

File ID Number	18-0163
Introduction Date	4/25/18
Enactment Number	18-0718
Enactment Date	4/25/18
By	er



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

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

To: Board of Education

From: Kyla Johnson Trammell, Superintendent

Subject: **District Submitting Grant Agreement - Learning Policy Institute**

ACTION REQUESTED:

Approval and acceptance by the Board of Education of Grant Agreement between Oakland Unified School District and Learning Policy Institute pursuant to the terms and conditions thereof, and to submit amendments for the grant year, if any.

BACKGROUND:

The Grant Agreement for the District for fiscal year 2017-18 was submitted for funding as indicated in the chart below.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
18-0163	Yes	Grant Award Notification	Oakland Unified School District High School Linked Learning Office	To provide professional development support for teachers in Linked Learning Pathways to develop performance assessments that are aligned to the pathway learning outcomes	School Years 2017-2018 and 2018-2019	Learning Policy Institute (I.P.I)	\$100,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

The total amount of the grant will be provided to OUSD's High School Linked Learning Office from the funder.

- Grant valued at: \$100,000.00

RECOMMENDATION:

Approval and acceptance by the Board of Education of Grant Agreement between Oakland Unified School District and Learning Policy Institute pursuant to the terms and conditions thereof, and to submit amendments for the grant year, if any.

ATTACHMENTS:

Grant Management Face Sheet

Grant Award Notification

OUSD Grants Management Face Sheet 2017-18

Title of Grant: LPI	Funding Cycle Dates: School Years 2017-2018; 2018-2019
Grant's Fiscal Agent: Learning Policy Institute	Grant Amount for Full Funding \$100,000
Funding Agency: Assessment for Learning Project is led by the Center for Innovation in Education (CIE) at the University of Kentucky in partnership with Next Generation Learning Challenges (NGLC) at EDUCAUSE. It is generously funded by the William and Flora Hewlett Foundation and the Bill & Melinda Gates Foundation.	Grant Focus: Performance Assessments (Graduate Capstone and other assessments in high school)
List all School(s) or Department(s) to be Served: All Linked Learning pathways in High School supported by the Linked Learning Office.	

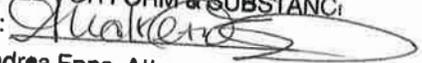
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant provides professional development support for teachers in Linked Learning pathways to develop performance assessments that are aligned to the pathway learning outcomes.
How will this grant be evaluated for impact upon student achievement?	The grant funds the research staff at the Learning Policy Institute to do some general evaluation of the impact of the grant.
Does the grant require any resources from the school(s) or district? If so, describe.	No funds are required of the district though district staff are involved in the implementation of the professional learning experiences for teachers.
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 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?	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Young Whan Choi 1000 Broadway, Suite 440 Oakland, CA 94607 510-877-0992

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Department Head (e.g. for school day programs or for extended day and student support activities)	Preston Thomas		1/30/18
Senior Deputy Chief	Sondra Aguilera		1/30/18

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer			
Superintendent	Kyla Johnson-Trammell		

OAKLAND UNIFIED SCHOOL DIST.
Office of the General Counsel
APPROVED FOR FORM & SUBSTANCE
By: 
Andrea Epps, Attorney at Law

2/7/2018

Assessment for Learning Project (ALP) Grant Agreement

Terms & Conditions

This Grant Agreement dated **March 22, 2018** is entered into by and between Learning Policy Institute (LPI) as Grantor and Oakland Unified School District as Grantee. The Assessment for Learning Project (ALP) is led by the Center for Innovation in Education (CIE), in partnership with Next Generation Learning Challenges (NGLC) at EDUCAUSE. Under agreement with CIE and EDUCAUSE, LPI has primary responsibility to manage and administer grants awarded on behalf of the project.

In consideration of the mutual promises contained in this Grant Agreement, LPI (representing the ALP partners) and Grantee agree as follows:

I. Organizational Eligibility and Use of Funds

Tax Status: The specific terms and conditions of ALP grants from LPI may depend on the tax status of your organization. You must indicate which of the following descriptions applies to your organization when submitting a proposal. You may also be required to submit copies of the governing documents for your organization with your application (e.g., Articles and Bylaws).

The organization is:

- Exempt from United States federal income tax under section 501(c)(3) of the United States Internal Revenue Code of 1986 (the "Code") and not a private foundation;
- Exempt from United States federal income tax under Section 501(c)(3) of the Code and a private foundation;
- Exempt from United States federal income tax under a section of the Code other than 501(c)(3) (e.g., Section 501(c)(4) or 501(c)(6)). If applicable, please indicate which section applies to your organization _____;
- Not a tax-exempt organization under the Code. If applicable, please indicate the type of organization and place of incorporation;
- A United States governmental unit described in section 170(c)(1) of the Code;
- A state, tribal, or local government unit. If so, please describe _____;
- An organization formed under the laws of a country other than the United States. If applicable, please indicate the country of formation and type of organization _____.

Use of Grant Funds: The use of the grant funds must be restricted solely to the purposes of the Project described in the Scope of Work attached as Exhibit A hereto (the "Project"). Grant funds may not be used: (a) for any purpose other than the Project; (b) to carry out propaganda or otherwise attempt to influence legislation; (c) to influence the outcome of any public election or to carry on, directly or indirectly, any voter registration drive; (d) to make a subgrant to any individual or to any other organization. Any portion of the grant funds unexpended or uncommitted at the end of the grant period must be promptly returned to LPI.

Anti-Terrorism: You acknowledge that you are familiar with the U.S. Executive Orders and laws that prohibit the provision of resources and support to individuals and organizations associated with terrorism and the terrorist-related lists promulgated by the U.S. Government. You will use reasonable efforts to ensure that you do not support or promote violence, terrorist activity or related training, or money laundering. Such efforts to comply with this provision should not be interpreted to interfere with your commitment to academic freedom and open debate on controversial issues.

II. Compliance and Indemnification

Compliance by All Parties: As the grantee for the Project, you agree that any activities in association with the Project or the Proposal will not modify the provisions of the Grant Agreement or constitute the basis for any claim by you against LPI. You have obtained all necessary regulatory and governmental licenses and approvals required to pursue the Project.

III. Research Practice Assurances

Compliance for All Sites: You agree that for each venue in which any part of the Project is conducted, you shall comply with all laws and regulations applicable to the conduct of the Project, as well as comply with and assure and gain timely, appropriate prior approval for all activities subject to regulation and/or other types of required assurances, certifications, or legal requirements. All appropriate approvals, assurances, and certifications must be obtained no later than the date the Grant Agreement is fully executed. You acknowledge and agree that, as between you and LPI, you take and will have full responsibility for all such compliance, both for yourself and all other sites included in the Project, including without limitation those activities conducted through subcontracts.

IV. Payment and Reporting Schedules

Payment: LPI hereby awards an Assessment for Learning Project Grant in the amount of \$100,000.00. This grant is to be expended over a period beginning on January 1, 2018 and concluding on May 31, 2019. The grant will be disbursed in two payments, the first in the amount of 60% of the award, and the second in the amount of 40% of the award.

LPI will disburse the first payment to grantees via check within 15 business days of receipt of the countersigned Grant Agreement, contingent on the receipt of funds to LPI. LPI will disburse the second payment on July 1, 2018, contingent upon 1) The grantee having expended at least 75% of the first payment; 2) The grantee participating in at least two Learning and Innovation Team meetings as described in Section VI; 3) The grantee having made progress on the agreed upon scope of work for the 2017-18 academic year (see Exhibit A); and 4) The grantee having provided baseline data for mutually agreed upon ALP metrics, with the expectation that follow up data for the mutually agreed upon ALP metrics will be provided by the end of the grant period. All grant payments to be made from LPI to Grantee hereunder are contingent upon LPI's receipt of funding from its funders.

Reporting: You agree to provide the Learning Policy Institute with administrative data related to performance assessment activities and outcomes (referred to above as the ALP metrics), access to attend and document learning outcomes for ALP-funded activities, and permission to conduct human subjects research, contingent upon LPI securing all appropriate approvals, assurances, and certifications (including, but not limited to, institutional review board [IRB] approvals). LPI will provide the Assessment for Learning Project with authentic evidence and presentations of learning on behalf of Oakland Unified, at set intervals to be mutually agreed upon with the ALP Program Officer. You also agree to provide a final Financial Report via e-mail to the Learning Policy Institute team no later than 60 days after the end of the grant period.

Record Maintenance and Inspection: You agree to maintain adequate program and financial records to enable LPI to easily determine how the grant funds were expended. Such records shall be maintained for at least three years following termination of the Grant Agreement and will be available for review by LPI personnel or our designee upon reasonable notice.

V. Assessment for Learning Project Priorities

You understand and acknowledge that LPI is making the ALP grant in furtherance of its nonprofit purposes, which include the priorities of ensuring that (a) the knowledge gained during funded projects will be promptly and broadly disseminated to the education community, and (b) the intended product(s) or outcomes be made accessible (with respect to cost, quantity, and applicability) to organizations dedicated to improving college readiness and completion. You agree to conduct and manage support of the research, product development, and innovations funded by this grant in a manner that facilitates the achievement of ALP priorities and in accordance with the NGLC Intellectual Property Policy.

VI. Participation in ALP Community of Practice

Goals of ALP Community of Practice: The grant making activities of the Assessment for Learning Project are one part of a larger field-building effort carried out through the development of a Community of Practice. The California Performance Assessment Collaborative (CPAC) Community of Practice will be composed of three district grantees: Los Angeles Unified, Oakland Unified, and Pasadena Unified, as well as the associated technical assistance providers who will be working with these districts: Envision Learning Partners/SCALE and Connect Ed. This CPAC cohort will be situated within the broader ALP Community of Practice, which will be composed of grantees, Technical Assistance providers, Advisory members, non-funded applicants, members of peer networks (e.g., Innovation Lab Network, Hewlett Assessment Cluster, Hewlett Deeper Learning grantees, JFF Students at the Center, NGLC schools), and other educators who share a passion for changing how assessment is perceived and used for learning. Activated through virtual and in-person events, synchronous and asynchronous conversations, the Community of Practice aims to foster collaborative problem solving, sharing of resources, sharing of expertise, feedback and validation from peers, synergy and coordination of efforts, and a more robust learning experience for each ALP grantee.

Meetings: The primary ALP contact for OUSD (the Manager of Performance Assessments or a

designated alternate) agrees to participate in monthly check-in video calls to share progress updates and plan future activities. These calls will include primary contacts from the CPAC Community of Practice, including Los Angeles Unified, Oakland Unified, Pasadena Unified, Envision Learning Partners/SCALE, and Connect Ed. In addition, once per quarter the monthly check-in video call will be used for a meeting of the Learning and Innovation Team, consisting of all primary ALP contacts along with broader representation from each ALP partner, including the High School Network Superintendent for OUSD, or a designated alternate.

Structured Site Visits: The primary ALP contact for OUSD will be responsible for coordinating with OUSD colleagues, as well as the Learning Policy Institute and Connect Ed to organize one or more study visits to OUSD sites in Spring 2018, and one or more study visits to OUSD sites in Fall 2018 and/or Spring 2019. Participants may include school board members, key district administrators (including the superintendent and/or assistant superintendent for curriculum and instruction), principals, teacher leaders, and performance assessment coaches or managers. LPI and Connect Ed will take responsibility for planning and implementing the learning agenda for these visits, while the primary contact for OUSD will support implementation of the learning agenda and coordinate logistics as needed.

Additional Activities: The primary ALP contact for OUSD will be responsible for coordinating an effort led by the Linked Learning Office to revise the district graduate profile (see Exhibit A for more detail). In addition, the first year of the grant will include piloting a districtwide professional learning effort to align student capstone projects with Linked Learning pathway themes, and piloting an assessment tool. The second year of the grant will support a continuation of the Linked Learning pathway theme alignment project, as well as quarterly districtwide professional learning sessions to align grading and instructional supports for student capstone projects, a districtwide showcase of student work, and support for a part-time teacher leadership position at one of Oakland's comprehensive high schools. The primary ALP contact for OUSD will be responsible for leading these activities, and collaborating with Envision Learning Partners as they provide assistance with districtwide professional learning efforts. The Learning Policy Institute will play a supportive role in this collaboration, including coordination during the monthly planning calls, and additional support as needed (indicated by a request for assistance from OUSD or Envision Learning Partners, or directly initiated by the Learning Policy Institute team).

VII. Publication

Grant Announcements, Public Reports, and Use of ALP Name and Logo: The ALP Partners, the William & Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, and other collaborative organizations may include information on this grant in periodic public reports and may make information about this grant public at any time on their web pages and as part of press releases, public reports, speeches, newsletters, and other public documents. Announcements, public reports and so forth should refer to the project and supporting grant as the Assessment for Learning Project. If you wish to issue a press release or report announcing this grant, or otherwise use names of the partners NGLC, EDUCAUSE, CIE, ALP, LPI or a collaborative organization's name or

logo, please contact LPI as outlined in the Grant Agreement at least two weeks before the desired announcement or publication date. You agree to notify LPO and ALP of the press release and the date of release, or of any other use of the names or logos of NGLC, EDUCAUSE, CIE, ALP, LPI or any collaborative organization. The ALP partners request an opportunity to review and comment on subsequent press releases or reports that are directly related to the grant.

Entire Agreement: The Grant Agreement will constitute the entire agreement and supersedes any prior oral or written agreements or communications between the parties regarding its subject matter. The provisions of the Grant Agreement are severable so that if any term or provision is found for any reason to be invalid, illegal, or unenforceable, such finding shall not affect the validity, construction, or enforceability of any remaining term or provision. The Grant Agreement may be amended or modified only by a mutual written agreement of the parties.

VIII. Term of Offer

Grant award offers are only valid for 14 days. Upon receipt of award notification, you must return a fully executed Agreement to LP postmarked or emailed no later than 14 days after the award notification.

IX. Right of LPI to Terminate Grant

LPI reserves the right, at its sole discretion, to terminate the grant at any time if Grantee fails to abide by the terms and conditions of the Grant Agreement, fails to make satisfactory progress with respect to the grant objectives, misappropriates ALP funds, or behaves in any other fashion detrimental to the success or effectiveness of the Assessment for Learning Project. Should LPI exercise this right, Grantee will be responsible for returning all unspent or misspent funds. In such case, any materials or work products produced with grant funds will still be subject to the NGLC Intellectual Property Agreement.

SIGNED,



Linda Darling-Hammond
Learning Policy Institute

3/22/18

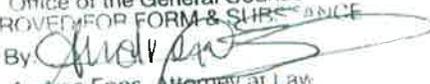
Date



Preston Thomas
Oakland Unified School District

2/27/18

Date

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the General Counsel
APPROVED FOR FORM & SUBSTANCE
By 
Andrea Epps, Attorney at Law

3/1/18



Aimee Eng, President, Board of Education 4/26/18



Kyla Johnson Trammell, Secretary, Board of Education 4/26/18

Exhibit A – Scope of Work for Oakland Unified School District

OAKLAND UNIFIED	Cost
Year 1 (2017-18)	
<i>Cross-District Teacher Training Session</i>	\$12,400
School Year Teacher Training	
20 Teacher stipends - \$600/teacher Food - \$400	
<i>Identifying Anchor Oral Presentations</i>	\$4,350
School Year Teacher Training	
6 Teacher stipends - \$500/teacher (\$3000) Teacher release - \$200/teacher (\$1200) Food - \$150	
<i>Pathway Theme Capstones</i>	\$6,700
School Year Teacher Training	
Fremont - civic action (3 teachers), Mack - capstone, Engineering? (4 teachers) 2 Release days - \$200/T (\$2800) 2 b'fasts and 2 lunches (\$400) 7 Stipends - \$500 (\$3500)	
<i>Integrated Project Pilot</i>	\$2,500
School Year Teacher Training	
Work with Fremont teachers on an integrated project for the spring 5 teacher stipends - \$500/T (\$2500)	
<i>Assessment Pilot</i>	\$3,000
School Year Teacher Training	
Teacher team to use Illuminate to track and enter data from the Capstone project so that we can pilot the tool, make it effective, and roll it out to more schools in the following year 6 teacher stipends - \$500/T (\$3000)	
Year 1 Total	\$28,950
Year 2 (2018-19)	
<i>Summer PD</i>	\$34,750
Summer Teacher Training	
5 days of PD on PBL and Performance Assessments 32 teachers at \$1000 (\$32,000) food at \$550/day (\$2750)	
<i>Cross-District Teacher Training Session</i>	\$13,600
School Year Teacher Training	
20 Teachers at \$600/teacher (\$12,000) Food - \$1600	
<i>Developing Pathway Specific Capstone Projects</i>	\$10,200
School Year Teacher Training	
Three teams of 3-4 teachers (10 total) 2 Release days per team - \$200/T (\$4000) 10 Stipends - \$500 (\$5000) Food - \$200/day (\$1200)	
<i>Graduate Profile</i>	\$12,500
School Year Teacher Training	
We would like to have a deeper look at our graduate profile as a way of bringing coherence to the system around performance assessments. The Linked Learning Office will work on a more compelling version 2.0 of our graduate profile. Preston would bring this to the Superintendent's cabinet to get their support. We would also seek our Superintendent's backing to have a deep dive into one competency of the profile this year (like academic proficiency or essential communication). We would have some cross-departmental conversations to develop K-12 competencies as well as example performance tasks and anchor student work that would guide teachers and school leaders.	
Graphic design - \$5k. 1 Day retreat - \$2500. Printing and production costs - \$5k	
Year 2 Total	\$71,050
Revised Grand Total	\$100,000

In addition to the high-level engagement strategies described above, each district has expressed unique priorities in terms of where to focus capacity building efforts. In **Oakland**, several complementary strands of work will help to support more rigorous and consistent implementation of the graduation capstone exhibition. An important element of Oakland's strategy will be **revising the district graduate profile** to clearly outline how the senior exhibition and other performance assessment activities can help students develop desired competencies. The Linked Learning Office will work on a more compelling version 2.0 of the graduate profile (including graphic design support), and seek support from the Superintendent's cabinet for the revised profile. The Linked Learning team, with the Superintendent's support, will also lead a "deep dive" into one competency area of the profile (like academic proficiency or essential communication) as a starting point, including cross-departmental conversations to develop K-12 competencies as well as example performance tasks and anchor student work that would guide teachers and school leaders. The revision process will eventually address all competency areas of the graduate profile.

Another element of Oakland's strategy to bring more coherence to its performance assessment system is the provision of **districtwide training opportunities for educators**, in partnership with **Envision Learning Partners (ELP)**. This partnership will focus on supporting strategic change management throughout the district, and developing fully integrated and aligned performance assessment activities culminating in rigorous senior capstone projects and defenses. Activities will include: 1) Cross-district training sessions where educators can share student work samples that are aligned to the capstone rubrics, reflect on student work, and identify instructional practices; 2) Bringing together a smaller number of educators for a more intensive focus on identifying oral anchor presentations to support the development of more equitable standards for quality across all schools; 3) Piloting pathway specific projects that would build on the capstone by having students create both a research paper and a product/action that aligns to their pathway theme; and 4) Offering summer learning opportunities to a cohort of teachers focused on project based learning and performance assessments. In addition to providing direct professional development, ELP will serve as a thought partner to the Oakland district team that is leading this work.