutrition and healthy eating habits, in addition to providing nutritious and healthy foods during practices, games and events.

10. Describe project plan activities that will meet the needs of the parents/guardians of eligible students. Describe the services and activities and how they will be made accessible to families (e.g. civic engagement, community garden, sports camps, etc).

In addressing the comprehensive needs of individual students, the Newcomer Intervention Specialist will engage regularly with parents/guardians and other relevant family and community members to resolve issues affecting the academic success of students. In doing so, the Specialist will make referrals to both school and community-based family counseling services, and connect parents/guardians with available public benefits and food banks through the OUSD Family Resource center. Also, the Newcomer Academic and Career Pathways Advisor will engage with parents/guardians on students' academic and career goal-setting. Finally, aligning expanded summer programming for students with adult ESL offering will increase access to this valuable resource for families and encourage them to better involve themselves and advocate for their child's education.

#### Staff Qualifications and Engagement

11. List the qualifications of the school district staff that will provide services to eligible students, including those designated to administer or deliver CalNEW services and cultural brokers.
- a. Include position requirements and duties.
  - b. Describe how staff meet the academic, linguistic, and cultural needs of eligible students and their families the school district intends to serve.
  - c. Describe training provided to staff to create capacity to deliver culturally sensitive services.

##### 11a. Service Administration (current OUSD staff):

- Nate Dunstan, Newcomer and Refugee/Asylee Program Manager - Nate began as the primary coordinator of RASAP in September of 2013. As a long-standing member of the East Bay Refugee Forum Steering Committee, RASAP collaborates closely with local Resettlement Agencies and the East Bay Refugee Forum. Prior to joining OUSD, Nate was director of a homeless family shelter in San Francisco and worked for the International Rescue Committee in both Oakland CA and in the

overseas resettlement processing centers in Thailand and Malaysia for over four years. Nate has an M.A. in International Relations from San Francisco State University and a MSc in Forced Migration from the University of Oxford

- Tom Hughes, Director of Newcomer Programs - Tom has worked in OUSD since 2001 as a teacher, teacher on special assignment, assistant principal and principal, all at schools serving newcomers. In his current capacity Tom is responsible for supporting and expanding newcomer programs across OUSD, attending to the professional development of teachers, the design of newcomer programs, and harnessing support services available to this population. Tom holds an Administrative Services credential and a M.A. in Education from UC Berkeley.

Service delivery (new positions proposed under CalNEW grant):

In addition to the duties listed for the proposed positions in section 5, all of the proposed positions require specialized skills to serve OUSD's newcomer student population.

Newcomer assistants must hold a bachelor's degree and have knowledge of:

- The special needs, issues and requirements of immigrants, students with interrupted formal education (SIFE), students who have experienced trauma, and newcomer ELLs;
- Methods of teaching Common Core Standards, Content Standards, Curriculum, Response to Intervention;
- Technology and computer software applications relevant to instruction.

Newcomer Intervention Specialist must have knowledge of:

- Have significant experience with youth mentorship and violence prevention as well as trauma-informed training;
- Working through school-based systems of support, including coordination with school-based social workers and Coordination of Services Team (COST);
- Risk factors that contribute to dangerous or unhealthy outcomes for newcomers;
- Restorative Justice practices for conflict resolution and other community building activities to promote social integration of newcomer and non-newcomer youth.

Newcomer Academic and Career Pathways Advisor (in addition to valid teaching credential and/or Pupil Personnel Services credential) must have knowledge of:

- High school graduation requirements and expected credit acquisition trajectories;
- The process of analyzing transcripts from other countries in order to maximize

student opportunities for timely graduation;

- Existing vocational training and civic engagement opportunities;
- Services provided by local community based organizations to improve and expand employment training offerings for newcomer youth;
- Knowledge of education code and other state laws pertinent to high school graduation.

11b. New staff members under the CalNEW project (i.e. Newcomer Assistants, Newcomer Intervention Specialist and Newcomer Academic and Career Pathways Advisor) will be held to the following standards in order to meet the needs of our recently arrived students:

- Cultural competency to work across cultural and linguistic differences;
- Diverse academic, socio-emotional, cultural, ethnic and disability backgrounds of district immigrant and refugee students;
- The Newcomer Intervention Specialist and Newcomer Academic Career Pathways Advisor must be bilingual in English/Spanish and will work with RASAP community navigators to assist students who speak other languages including Mam, Arabic, Karen and Burmese;
- Newcomer Assistants and Newcomer Academic and Career Pathways Advisor must hold a bachelor's degree.

11c. The ELLMA office provides a range of trainings to educators on a regular basis in order to build their capacity to serve newcomer and refugee/asylee students. Staff proposed as part of the CalNEW project would be trained in the following areas:

- Trauma-informed response to build ability to navigate the complex emotional landscape many newcomer students carry with them.
- Foundational training on language acquisition and earlier literacy development to boost the skills of Newcomer Assistants.
- Cultural and demographic backgrounds of student groups that are largely represented in OUSD's newcomer and refugee/asylee population.
- Orientation to the various services available in the district and broader community to address the varied needs of our newcomer population.

12. How will the school district recruit and engage eligible students; and how will the school district engage parents/sponsors/legal guardians to increase attendance and participation in the CalNEW project? How will the school district engage eligible students age 14 and above? Indicate approximately what percentage of funding will be used for outreach and engagement.

As mentioned above, refugee students are made known to OUSD through collaboration with the local Resettlement Agencies, while asylees are identified by referrals from legal service providers, through word of mouth, and outreach by Community Navigators.

Recruitment and initial engagement therefore begins at time of enrollment or when a student becomes an asylee and eligible for CalNEW funded programs. Additionally, the CalNEW-funded positions proposed above will increase capacity for student and family engagement. In sum, none of the CalNEW funds will be spent on outreach, as that work will be performed by existing OUSD staff, however all of the proposed CalNEW project positions will strengthen engagement with refugee students and families.



### Leveraging Community Resources

13. What service providers will your school district collaborate with to address gaps in services for eligible students? These services may include, but are not limited to, services to address high risk behaviors and trauma, legal representation, case management, and mentorship. List a minimum of three providers, describing how this collaboration will improve outcomes for eligible students. Please submit support letters from each of these service providers.

<b>Service Provider:</b> Soccer Without Borders
<b>Contact Name:</b> Ben Gucciardi
<b>Address:</b> PO Box 3443, Oakland CA 94609
<b>Phone:</b> (510) 859-4874
<b>E-mail:</b> ben@soccerwithoutborders.org
<b>Type of service provided:</b> Mentoring, academic support, after-school program, socio-emotional support,
<b>Describe Collaboration:</b>  Soccer Without Borders provides year-round weekly soccer programming for refugee students age 10-21 at certain schools with concentrations of newcomer refugee students. Practices occur bi-weekly with weekly games on the weekends, tournaments and other special events and outings. SWB incorporates nutrition education, ESL and team-building activities into soccer programs. Soccer provides these youth with an avenue for positive engagement, a platform for personal growth, and a toolkit for their futures.

<b>Service Provider:</b> Refugee Transitions
<b>Contact Name:</b> Laura Vaudreuil
<b>Address:</b> 744 P Street M.S. 8-9-646, Sacramento, CA 95814
<b>Phone:</b> 415-989-2151
<b>E-mail:</b> laura@reftrans.org
<b>Type of service provided:</b> Tutoring, mentoring, parent ESL classes
<b>Describe Collaboration:</b>  Refugee Transitions is a long-time partner of the OUSD RASAP program, and assisted in the initial program proposal and design. Refugee Transitions has currently matched over 100 OUSD refugee students with trained Academic/ESL Tutors and Mentors and provides ESL classes for parents.

<b>Service Provider:</b> Centro Legal de la Raza
<b>Contact Name:</b> Eleni Wolfe-Roubatis
<b>Address:</b> 3400 E. 12th Street, Oakland, CA 94601
<b>Phone:</b> (510) 437-9111
<b>E-mail:</b> eleni@centrolegal.org
<b>Type of service provided:</b> Legal services
<b>Describe Collaboration:</b>  <p>           OUSD refers students on a daily basis to Centro Legal for free consultations, legal screenings and advice. OUSD staff help ensure students follow up on court appointments, complete necessary documents, and provide school related information that assists their legal case (ie attendance information). Centro Legal shares information with OUSD when students win their legal case and become eligible for CalNEW funded programs.         </p>

14. Provide the name of the local County Refugee Coordinator and Resettlement Agency(ies) with whom the school district will coordinate services, and describe how this collaboration will improve outcomes for eligible students. Please submit a support letter from each one; in addition, provide a letter of support from your school district board (attach all letters with this RFA).

<b>County Refugee Coordinator:</b> Sadaf Siddiq
<b>County:</b> Alameda
<b>Address:</b> 24100 Amador Street, Hayward, CA 94544
<b>Phone:</b> 510-259-3817
<b>Email:</b> ssiddiq@acgov.org
<b>Describe Collaboration:</b>  As a long-standing member of the East Bay Refugee Forum, RASAP collaborates closely with the CRC and East Bay Refugee Forum. OUSD staff Nate Dunstan sits on the forum's steering committee as well as education committee, attends all forum meetings, and consults with the CRC regarding program design and implementation.

<b>Resettlement Agency:</b> International Rescue Committee
<b>Contact Name:</b> Karen A. Ferguson, PhD
<b>Address:</b> 744 P Street M.S. 8-9-646, Sacramento, CA 95814
<b>Phone:</b> 510-852-8925
<b>Email:</b> karen.ferguson@rescue.org
<b>Describe Collaboration:</b>  OUSD collaborates extensively with all local Resettlement Agencies but the International Rescue Committee resettles the largest number of refugees. OUSD works directly with IRC case managers to ensure that each newly resettled student meets with an OUSD RASAP staff person to receive enrollment support, a school orientation, and to help troubleshoot any issues that arise during the initial resettlement period.

## Measuring Outcomes

15. What method will the school district use to document the effectiveness and outcomes of the CalNEW project; how will the school district measure progress toward achieving: (1) Improved student well-being and mental health, (2) Increase in the number of eligible students who meet grade level requirements, (3) Improved English-language proficiency, (4) Improved academic performance, (5) Improved school attendance rates (6) Increase in high school diploma or CHSEC attainment, (7) Improved newcomer student participation in activities that foster community building, (8) Improved newcomer family participation in activities that foster community building, (9) Improved participation in consumer education activities, (10) Improved coordination between the school district and local service provider networks, (11) Increase in student and family involvement, and/or (12) Increase in referrals to providers that address gaps in services.

Outcomes	Indicators
1. Improved student well-being and mental health	Data source: <ul style="list-style-type: none"> <li>• The California Healthy Kids Survey (CHKS) allows OUSD to disaggregate newcomer students in order to track their wellness.</li> <li>• Increased participation in extracurricular activities</li> </ul>
2. Increase in the number of eligible students who meet grade level requirements	<ul style="list-style-type: none"> <li>• The accumulation of credits towards graduation as well as student scores on the district's reading inventory are available on our student information system (AERIES). Newcomer and refugee/asylee students are tagged for easy tracking.</li> </ul>
3. Improved English-language proficiency	The initial and annual ELPAC assessment, combined with district reading inventory provides a reliable measure of English language proficiency. Both indicators are used to determine reclassification for ELLs.
4. Improved academic performance	Multiple measures of academic performance are kept and can be disaggregated for newcomers and refugee/asylee students. Specifically: <ul style="list-style-type: none"> <li>• GPA</li> <li>• Newcomer Early Warning Dashboard - flag students at high risk for interventions</li> <li>• District reading inventory (SRI) to measure reading growth</li> </ul>

Outcomes	Indicators
5. Improved school attendance rates	OUSD monitors student attendance closely and maintains chronic absence data for all students. The percent of newcomers and refugee/asylee students who are chronically absent can be monitored over time.
6. Increase in high school diploma or CHSEC attainment	<ul style="list-style-type: none"> <li>• The refugee flag in our database allows us to track high school graduation rates for newcomers and, specifically, refugee students.</li> </ul>
7. Improved newcomer student participation in activities that foster community building	<ul style="list-style-type: none"> <li>• We will track the number of participants in Soccer Without Borders programming as well as students served by the Newcomer Intervention Specialist.</li> </ul>
8. Improved newcomer family participation in activities that foster community building	<ul style="list-style-type: none"> <li>• We will track the number of parents that engage with the Newcomer Intervention Specialist</li> </ul>
9. Improved participation in consumer education activities	<ul style="list-style-type: none"> <li>• We will track the number of participants in Soccer Without Borders programming as well as students served by the Newcomer Advisor.</li> </ul>
10. Improved coordination between the school district and local services providers network	<ul style="list-style-type: none"> <li>• We will report on the number of annual meetings between OUSD staff and the local Refugee Resettlement Agencies, County Refugee Coordinator, Community Based Organizations, and East Bay Refugee Forum</li> </ul>
11. Increase in student and family involvement	<ul style="list-style-type: none"> <li>• Track the number of eligible students and families that are served by the CalNEW project staff and activities.</li> </ul>
12. Increase in referrals to providers that address gaps in services	<ul style="list-style-type: none"> <li>• Measure baseline number of referrals and track rate throughout the CalNEW project</li> </ul>

## Budgets

16. How much funding are you requesting? Final award amounts shall be awarded at CDSS' sole discretion and subject to the availability of funds.

OUSD requests an allocation of \$719,026 per year of the grant cycle, for a total of \$2,157,078 over the course of the three year grant period.

17. How many eligible students do you plan to serve? This figure should be the same as the anticipated caseload noted on the cover page of this application.

As stated in question #2, there were 656 eligible students (refugees and asylees that have been in the US for 5 years or less) in academic year 2016-17. Since 2013, we have referred 1,747 students (1,129 Unaccompanied Minors and 618 other asylum-seeking children from Central America) to our legal service provider partners Centro Legal de la Raza and East Bay Sanctuary Covenant (EBSC).

So far, over 200 of those students have been granted asylum through Centro Legal or EBSC, at which point their attorneys have assisted in collecting the I-94 and sharing it with OUSD for data collection and eligibility purposes. Thanks to the efforts of Centro Legal and EBSC, hundreds of other students are represented by pro-bono or low-cost private attorneys in the community. This has been an incredible community effort. However, unfortunately for us, those attorneys do not necessarily know about the programs that asylee students may access in OUSD and therefore do not refer to us once their Asylum has been granted.

According to the United Nations High Commissioner for Refugees, at least 58% of Unaccompanied Minors are eligible for Asylum in the US. Here in Oakland, our legal service provider partners report that well over 90% of their Asylum applications have been successful. However, due to administrative delays at the San Francisco Asylum Office, the average wait time for an asylum interview is currently at least 2 years.

If 58% of the 1,747 students we have already referred to legal services win their Asylum, that would amount to over 1,000 asylee students in OUSD, of which we have only identified 200 as of January 2018. Based on the above data, our conservative estimate is that there are at least 300 asylee students currently enrolled in OUSD who remain unidentified, and who, if funded, we would be able to connect with CalNEW-funded programs.

In sum, we intend to serve 300 students in addition to the 656 eligible students we have already identified, bringing the total number of students to 956.

18. Complete the proposed project budget.

Budget Categories		Proposed Budget	
1. Personnel (Certificated and Classified)			\$ 474,000
2. Fringe Benefits			\$ 186,960
3. Substitutes			\$ 0
4. Travel			\$ 0
5. Instructional Supplies and Materials			\$ 0
6. Equipment and Other Supplies			
i. Handheld Electronic Devices (iPod, iPad, tablets, MP3 players, Android devices, e-readers)	\$ 0		
ii. Computers Devices (computers, laptops, tablets, printers, copiers)	\$ 0		
iii. Other Equipment	\$ 0		
iv. Other Materials	\$ 0		
v. Other Supplies	\$ 0		
Total Equipment and Other Supplies (sum of i.-v.)			\$ 0
7. Other (Specify: <u>contracted services</u> )			\$ 20,000
8. Total Direct Charges (sum of 1-7)			\$ 680,960
9. Indirect Charges	+		\$ 38,066
10. TOTAL (sum of 8 and 9)	=		\$ 719,026
<b>Amendment Date:</b>			
<b>Amendment No.</b>			
<b>Original Budget Date:</b>			
*It is mutually understood that authority for the CDSS to award grants and reimburse school districts for allowable expenditures is dependent upon the appropriation of funds within a Budget Act. As a result, funding will not be released to school districts until such authority has been given by the passage/signing of the Budget Act.			



19. Complete a proposed budget narrative that shows the correlation between the proposed budget, project activities, and the number of students to be served. If applicable, complete the Subcontractors Table (Page 21).

Categories	Proposed Budget	Justification	Activity
1. Personnel	\$474,000	8 Newcomer Assistants @ \$39,000/each (\$312,000), 1 Newcomer Intervention Specialist @ \$78,000, 1 Newcomer Career and Pathway Advisor @ \$72,000, 2 summer school teachers @ \$6,000 (\$12,000)	Provide targeted academic assistance to newcomer students to address basic English skills and literacy development, leverage interventions in coordination with parents to maintain student enrollment and engagement, support and develop culturally-responsive college and career readiness activities for newcomers, and extend summer school instruction.
2. Fringe Benefits	\$186,960	OUSD fringe benefits estimated at 40% for full time positions above (\$184,800) plus 18% fringe estimate for summer school positions (\$2,160)	Fringe benefits for activities named above.
3. Substitutes	\$ -		
4. Travel	\$ -		
5. Instructional Supplies and Materials	\$ -		
6. Equipment and Other Supplies	\$ -		
7. Other (Specify)	\$ 20,000	Soccer Without Borders	Provide extended learning and engagement opportunities that support health and wellness as well as academic engagement.
8. Total Direct Charges (sum of 1-7)	\$680,000		
9 Indirect Charges	\$ 38,066		
<b>TOTAL (sum of 8 and 9)</b>	<b>\$ 719,026</b>		

**Subcontractors  
Table**

<b>Subcontractor and Primary Contact Name</b>	<b>Proposed Budget Amount</b>	<b>Services and Activities Performed</b>	<b>Phone</b>	<b>E-mail</b>
Soccer Without Borders	\$ 20,000	New/expanded programming at two additional high school and middle school sites.	(510) 859-4874	ben@soccerwithou tborders.org
	\$			
	\$			
	\$			
	\$			
	\$			

Submission of this application further constitutes an assurance that the  
aforementioned subcontractors shall agree to the certification described in the  
CalNEW RFA Appendix F, *Nondiscrimination Clause*.