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By	



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

June 12, 2019

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Curtiss Sarikey, Chief of Staff
Andrea Bustamante, Executive Director, Community Schools and Student Services Dept.

Subject: **District Submitting Grant Application - Full Service Community Schools - Fund for the Improvement of Education**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant for OUSD schools to the U.S. Department of Education, Office of Innovation and Improvement, Oakland Full Service Community Schools Grant Award for the support of Oakland Unified School District's Community Schools Initiative to provide support for the following goals: (1) implement a comprehensive Full-Service Community School (FSCS) model at two of the district's high-need TK-5 elementary schools, and the Child Development Centers (CDCs) that feed into them; (2) expand and strengthen FSCS at the middle schools into which they feed; (3) establish pipeline services and coordinated partnerships for literacy, mentoring, family engagement and more to ensure a continuum of robust support from Pre-K through middle school; and (4) extend pipeline services through the transition to high school, for the period of October 1, 2018 through September 30, 2023, to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant award for OUSD schools for the 2018-2023 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
19-1168	Yes	Grant	Oakland Unified School District Schools: Harriet Tubman CDC, Hoover Elementary School, Westlake Middle School, Allendale CDC, Allendale Elementary, United for Success Academy; Oakland Unified District Schools via the Community Schools and Student Services Department.	To provide support to implement a comprehensive Full-Service Community School model at two of the district's high-need TK-5 elementary schools, and the Child Development Centers; expand and strengthen FSCS at the middle schools; establish pipeline services and coordinated partnerships for literacy, mentoring, family engagement to ensure a continuum of robust support from Pre-K through middle school; and extend pipeline services through the transition to high school.	10/01/2018 - 09/30/2023	U.S. Department of Education, Office of Innovation and Improvement	\$2,493,967.00

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: \$2,493,967.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant for OUSD schools for fiscal year 2018-2023, to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Oakland Full Service Community Schools Application



OUSD Grants Management Face Sheet

Title of Grant: Full Service Community Schools (FSCS) Grant Oakland Unified School District	Funding Cycle Dates: October 1, 2018 – September 30, 2023
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> U.S. Department of Education Office of Innovation and Improvement 400 Maryland Avenue, SW Washington, D.C. 20202-5970 202-205-4500	Grant Amount for Full Funding Cycle: \$2,493,967.00
Funding Agency: U.S. Department of Education Office of Innovation and Improvement 400 Maryland Avenue, SW Washington, D.C. 20202-5970	Grant Focus: OUSD is seeking funding to support the following goals: (1) implement a comprehensive Full-Service Community School (FSCS) model at two of the district's high-need TK-5 elementary schools, and the Child Development Centers (CDCs) that feed into them; (2) expand and strengthen FSCS at the middle schools into which they feed; (3) establish pipeline services and coordinated partnerships for literacy, mentoring, family engagement and more to ensure a continuum of robust support from Pre-K through middle school; and (4) extend pipeline services through the transition to high school.
List all School(s) or Department(s) to be Served: Harriet Tubman CDC, Hoover Elementary School, Westlake Middle School, Allendale CDC, Allendale Elementary, United for Success Academy Oakland Unified District Schools via the Community Schools and Student Services Department.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Based on our years of experience as a Full Service Community School district, we anticipate significant improvements in attendance and chronic absence reduction; school climate, suspensions, and student connectedness; and family engagement in schools. We aim to improve kindergarten readiness and preschool attendance at our CDCs, as well as middle school and high school readiness through supported transition planning and targeted interventions. We will also combat the drop-off in OUSD enrollment between 5th and 6th grades.
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 3.25% 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.)	OUSD will collaborate with the John W. Gardner Center for Youth and their Communities (Gardner Center) to conduct a rigorous evaluation of the proposed project. OUSD's Office of Research, Assessment and Data (RAD) will work with Community Schools and Student Services and the Gardner Center to refine the data collection, analysis, and reporting plan to measure impact of proposed program on student achievement.
Does the grant require any resources from the school(s) or district? If so, describe.	Matching from OUSD is as follows: 10% of Ali Metzler Community School Leadership Coordinator (Project Director), 10% of Maria Sujo, Kindergarten Readiness Coordinator, 10% of Community School managers at Westlake and United for Success Academy, 5% of Veronica Chew, CSSS Data Analyst.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	Services will be provided by OUSD Community Support Student Services staff, as well as by the following contracted partners: Attendance Works (Trainings to address chronic absence); Tandem (Tandem's StoryCycles is a book-sharing program that gives families

(If yes, include the district's indirect rate of 3.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	easy access to high quality, developmentally and culturally appropriate children's books and workshops to support family engagement.); literacy partners will be identified to support Hoover/Westlake and Allendale/United for Success and will each receive a contract for literacy intervention; and the Gardner Center for evaluation.
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.)	Students will not be taken out of school for proposed project.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Andrea Bustamante, Executive Director Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 510-879-2901 Andrea.Bustamante@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		5/21/19
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera/ Curtiss Sarikey		5/21/19


Grant Office Obtained Approval Signatures:

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



6/13/19

Aimee Eng, President
Board of Education



6/13/19

Kyla Johnson-Trammell Johnson, Secretary
Board of Education

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PROJECT ABSTRACT



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Project Title: *Oakland Unified School District (OUSD) Full-Service Community Schools: Literacy, Transitions, and Deepening the Model*

Goals: Oakland Unified School District (OUSD) is seeking funding to support the following goals: (1) implement a comprehensive Full-Service Community School (FSCS) model at two of the district's high-need TK-5 elementary schools, and the Child Development Centers (CDCs) that feed into them; (2) expand and strengthen FSCS at the middle schools into which they feed; (3) establish pipeline services and coordinated partnerships for attendance, literacy, mentoring, family engagement and more to ensure a continuum of robust support from Pre-K through middle school; and (4) extend pipeline service through the transition to high school. We are applying for Competitive Preference Priorities 2, 3, and 4.

Population Served: The project will serve two Title I middle schools, two Title I elementary schools and two preschools associated with elementary schools (enrollment 1,200 students per year, serving 1,500 students/families in Y1, up to 2,300 in Y5). The schools serve primarily Latino and African-American students from low-income families, living mostly in East Oakland and Fruitvale where crime and violence create chronic stress and frequent incidence of trauma. The target schools are challenged in student academic achievement, chronic absence, suspensions, and disciplinary referrals. Over 40% of students served are English Learners.

Outcomes: We anticipate significant improvements in attendance and chronic absence reduction; school climate, suspensions, and student connectedness; and family engagement in schools. We aim to improve kindergarten readiness and preschool attendance, as well as middle and high school readiness through transition planning and targeted interventions. We will also combat the drop-off in OUSD enrollment between 5th grade and middle school starts.

Strategies: We aim to build a strong community of families, students and staff across CDCs, elementary school, and middle schools. Grant funds will support Community Schools Managers (CSMs) for each elementary school and leverage those funds by, among other activities, creating mentor relationships with existing CSMs at the middle schools. CSMs will coordinate a vibrant mix of events and activities designed to engage families around academic transitions and planning, attendance, and literacy. We will expand existing community partnerships with consortium partners Attendance Works, Oakland Promise, First5 Alameda County and additional partners Reading Partners, Tandem, Oakland Public Library, Bay Area Community Resources, Citizen Schools, Alameda County Health Care Services, and others to focus on attendance and literacy over the PreK-8th grade continuum. We will build coordinated Attendance Support Teams with a whole-school, whole-child approach to attendance. Our CSMs will strengthen our existing Restorative Justice and Coordination of Service Teams (COST) and help implement Restorative Justice schoolwide at a new school. We will also strengthen student and family supports around health, wellness and out of school time programming.

Managed by OUSD's Office of Community Schools and Student Services (CSSS), this project will deepen our districtwide FSCS initiative, which provides Community School Managers at 41 schools (in 2019-20) and essential elements of community schools throughout the district. CSSS includes Attendance and Discipline, Restorative Justice, Health Services, Expanded Learning, and Behavioral Health. We also collaborate with OUSD Teaching and Learning, OUSD Family Engagement, and OUSD Early Childhood Education. This project will have shared outcomes across multiple departments and create innovative community school systems for future replication. The project will be evaluated by Stanford's John Gardner Center, which will publish results and practices to support the FSCS field.

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Project Narrative

Oakland Unified School District (OUSD) is seeking funding to support our work to (1) implement a comprehensive Full-Service Community School (FSCS) model at two of the district's high-need TK-5 elementary schools and their nearest Child Development Centers (CDCs); (2) expand and strengthen the FSCS model at the middle schools into which they feed; (3) establish pipeline services and partnerships for literacy, mentoring, family engagement and more to ensure that students and families have a continuum of robust support from Pre-K through middle school; and (4) extend pipeline service through the transition to high school, so that students enter 9th grade with the skills, knowledge and life supports they need to succeed in high school and beyond. Managed by OUSD's Office of Community Schools and Student Services (CSSS), this project will deepen OUSD's districtwide FSCS initiative, which currently employs Community School Managers at 41 schools and essential elements of community schools throughout the district.

Note: All OUSD Data is from the OUSD Office of Research, Assessment & Data.¹

(A) Project Design

OUSD is a large urban school district serving the city of Oakland, California (population 425,195). OUSD's 87 district-operated schools include 49 elementary schools, 14 middle schools, one alternative middle school, five K-8 schools, three 6th-12th grade schools, seven comprehensive high schools, seven alternative high schools and one independent study high school. Of the 36,365 students in district-run schools, 88.5% are non-white and 75.3% are eligible for Free/Reduced-Price Meals (FRPM). Latinos make up a growing proportion of

students in OUSD schools, with Latino enrollment in district-run schools growing from 29% to 42.5% from 2000 to 2017. African American enrollment has declined from 48% to 26% over the same period. English Learner students are 31% of the overall student population, and 50% of students speak a language other than English at home. While Spanish is the most prevalent home language (33%), significant numbers also speak Cantonese, Mam, Arabic, and Vietnamese. Our students and their families speak 56 native languages. Many students are from recent immigrant families. OUSD serves more than 2,600 newcomer students, including 643 unaccompanied minors and 336 refugee and asylee students.

Many OUSD students and their families are grappling with poverty, housing instability, neighborhood crime and violence, and the stress and trauma that accompany these challenges. These enormous barriers to academic engagement and achievement disproportionately impact children of color, as reflected in the district's truancy rates, student proficiency, and dropout rates. Low parental education levels and limited English language proficiency can also have a negative impact on engagement and achievement.

Poverty and Housing Instability. The income gap between rich and poor is growing in Oakland. A 2016 report by the Public Policy Institute of California notes that the income gap between Bay Area households at the top 10% of incomes grew by 10% between 2007 and 2014. Here, there are extreme socioeconomic inequities between affluent neighborhoods in the Oakland hills and those in the “flatlands,” where the city's poorest residents reside and all six schools in this proposal are located.²

The poor are disproportionately people of color. The overall poverty rate in Oakland, just 9.7% for Whites, is over 25% for African-Americans (25.8%) and Latinos (26.2%).³ The disparities have far-reaching consequences: an African-American child in the flatlands is seven

times more likely than a white child in the hills to be born into poverty, 2-½ times more likely to be behind in vaccinations, and four times less likely to read at grade level by grade 4.⁴

The problem of income inequality is compounded by the region's exceptionally high cost of living. In the past year alone, already-high housing costs in Oakland have more than 9%. As of March 2019, the average rent for a one-bedroom apartment is \$2,599 per month, and the average rent for a two-bedroom apartment is \$3,369.⁵ High housing costs force many families into unstable or substandard housing, which stresses students and disrupts their ability to succeed in school. Up to 45% of students live in single parent homes, kinship care situations, or foster care. In the 2017-18 California Healthy Kids Survey (CHKS), 16% of middle schoolers reported living situations other than a home with a parent or guardian,⁶ and according to the OUSD McKinney-Vento office, nearly 1,600 OUSD students are experiencing homelessness (a 50% increase over the 2016-17 school year).

Neighborhood Crime & Violence. Oakland has one of the highest violent crime rates of all large U.S. cities, largely concentrated in East Oakland (where Arroyo Viejo CDC, Markham Elementary and Frick Impact Academy are) and West Oakland (where Harriet Tubman CDC and Hoover Elementary are). In these and other poor Oakland neighborhoods, gang activity, drug dealing, prostitution/human trafficking and blight make the journey to and from school a daily ordeal. 32% of OUSD 5th graders surveyed as part of the 2017-18 CHKS reported that at least one friend or family member had died by violence.⁷ Trauma and toxic stress affect Oakland children early. According to The Early Learning Lab (a project of the David and Lucile Packard Foundation) “one in four preschoolers have experienced trauma firsthand, and one in three have witnessed violence. Such trauma — including neglect, abuse, or violence — can overwhelm a child’s healthy ability to cope, regulate emotions, develop, and learn.”⁸

Magnitude & Nature of Impact. These severe life challenges have immense negative impact on children’s academic success, overall development and wellbeing, often feeding the “school-to-prison” pipeline. It is difficult for students to learn when they are hungry, anxious, or traumatized. It’s hard for parents and caregivers to be involved with their child’s school when they are working overtime to pay the rent, facing eviction, or feel unsafe in their neighborhood. When children aren’t ready for kindergarten, they struggle in elementary school; low engagement in elementary school jeopardizes successful transition to middle school. These linkages are borne out by data on chronic absenteeism/truancy, academic proficiency and dropout rates.

Chronic Absenteeism & Truancy. Districtwide, 13.6% of OUSD students were chronically absent, missing at least 10% of school days. Table 1 below shows that low-income students have a higher rate of chronic absenteeism than the overall student population, and that African-American students experience disproportionately high chronic absenteeism. This data also makes clear that for the general student population, and especially for low-income students, chronic absenteeism increases in high school, one reason this proposal includes initiatives for preparing middle schoolers for high school and assisting with that transition.

Table 1. OUSD Chronic Absenteeism, 2017-18

	All Grades (TK-12)	Elem (TK-5)	MS (6-8)	HS (9-12)
Overall	13.6%	12.9%	11.3%	17.2%
Low-income	17.0%	16.2%	12.8%	19.1%
African American	23.4%	23.3%	19.1%	23.4%

Academic Proficiency. OUSD has made great strides in student achievement over the past 16 years. In 2003 the percentage of our students achieving proficiency on standardized state testing was 19% in English Language Arts (ELA) and 21% in Math; those numbers rose to 43% and 41% in 2013. Thereafter, California’s switch to Common Core State Standards and Smarter Balanced Assessment Consortium (SBAC) testing disrupted the continuity of data. Proficiency in ELA and Math has risen from 29% and 23% in 2015, the first year that non-baseline SBAC test data are available, to 33% and 27% in 2018. But our students’ proficiency lags well below their peers countywide (and statewide)—with our African-American, Latino and English Learner students struggling the most, as shown in Table 2 below.

Table 2. SBAC Data on OUSD Student Achievement Gaps, 2017-18

	OUSD Students Meeting or Exceeding Standards	
	ELA	Math
White	71.5%	63.4%
Asian	49.5%	49.1%
Latino	23.8%	16.8%
African American	19.3%	12.0%
English Learners	4.3%	6.2%

Oakland Students and Families Need Full-Service Community Schools. In 2011-12, OUSD adopted a Full-Service Community School (FSCS) model as part of our strategy to, over time, eliminate inequities in education, close achievement gaps, and ensure that every student thrives. In an FSCS model, a broad array of in-school and out-of-school supports and resources

are pooled and coordinated to best support youth and their families—including those from the school district, city and county agencies, dozens of non-profit service providers, major funders, and other entities. We see this strategy as a means to disrupt the predictive power of race and demographics on student achievement. In our vision of a fully implemented FSCS model, every student and his or her family is actively supported from Pre-K through the transition from high school to college or career—with restorative justice programs in place to positively correct for missteps along the way.

OUSD was the first school district in the nation to adopt an FSCS model districtwide, initially focusing primarily on middle schools and high schools. In 2014, in partnership with the Alameda County Health Care Services Agency, we received a five-year \$2.5 million U.S. Department of Education FSCS grant. We developed three new K-5 Community Schools, expanded our FSCS model at the three middle schools they feed into, and established transition programs and partnerships for health services to prepare rising 6th graders for middle school and ensure a continuum of support for students and families.

Through our pioneering work in these six schools, we developed an articulated elementary/middle school FSCS model to guide our FSCS expansion throughout OUSD (and provide a model for other school districts). Results are proving our concept that Community Schools are an effective reform strategy for OUSD. In the 2017-18 annual performance reporting period, for example:

- 5 out of 6 schools met/or exceeded goal of increasing family engagement with their children’s learning and development, as measured by the California Healthy Kids’ Survey question: “This school encourages me to be an active partner with the school in educating my child.” (Garfield was the only school that did not quite meet their target, with 92.7% of respondents agreeing, vs their goal of 96.2%.)

- 5 of 6 schools met our goal in Year 4 to decrease truancy rates. This can be attributed to stronger data systems and increased coordination through Attendance Team, Attendance Clerk and school staff. Increased visibility and communication regarding attendance at all schools is creating a culture of “Every Day On Time.”
- RISE met 7 of 8 FSCS Performance Measures in Year 4, thanks to increased teacher focus on positive school climate, strong leadership and effective systems.

But we also see opportunity for improvement in meeting our goals for reducing chronic absence; supporting students and families through school transitions, broadening and deepening family engagement, strengthening school climate and culture, and creating strong wraparound supports for students and families with the highest levels of need. We established the following Community School Priorities to align and guide all OUSD Community Schools, ensure scalability and focus resources where they could make the greatest and most cost-effective impact on academic outcomes:

1. Increase school attendance by building school site Attendance Teams to analyze data, build relationships and develop innovative systems to address chronic absence and truancy.
2. Strengthen Coordination of Service Teams (COST) and multi-tiered systems of support to meet the highest needs of students and families.
3. Increase access to health services to address barriers to learning.
4. Strengthen existing partnerships and develop new ones to meet each school’s needs.
5. Create innovative systems and strategies to address school transitions, culture/climate and family engagement.

What is COST? Every Community School in OUSD has a **Coordination of Services Team** (COST) that coordinates interventions across all service categories. COST is a

multi-disciplinary team convened by the school's CSM and principal and comprised of school leaders, teachers, service providers and support staff. Together, the COST team:

- Meets weekly to allocate and coordinate services to address the holistic needs of high-need students. (COST accepts referrals from teachers, staff, and families of struggling students, and there is a triage process to prioritize referrals.)
- Discusses and assesses the continuum of supports available schoolwide, identifying service gaps and recommending expanded resources under the FSCS framework.
- Coordinates schoolwide efforts focused on making sure students come to school every day, are in good health, are performing well academically, and are developing the social/emotional skills necessary to be successful in school.

The evolution of an entire large urban district into a Full-Service Community School district is a wide-ranging, ambitious goal, and having these priorities in place (and regularly reassessing them) is helping OUSD stay laser-focused, both strategically and tactically. In 2017, we received a three-year, \$1.76M Learning Communities for School Success Program (LCSSP) grant from the California Department of Education (CDE). Guided by the above priorities, we are using LCSSP funds to strengthen Restorative Justice (RJ) and Attendance & Discipline Support Services (ADSS) at the elementary and middle school levels, with the goal of creating a culture of attendance and fostering strong school connectedness at 16 elementary and middle schools demonstrating an especially high achievement gap. Fifteen of these schools are in East or West Oakland, where chronic absenteeism is most acute.

Progress So Far and Next Steps. As we approach the end of the 2018-2019 school year, 41 of our 87 district-operated schools have dedicated Community School Managers (CSMs): 21 of 54 elementary and K-8 schools, 10 of 15 middle schools, 6 of 18 high schools, 1 grade 6-12

school). We also have a CSM dedicated to supporting youth re-entering OUSD from the Juvenile Justice Center. At all 41 Community Schools, CSMs have implemented COST teams and established Attendance Support Teams. Community Schools now serve 19,585 of the more than 37,000 OUSD students in district-run schools. As of mid-way through the 2018-19 school year, we have 129 approved partnerships and 82 pending approval.

Now, 27 schools have RJ Facilitators, including six who are (as part of a 2018-19 pilot program) RJ Community School Managers. Social Emotional Learning (SEL) is embedded at most district schools as part of CSSS's system-wide work. Ten schools are formally implementing SEL curricula, and we are partnering with afterschool providers to systemically include SEL in afterschool. We have reduced school suspensions by 11.4% since 2015-16.

But our current Federal funding expires in September, and we have just one more year of LCSSP funds. *We need this grant to support the next phase of FSCS implementation at OUSD, which will be focused on fortifying and aligning pipeline services from Pre-K through middle school and coordinating holistic student, family and community supports to ensure: 1) improved attendance; 2) robust gains in literacy; 3) successful transitions from Pre-K to elementary and elementary to middle school; and 4) rising eighth graders who are engaged, supported and academically prepared to succeed in high school.*

Needs Assessment. In choosing target schools, we worked with the OUSD Superintendent and Elementary and Middle School Network Executive Officers to identify middle schools with high rates of chronic absence (above 13%) and low rates of high-school readiness and school connectedness for rising 8th graders. (A student is considered "high school ready" when, by the end of the first semester of eighth grade, they have a total weighted GPA of 2.5 or higher; has no Ds or Fs in core 8th grade English or Math classes; no 8th grade

suspensions; and attendance of 95% or higher. School connectedness is evaluated using California Healthy Kids Survey results.)

Because our strategy for this next phase of FSCS implementation focuses on strengthening the pipeline from Pre-K through middle school, we chose to focus two ECE-ES-MS triads: **Harriet Tubman CDC/Hoover Elementary/Westlake Middle School** in West Oakland/Uptown; and **Arroyo Viejo CDC/Markham Elementary/Frick Impact Academy** in East Oakland. We chose these schools by looking at high-need OUSD middle schools with feeder elementary school/preschool pairs that do not yet have a CSM.

The chart below shows, for each school, the number enrolled as of March 22, 2019, the breakdown of the top three most populous ethnicities at each school, the percentage eligible for Free/Reduced Price Meals and the percentage of English learners.

Hoover/Westlake Triad (West Oakland)		
Harriet Tubman CDC (co-located with Hoover)	Hoover Elementary (TK-5)	Westlake Middle School
24 enrolled	270 enrolled 92% FRPM 50% English learners	342 enrolled 79% FRPM 25% English learners
71% African-American 29% Latino	49% Latino 35% African-American 7% White	50% African-American 26% Latino 15% Asian

Markham/Frick Triad (East Oakland)		
Arroyo Viejo CDC (Neighbors Markham)	Markham Elementary (TK-5)	Frick Impact Academy
62 enrolled	328 enrolled 92% FRPM 58% English learners	224 enrolled 93% FRPM 38% English learners
65% Latino 29% African-American 3% White	70% Latino 26% African-American 2.5% Multi-racial/other	55% Latino 38% African-American 3% Pacific Islander

Leaders at the target schools are excited about and committed to embracing the Community Schools model, and have already established several key partnerships we can leverage. Each triad of school has a high degree of need across all pipeline services recommended in the Notice:

a) High-quality early childhood education programs (including TK/K readiness)

We currently use the Desired Results Developmental Profile (DRDP) to help inform our understanding of kindergarten readiness. Only 7% of Hoover kindergarteners were “kinder ready” in the language and literacy domains. These estimates are not 100% reliable because the majority of incoming Hoover kindergarteners were untested, but nonetheless they point to a need for greater support, which is borne out by data from First 5 Alameda County on OUSD and national data from the Urban Strategies Council. OUSD is working on a formal assessment that measures K-readiness for our incoming students, and our Research, Assessment and Data office (RAD) will work with our ECE office to develop this tool during the course of this grant.

The 2015 Fall School Readiness Assessment of OUSD by First 5 Alameda County noted several factors strongly associated with kindergarten readiness in OUSD: not coming to school tired or hungry; having higher family income; having a mother with a higher level of education; being proficient in English, and having attended preschool. At our target elementary schools, 92% of students receive FRPM, indicating a high likelihood of food insecurity and housing instability, while 55% are English learners. Districtwide, 24% of students came to school tired or hungry at least occasionally, according to the study, and 46% of mothers' highest level of education was a high school diploma.⁹

Last year, OUSD Research, Assessment and Data (RAD) staff developed an Early Development Instrument (EDI) dashboard that measures school readiness at the community level. The EDI shows, among other indicators, that incoming kindergarteners in the zones of Oakland where Hoover and Markham are located score low on school readiness, with only 66% and 69% of kindergarteners “on track” in the language and cognition domain, compared to 88% and 92% in the two most affluent zones.

Racial disparities in school readiness are also apparent, especially for boys. Data from the Urban Strategies Council on young students (grades TK-3) show that, compared to white boys, boys of color much are more likely to visit the ER for asthma; be less prepared for school; be enrolled in special education; not be meeting targets for literacy development in TK and 3rd grade; be suspended in the early grades, and to have friends or family members die by violence. Latino boys in OUSD face some of the greatest disparities related to preschool participation, school readiness, and English language and literacy development. One in four Latino males entering OUSD kindergarten did not attend any preschool, and perhaps not surprisingly, only 29% are fully ready for kindergarten.¹⁰

As illustrated by the data, OUSD students—and in particular students in our target elementary schools (where Latino and African Americans are a majority, and 92% of students are eligible for Free/Reduced Price Meals)—are in great need of support prior to kindergarten entry, during the Pre-K to K transition, and during the early years of elementary school.

Furthermore, families of children in preschool are not yet in the habit of prioritizing consistent attendance at the program. As shown in Table 3, more than 50% of children at Harriet Tubman CDC (at Hoover) and 74% at Arroyo Viejo (near Markham) are chronically absent, setting a precedent for poor attendance in kindergarten and beyond. Recent research from the University of Chicago indicates that preschool absence may be a crucial opportunity for intervention: “Chronically absent pre-kindergarten students—those who were absent 10 percent or more of their enrolled days—displayed lower levels of academic and behavioral kindergarten readiness and were more likely to be chronically absent in subsequent grades. By third grade, students chronically absent for multiple years exhibited the need for significant intervention to read at grade level. These findings suggest that providing supports to improve attendance in pre-kindergarten and early elementary years has the potential to reduce achievement gaps and redirect struggling students onto the pathway toward educational success.”¹¹

Table 3. Preschool attendance, 2017-18

	Attendance Rate	Chronic Absence Rate
Harriet Tubman CDC	84.9%	52.2%
Arroyo Viejo CDC	81%	74.2%
All OUSD Pre-Schools	87.1%	53.9%

b) High-quality school and out-of-school-time programs and strategies.

As discussed earlier, our students are often coping with the many stressors that come with living in low-income, high-crime neighborhoods. They are not fully engaged at school. According to the 2017-18 Middle School CHKS, 49% of Frick students and 51% of Westlake students do not feel highly connected to their schools.¹² To combat disengagement, reduce chronic absenteeism and ultimately boost academic achievement, it's essential that we develop aligned, academically rigorous, relevant, and enriching in-school and OOST programs. Some of the specific needs for Hoover/Westlake and Markham/Frick are:

Academic: As shown in Table 4, students these schools are struggling to meet academic standards as measured by SBAC testing, lagging far behind the OUSD average and even farther behind the averages for Alameda County and California.

Table 4. SBAC Data on Student Proficiency, 2017-18

	OUSD Students Meeting or Exceeding	
	ELA Standard	Math Standard
Hoover	7.8%	9.2%
Westlake	16.9%	6.70%
Markham	5.7%	3.7%
Frick	9.1%	4.9%
California	49.9%	38.7%

Alameda County	56.1%	48.6%
OUSD	33.2%	26.9%

Attendance. Table 5 shows that Markham and Westlake are also grappling with chronic absence, with rates above the OUSD average, particularly at Westlake, with a rate nearly 70% higher than the district's. Districtwide, rates of chronic absence are over 23% for African-American students, who comprise 51% and 39% of Westlake's and Hoover's student population. District data shows that elementary school chronic absence is highest in kindergarten (16.5%), showing the need to create a culture of consistent attendance in kindergarten and even earlier.

Table 5: Chronic Absenteeism, 2017-18

School Site	Chronic Absence
Hoover Elem.	13.8%
Markham Elem.	16.1%
Westlake MS	22.1%
Frick Impact Acad.	8.6%
OUSD	13.6%

School Climate and Culture. While the target schools have made some strides in these areas since the introduction of Restorative Justice (RJ) at the target schools, rates of truancy and suspension are much higher than the district averages at these schools, as illustrated in Table 6.

Table 6: Attendance and Suspensions, Target Schools and OUSD, 2018

	Truancy (2017-18, Sem. 2)	Truancy (2018-19, Sem. 1)	Suspension Rate
Hoover Elem.	50.7%	31.2%	2.1%
Markham Elem.	59.4%	38.0%	2.9%
OUSD (Elementary)	37.1%	21.3%	0.80%
Westlake MS	94.5%	67.5%	11.1%
Frick Impact Acad.	97.9%	91.0%	11.5%
OUSD (Middle)	75.0%	55.4%	5.9%
OUSD (All grades)	58.7%	43.2%	2.6%

c) Effective transitions.

As we continue to deepen and add rigor to FSCS implementation, one of the greatest needs is transition support. Our target schools have significant needs at all transition points:

Pre-K to kindergarten. As discussed above, the district currently uses the DRDP as one of the tools to assess kinder readiness (literacy and language development) and it shows, for example, that just 7.1% of students entering Hoover Elementary are TK/K ready in the relevant domains. This illustrates the need for stronger Pre-K literacy and engagement programs, but also for more intentional support as children transition. Through our ongoing FSCS work, we have implemented COST teams at all Community Schools, but these teams do not yet exist at our targeted ECEs/elementary schools. This grant will fund their creation.

Elementary school to middle school. The transition from elementary to middle school comes at a time when students are going through a whole host of developmental changes, each at their own pace. The Association for Middle Level Education (AMLE), in a summary of research on transitioning from elementary to middle school, writes, “With the implementation of an effective transition program, scholars have identified many benefits, such as an increase in attendance, improvement in academics, reduced retention rates, and, ultimately, the creation of more successful students (Bellmore, 2011; Cauley & Jovanovich, 2006; Kingery et al., 2011).”¹³

In OUSD and our target schools in particular, the need for transition support for rising 5th graders/incoming 6th graders is especially acute: according to OUSD data, only 6.9% of Frick’s entering 6th graders and 9.9% of Westlake’s are deemed “middle school ready.” (Middle school readiness is defined as: reading at or above grade level in grade 5, based on SRI; no suspensions in 5th grade; and at least 95% daily attendance in 5th grade.)

The need to bolster transition supports is also seen in data on drop-off in enrollment between the elementary and middle schools, as shown in Table 7. OUSD loses between 16% and 28% of its 5th grade students each year, as families decide to move their children to other educational options. We need to rebuild family and community confidence and sense of investment in our district-run middle schools to combat this ongoing pattern.

Table 7. District-Run OUSD Enrollment, 5th vs. 6th Grade, 2011-present

School Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
5th grade	3,219	2,962	3,044	3,091	3,118	3,236	3,099
6th grade	2,528	2,488	2,554	2,348	2,378	2,335	2,476

Middle school to high school. OUSD considers a student on track to being “high school ready” when all of the following requirements have been met: (1) Total weighted GPA of 2.5 or better; (2) School attendance 96% or better; (3) No "Ds" or "Fs" in their core English and Math course grades in 8th grade; and (4) No suspensions in 8th grade. Currently, just 44% of students districtwide demonstrate high school readiness, and at Westlake the rate is even lower (39%).

Table 8. High School Readiness (HRS) of 8th Graders, 2017-18

Measured at the end of the first semester of the school year

Requirement	% of students who meet each requirement		
	Westlake	Frick	OUSD
Total weighted GPA of 2.5 or higher	62.8%	81.3%	69.5%
Daily attendance of 96% or greater	51.0%	65.3%	61.2%
No Ds or Fs in core English or Math	76.6%	88.0%	76.1%
No suspensions in 8th grade	88.3%	92.0%	92.2%
HIGH SCHOOL READY (meet all of the above requirements)	39.0%	49.3%	44.0%

Westlake Middle School launched a school readiness intervention program in the 2016-17 school year, and it has already had positive results: the 39% HSR rate for the 2018 promoting class at Westlake was 26.7% higher than for the promoting class of 2016. The

program includes a 6-week course, student mentoring, and case management for students at risk of not meeting high school readiness indications. Small group instruction is provided by community partners, and families are involved early to maximize support. Through this grant, we plan to implement the same program at Frick to test its replicability for possible use as a districtwide model.

(d) Family and community engagement and supports.

Families at our target schools are challenged in multiple ways with regard to supporting their children's education. Over 88% of the families at these four schools qualify for FRPM, compared to the district average of 71%. This means that families are either working multiple jobs and/or surviving on public assistance; either condition is a major stressor.

Neighborhood stressors layer on each other and multiply effects on families. According to the Urban Strategies Council—which analyzes stressors based on data from crime incidence (juvenile and adult arrests, domestic violence reports, shootings and homicides, other violent crime, and burglaries), adult and juvenile probationers, chronic absence from school, and suspensions from school for violent incidents—our target schools are in some of Oakland's most-stressed neighborhoods. Markham Elementary is in the second most highly stressed police beat, while Frick, Hoover and Westlake are in the 9th, 11th and 16th (of 57) respectively.¹⁴

Family levels of educational attainment are also lower in our target schools than in the district as a whole, as illustrated by Table 9. Families with lower education levels face challenges in supporting their children's academic progress, especially if, like many of our OUSD families, their country of origin is not the United States and they are not familiar with our educational systems. Limited English proficiency is another challenge to family members' engagement in

schools. In our target schools, more than half of our elementary students and 1 in 4 high school students are English learners.

Table 9. OUSD and Target School Parent Educational Attainment, 2018-19

***Note:** The educational status of many OUSD parents is unknown or “decline to state,” so all percentages below are “at least.”*

	No HS Diploma	HS Diploma Only	4-year College Degree
Hoover	13.0%	14.4%	4.7%
Westlake	6.4%	11.4%	3.5%
Markham	21.3%	8.9%	3.2%
Frick	9.9%	9.9%	2.3%
OUSD	9.4%	8.3%	6.7%

(e) Services that support postsecondary and workforce readiness; and

(f) Community-based support for former students for success in postsecondary education and the workforce.

As noted above, graduating 8th graders at our target middle schools have low levels of high school readiness, which is a predictor of poor outcomes vis-a-vis college enrollment and success. We have also identified a need for our middle school students and their families to be more aware of College & Career Pathway options within OUSD high schools.

(g) Social, health, nutrition, and mental health services and supports.

Students at our target schools need additional supports to feel safe, valued, and connected to school. As Table 10 shows, the California Healthy Kids Survey (CHKS)¹⁵ reveals that substantial numbers of students at Markham, Westlake, and Frick have perceptions that they are not safe at school. At the middle school level, about half of the students at our target schools do not feel highly connected to their schools, and even greater numbers feel they don't participate meaningfully. Hoover, with significantly more positive numbers in these domains, is the only school in our target group with a schoolwide Social Emotional Learning curriculum that uses Caring School Communities interventions.

Table 10. CHKS Data from 5th and 8th Grade Student Surveys, 2017-18

	Bullied at school in past year	Sometimes feel unsafe at school	Rarely feel they participate meaningfully	Not highly connected
Hoover	42.1%	5.6%	N/A	16.7%
Markham	55.0%	20.0%	N/A	15.0%
Westlake	45.3%	64.3%	65.3%	51.4%
Frick	36.9%	51.0%	59.7%	49.2%

Factors such as poverty, limited parental resources and education, and unsafe neighborhoods contribute to a high level of unmet health needs among students and families at the target schools – which can interfere with attendance and academic success. Asthma, a major contributor to chronic absence, is a high risk for low-income students, particularly African-Americans. Based

on students' results on the California Physical Fitness Test (PFT), the vast majority – including 100% of students at Frick – are unfit (Table 11) by middle school.

Table 11. Physical Fitness at Target Schools, 2017-18

	Not fit aerobically	Unfit body composition	Not fit overall
Hoover Elem.	24%	44%	67%
Markham Elem.	0%	56%	53%
Westlake MS	77%	61%	85%
Frick Impact Acad.	100%	100%	100%

Vision. Screening is currently done in OUSD in grades K, 3, and 5, but it needs to be done yearly to ensure that vision problems, which can interfere with learning, are identified early. Resources for glasses for children who need them are also needed.

Dental. In California, nearly one-third of children have untreated tooth decay, and Latino and low-income children (the majority of the students at our target schools) experience more tooth decay and untreated tooth decay than other children.¹⁶ Not only is oral health an important part of a child's overall wellness; dental problems also contribute to absence. (Statewide, California children miss more than 850,000 days of school each year due to dental problems.)¹⁷ In the 2013-14 CHKS Survey (the most recent time this question was asked), 16.2% of OUSD middle school students reported they rarely or never got dental care when they needed it for

cleanings, toothaches or cavities.

h) Juvenile crime prevention and rehabilitation programs.

As noted above, truancy, suspension and disciplinary referral rates for our target schools are above the district averages for their grade levels (Table 6). Suspensions in particular are predictive of future school dropout and involvement with the justice system.¹⁸ OUSD has adopted a districtwide commitment to Restorative Justice (RJ) as its front-line juvenile prevention strategy.

Goals, Objectives, Outcomes

OUSD's goals for this project include (1) tighter integration of FSCS student and family supports with teaching and learning; (2) strengthening early literacy and student readiness for transitions to kindergarten, middle school, and high school; (3) identifying promising practices from the "laboratory" of our grant-funded projects and replicating them at schools across the district. OUSD CSSS will collaborate with internal partners in Teaching & Learning, Early Childhood Education, and Attendance and Discipline Supports, and with a broad coalition of community partners, to achieve the following objectives. with support from this FSCS grant:

1) Increase the % or number of 8th graders at Westlake and Frick who are "high school ready" by at least 2 percentage points or 3 students every year. A student is considered on track to being "High School Ready" when ALL of the following requirements have been met at the end of the reporting semester in 8th grade:

1. Total weighted GPA of 2.5 or better
2. School attendance 96% or better
3. No "Ds" or "Fs" in their core English and Math course grades in 8th grade
4. No suspensions in 8th grade

- 2) Attain 50% participation from preschool families attending early literacy workshops and kinder transition events at both elementary school sites.
- 3) Increase the enrollment between each triad's preschools-elementary schools and elementary schools-middle schools every year, with 10 additional students per site enrolled from baseline within 5 years.
- 4) Decrease chronic absence rates at sites by at least 1-2 % points, or maintain chronic absence rate at or below respective site level (i.e. preschool, elementary, middle) averages every year.
- 5) Increase percentage of third graders reading at or above grade level by 2 % points every year.
- 6) Increase students' feelings of connectedness at school every year or maintain above 80%, measured by the OUSD Connectedness Scale which is composed of five questions on the California Healthy Kids' Survey (CHKS):
 1. Do you feel close to people at school?
 2. Are you happy to be at this school?
 3. Do you feel like you are a part of this school?
 4. Do teachers treat students fairly at school?
 5. Do you feel safe at school?
- 7) Increase families' feelings of connectedness at school every year or maintain above 80%, measured by the OUSD Connectedness Scale which is composed of seven questions on the California Schools Parent Survey:
 1. I feel welcome to participate at this school
 2. School staff treats me with respect
 3. School staff takes my concerns seriously
 4. School staff welcomes my suggestions
 5. School staff responds to my needs in a timely manner

6. School staff is helpful

7. My child's background is valued at this school

In the following sections we will demonstrate how we are building a comprehensive, coordinated continuum of services that support students and families and build thriving schools and communities.

(B) Quality of Project Services

1. Strategies to address needs

OUSD has been planning and implementing FSCS strategies for the district since 2012. All the pipeline services described in the Notice are present to some degree at the target schools at the relevant grade levels (i.e., quality early childhood education is in place at the Child Development Centers (CDCs), but not at middle schools). This grant will add new services under the following broad pipeline service categories as part of OUSD's coordinated, comprehensive continuum of services for children (from preschool-age through transition to high school), their families and the community.

As noted above, we are focusing this grant on two preschool-elementary-middle school triads: (1) Harriet Tubman CDC and Hoover Elementary in West Oakland and Westlake Middle School in Uptown Oakland; and (2) Arroyo Viejo CDC, Markham Elementary and Frick Impact Academy in East Oakland.

With this grant, we plan to emphasize the larger communities of the three-school triads, building connections among each triad's students, families, neighbors, partners, leadership, teachers, and staff with events, in-school and out-of-school time (OOST) programming, and targeted involvement of families, school staff, and community partners. For example, we will

have triad-wide literacy events; mentoring of elementary school and preschool students by middle school students; events supporting transitions from preschool to elementary school and elementary to middle school; and high school readiness services for middle schoolers.

It is also important to note that the services we provide through our integrated FSCS strategy address more than one category of pipeline services as defined in the Notice. For example, family engagement interventions—such as, for example, literacy programs and transition support—will also cross over into other pipeline service categories, such as quality in-school and out-of-school-time (OOST) programming.

The matrix in Table 12 below summarizes the existing, emerging, and new grant-supported interventions we are coordinating at the target schools, and the categories of pipeline service to which they pertain.

Table 12. Interventions at Target Schools (Existing and Planned), Mapped to Pipeline Service Categories

Interventions at target schools	Pipeline Service Category (key below)	Arroyo Viejo CDC	Harriet Tubman CDC	Markham	Hoover	Frick	Westlake
Color key:	In place	Emerging, enhanced thru grant			New, funded by grant		



Community School Managers	all			new	new	In place	In place
School-triad community building	A, b, c, d, g	new	new	new	new	new	new
Early childhood & elementary coordinated literacy interventions	A, b, c, d	new	emerging	new	new		
ECE-Kinder transition planning events	A, c, d	new	emerging	new	new		
Elem-MS transition planning events	C, d			new	new	new	new
Attendance Focus	B, c, d	new	new	new	emerging	emerging	emerging
Restorative Justice	B, g, h			Emerging	In place	In place	In place
Positive	B, g, h	new	new	In place	In place	In place	In place

Behavioral Interventions							
High School Readiness planning	C, e					new	emerging
School-based health services	D, g	new	new	new	In place	In place	emerging
COST Teams	D, g	new	new	In place	In place	In place	In place
Quality afterschool programs	b			In place	In place	In place	In place
Quality ECE	a	In place	In place				

Pipeline Service Category Key:

- a. Quality Early Childhood Education
- b. In-school & OOST Programs
- c. Supporting Student Transitions
- d. Family & Community Engagement & Supports
- e. Postsecondary and Workforce Readiness
- f. Alumni/Community Connection and Post-Secondary Supports
- g. Social, Health, Nutrition, and Mental Health Services and Supports
- h. Juvenile Crime Prevention and Rehabilitation Programs

A cornerstone of all our strategies, the **Community School Manager (CSM)** will serve as the linchpin for coordinating and integrating services at their individual schools and across school sites within their triad. In OUSD schools, the CSMs are responsible for:

- Serving as the Community Schools Champion for their school (and triad)
- Assessing needs and strengths and proactively sharing information gathered in order to inform decision-making, address service gaps and ensure continuous program improvement
- Fostering quality partnerships, and cultivating new partnerships that address service gaps, at their individual school and across their triad
- Leading multi-tiered initiatives to increase school attendance and connectedness (Tier 1: school wide attendance building; Tier 2: Attendance Team, Student Attendance Review Team (SART)/Case management for students and families; Tier 3 Student Attendance Review Board hearing to address truancy and make a plan for student support back to school
- Collaborating with each school's COST team to design and coordinate student and family supports, including cross-school family and community engagement and events

(Please see Appendix A, Community School Manager job description, for further details.)

Our interventions across the spectrum of pipeline service categories will include:

(a) Quality Early Childhood Education

Existing Pipeline Services: OUSD operates 28 Early Childhood Education (ECE) preschool sites or Child Development Centers (CDCs), generally co-located with or near district elementary schools. All OUSD ECE sites are rated at 4 stars (20 sites) or 5 stars (8 sites) out of 5 by Alameda County Quality Counts, which rates and supports early care and education programs in Alameda County that serve children with high needs. Quality Counts is a statewide quality rating and improvement system (QRIS) developed as a collaboration between the California

Department of Education (CDE) and First 5 California (Early Education and Support Division) and implemented at the county or regional level through locally tailored and operated QRISs. We are proud of the quality ratings we have achieved thus far and are committed to further improvement as well as expansion of ECE programs to serve more Oakland children.

New Pipeline Services: Our strategies to enhance ECE quality at our target schools include the commitment of additional resources for:

Enhancing kindergarten readiness: Enhancing kindergarten readiness, a major focus of our FSCS strategy for this grant, is discussed in detail under subsection (c) School Transitions.

Family Engagement: As we will discuss in depth throughout this section on project strategies, family engagement for this project includes both site-level engagement and cross-school-triad engagement. New CSMs at each elementary school/ CDC pair, to be hired with support from this grant, will:

- Create a welcoming school climate for families and provide professional development to ECE and elementary school staff on how to nurture such a climate and why it's important.
- Develop structures connecting families to available ECE and school resources, such as resource lists, parent rooms, and Family Resource Centers that are open to parents at the preschool as well as the elementary school.
- Work with preschool/elementary school staff to conduct ongoing needs assessment that identifies gaps in programs and services, as well as capacity and assets.
- Develop/enhance partnerships that support families at the preschool level, including both existing partnerships and those that will be launched through this grant project.
- Work with Kindergarten Readiness Program Manager and Kinder Transition Teacher Leaders to engage families around kindergarten readiness (see subsection (c) Supportive School Transitions for more details).

- Coordinate with consortium partner Oakland Promise to produce college awareness and exploration events through Oakland Promise’s Kindergarten to College (K2C) program.
- Help family members become community and school leaders by engaging them in the creation of the annual Single Plan for Student Achievement for their children’s schools.

Literacy. Our preschools will be working with ECE literacy partners *Tandem* and *First Chapter* to build the early literacy skills that prepare children for kindergarten and help them achieve the critical milestone of reading at grade level by third grade.

Tandem’s StoryCycles is a book-sharing program that gives families easy access to high quality, developmentally and culturally appropriate children’s books. Each week, children take a bag of books home to share with their families; when children return the bag the following week, they get a new bag of books to take home, and so on throughout the school year. In addition to providing a constant stream of new, engaging stories for kids to share with their families, Tandem provides support material for parents and educators on how to make the most of each book-sharing opportunity. Support materials encourage families and educators to read more interactively with children by providing tips and strategies for making reading fun and fostering early literacy skills. Children’s books and materials for parents are available in English, Spanish and other languages.)

First Chapter provides workshops and literacy tools that empower parents to build a foundation of language and literacy from birth. As part of this grant, they will deliver the following events at Hoover and Markham for the combined elementary/preschool students and their families:

- **Parent/ Caregiver Workshops on early literacy** (2x/year). In these workshops, facilitated by early education and child development experts, parents and caregivers learn strategies for nurturing a love of books and language and get tips on how to read, talk, sing and play with

their young children in ways that positively impact literacy. The workshops give parents and caregivers the chance to ask questions, meet other families, and receive free children's books. Participants can also opt in to receive simple text tips (one to three per week) on how to create a literacy-rich home and enhance school readiness.

- **Let's Read! Sing Along Family Workshops** (2x/year). Once at the start of the school year and again near the end, First Chapter will put on a fun-filled literacy event for Pre-K/TK/K students and their families, featuring a storyteller, live music, games and free books. Each workshop includes a family literacy breakout session in English and Spanish to introduce strategies for strengthening literacy skills at home.

Within the classroom, OUSD schools are using Leveled Literacy Intervention, an evidence-based program that teachers are able to implement effectively.

(b) High-quality School And Out-of-school-time Programs And Strategies,

Existing Pipeline Services

In-School Programs. OUSD has a long and deep commitment to evidence-based practices that reduce suspensions and truancy, encourage attendance, and build a positive school climate and school connectedness.

Restorative Justice is perhaps our highest profile and most successful such practice. In 2005, OUSD piloted Whole School Restorative Justice (WSRJ) with about 75 students at Cole Middle School. By 2012-2013, eight schools had WSRJ, growing to 24 schools in 2013-14. In the current school year, we have 27 schools implementing WSRJ: 11 elementary schools (including 6 Restorative CSM pilots), 11 middle schools, and 5 high schools. In the first three quarters of 2018-2019, we have engaged 38,123 (duplicated) students in RJ circles; conducted

1,975 classroom community building circles; facilitated 2,075 Tier II harm circles/mediations, and led 135 Tier III welcome (re-entry) circles for returning students.

Three of the four elementary/middle schools targeted in this proposal have WSRJ in place; at Markham Elementary it is emerging. (Markham does not have an RJ Facilitator yet, but teachers and staff are working to build tier 1 practices in classrooms, and the principal is beginning to implement Restorative discipline practices.)

Most of the schools implementing RJ had a Peer RJ Program that trained 5-30 youth per site (nearly 400 youth districtwide) in RJ philosophy and practice, and those youth facilitated circles with their peers and in their classrooms.

Our RJ initiatives are strategically integrated with other critical initiatives, such as Positive Behavioral Interventions and Supports (PBIS), a nationally recognized framework for shifting school culture from punitive to culturally responsive and positively reinforcing. Students and staff collaborate to create schoolwide positive behavioral expectations that are culturally informed and positively reinforced throughout the school day. Minor and major disciplinary infractions are clearly communicated, as are the associated interventions designed to teach, re-teach, and reinforce the skills needed to meet positive expectations.

OUSD launched our African American Male Achievement initiative (AAMA) in 2010 in response to data analysis by the District, the Board of Education, the Urban Strategies Council, and the East Bay Community Foundation, also integrated with RJ. Longitudinal data pointed to a jarring conclusion: past initiatives had done little to transform the experiences, access, or educational attainment of African American male students. The AAMA has been honored by the White House (2016) and highlighted in news media as the nation's first district-level office promoting success for black males. The AAMA is now being joined in a new Office of Equity and Inclusion by targeted initiatives for African American Girls and Young Women

Achievement; Latino, Latina and Indigenous Student Achievement; and Asian Pacific Islander Student Achievement.

Out-of-School Time (OOST) Programs. OOST support for students at the target schools includes **afterschool programs**, offered daily, that provide academic support, enrichment, and physical activity aligned with school day goals. The programs are supported by the California Department of Education, federal 21st Century funds and the Oakland Fund for Children and Youth (OFCY), as well as OUSD and CBO partner in-kind resources. Independent evaluators contracted by OFCY assigned a program quality rating, using the Youth or School-Age Program Quality Assessment (PQA), based on site visits and surveys of youth and families. Details on the programs, partners, and numbers of youth served in 2018-19 are included in Table 13 below. For the 2019-2020 school year, we are partnering with Citizen Schools (instead of EBAYC) to provide afterschool programming at Westlake. Citizen Schools which uses volunteer “Citizen Teachers” to lead project-based learning experiences.

Table 13. Afterschool Programs at Target Schools

Site	CBO Partner	# Served (2018-19)	Program Quality (1-5, 5 highest) 2017-18
Hoover	Bay Area Community Resources	134	3.95
Markham		146	4.36
Westlake	EBAYC	130	2.97
Frick		133	4.14

Summer Learning. To make sure the highest-need students have access to summer learning, we use data (test scores, FRPM data, attendance and COST input) to identify them, and invite them to participate before general sign-ups begin. Examples of summer learning programs we hope to expand include:

- Via Springboard Collaborative, Hoover offers a 5-week summer literacy program for Pre-K through 3rd grade students and their families. An evaluation of literacy interventions¹⁹ showed that this program likely improved student literacy development for 1st to 3rd grade students who attended at least 85% of the summer sessions, so we plan to leverage this partnership at other target schools if funded.
- In partnership with Teach for America, Westlake offers a 5-week academic intervention program with intensive blocks of Math, ELA and Science. In partnership with the Warriors Foundation, Westlake also offers afternoon enrichment programming to incoming 6th graders.

New pipeline services in this category to be introduced through this project include:

New Community School Managers (CSMs) at Hoover and Markham Elementary Schools. We look forward to hiring CSMs to champion and coordinate the growth of the FSCS model at Hoover and Markham. CSMs oversee a broad range of activities, including needs assessment, coordination of partnerships, family and community engagement, leadership development, and partnership development. For a complete description of the role a CSM plays at an OUSD Community School, please see the Appendix, Community School Manager job description. The CSMs' scope of work will expand during the grant as we build out FSCS systems at the site and district levels, serving more students, families and community members each year. These new CSMs will be mentored by the experienced and dynamic CSMs at Westlake and Frick. The CSMs at both Westlake and Frick are doing exemplary work in

implementing the FSCS model at their respective sites, establishing Family Engagement Nights (Westlake); piloting Homework Dinners; addressing chronic absence by developing Attendance Teams and schoolwide Tier 1 attendance strategies; leading schoolwide culture/climate initiatives; and increasing the quantity and alignment of community partnerships.

Enhanced literacy work. In Year 1 of the grant, CSSS and OUSD'S Teaching & Learning team will coordinate with the Oakland Literacy Coalition to select an elementary school literacy partner for Markham and middle school literacy partners for Westlake and Frick. The OUSD Office of Research, Assessment and Data, recently completed a project (funded by the Rogers Family Foundation) to measure the impact of CBO literacy partnerships on student achievement. The results have informed our developing CBO literacy partnerships, helping us choose partners whose curricula and approaches best align with the community schools model and with the culture and unique needs and strengths at each school.

First Chapter, described above under subsection **(a) Quality Early Childhood Education**, focuses on literacy work with parents of children aged birth to 5. They will be targeting families of Pre-K/TK/K students at Hoover and Markham and their feeder CDCs.

Focus on attendance. This grant will provide coordinated support for Attendance Teams for the elementary and middle schools in this grant. School Attendance Teams are a foundation of the District's approach to raising attendance for all students. Attendance Teams look at the circumstances of individual students who are chronically absent and ensure their needs are met using all available resources. They also monitor what is happening overall for all students and student subgroups at a school site and devise solutions in concert with school staff, families, and community partners. OUSD's office of Attendance and Discipline Support Services (ADSS) will invite principals, staff, and teachers from the target schools to attend training provided by Attendance Works. Attendance Works training covers best practices for positive attendance

support, how to use data to inform continuous improvement, how to create and sustain effective Attendance Teams, and how to get families interested and involved in improving attendance. Since piloting this strategy at select district schools with high chronic absence rates in the 2017-18 school year, the District’s central Restorative Justice team, Behavioral Health support team, and Community School staff have all been cross-trained by Attendance Works. All these staff members now have the same understanding of how attendance and discipline, Restorative Justice, and Community Schools strategies interrelate with their specialties. They now speak the same language around attendance, Restorative Justice, and community schools, and have learned how to use the Attendance Team’s supports and resources, including the Every Day Counts Toolkit and A2A attendance software. The Attendance Team will ensure that new principals and site leaders around the district have the Every Day Counts toolkits and know how to use them. For this project, we will be introducing the “Teaching Attendance 2.0” curriculum (see Appendix D for Executive Summary), with technical assistance from Attendance Works.

(c) Supportive School Transitions

A major focus of this FSCS grant is the development of coordinated, intentional transitions from preschool to elementary school, from elementary school to middle school, and from middle school to high school, including events that include students and families across each triad of schools and literacy activities that link early childhood literacy skills to literacy at the kindergarten level and beyond. In addition, we will create and/or enhance transition experiences that support students and families at each level of education.

Preschool to Elementary

For children and their families, the transition to school is a significant milestone in a child's education. This new experience is a time of change that can create excitement and

uncertainty. Stanford’s John W. Gardner Center for Youth and Their Communities has produced an implementation study on ECE linkages with elementary schools, including a list of exemplary practices that create smooth transitions for students and families and enhanced systems at the school and district levels,²⁰ FSCS funding will enable us to:

- Stipend Kinder Transition Leaders. One teacher at each preschool and elementary school will act as Kinder Transition Leader, funded by First 5 of Alameda County. Kinder Transition Leaders will plan transition events for students and families; they will also work with faculty and staff at both the preschool and elementary school to identify and address needs and gaps in kindergarten readiness among students, as well as needs and gaps in communications and/or systems between the preschool and elementary school faculty and staff.
- Design TK/Kindergarten classes to meet the specific needs of the incoming class. In the spring, CSMs will work with Kinder Transition Leaders to design the TK/Kindergarten class based on incoming students’ social-emotional, linguistic and academic needs.
- Expand Homework Diners. “Homework Diners,” created by the Cities of Service initiative, increase family engagement by bringing parents and caregivers into schools to help with tutoring and enrichment activities. Some OUSD schools are already implementing Homework Diners with great success (UFSA, Brookfield), and last year Frick held a pilot Homework Diner. We plan to explore the model as part of FSCS, partnering with our afterschool providers to offer Homework Diners that double as transition information and planning events for families of preschool, elementary and middle school students. (This strategy, designed in part to build community across each triad, is also a critical part of our Family Engagement strategy.)

- Implement best practices in preschool attendance. In partnership with Attendance Works, we will strive to reduce absenteeism at the earliest levels of education. Attendance Works will offer professional development to help school, district and community partner staff at the two preK-8 triads to a) adopt effective practices for improving attendance among preschool aged children; and b) leverage their Teaching Attendance online curriculum to support a whole school, prevention-oriented approach.
- Encourage enrollment in summer Pre-K. Attending a summer Pre-K program can give children the social-emotional skills and linguistic confidence they need to start kindergarten on a positive note. Program information and enrollment forms for OUSD's Summer Pre-K Program (SPK) are distributed to parents at the CDC sites in the spring, and preschool teachers make sure to encourage parents of children who are not kindergarten-ready to sign up. Applications are available in Spanish, Chinese and Arabic to reduce language barrier for the parents and guardians who speak those languages.
- Transition planning for students and families with high levels of need. At the elementary schools, COST teams will meet with the Kinder Transition Leaders to identify incoming kindergarteners and families who need additional supports in order to have their children succeed in kindergarten and beyond. See description of COST transition process below:

OUSD's COST transition process provides individualized coordination of services for students who need additional support as they transition from one school to another or from personal situations back to school. The transition process provides students with a positive welcome at their new school and builds on supports that have been successful in their previous schools. At each school, COST is asked to refer up to 25 outgoing 5th graders and 8th graders who would benefit from school and community-based prevention and intervention supports as they transition

to their new school. There is a transitions triage process to help COST prioritize referrals.

Students with the greatest need are often youth who have received Tier 2 or Tier 3 interventions, 504s, foster youth, students who are chronically absent, or homeless students.

This process will be expanded to preschool-TK-Kindergarten transitions through this grant, and will also be applied to the elementary to middle and middle to high school transitions.

Elementary School to Middle School

Transition to middle school is a challenge for many students, as they are coming into adolescence, encountering new responsibilities and freedoms, and adapting to new, more demanding academic structures. By preparing children socially and academically and making strong transition supports available, we can get them off to a strong start in 6th grade and increase the likelihood of a positive middle school experience, and in turn increase their chances for high school success. As described above, a significant number of families do not enroll their children in OUSD middle schools after elementary school. FSCS grant funds will support:

- MS/ES mentoring to build social bonds and prepare younger students for transition.

Seventh- and eighth-grade students at Westlake and Frick who are part of an existing leadership and mentorship program will be trained by CSMs to mentor younger students. They will be paired up with students at their triad's elementary school and have monthly group sessions during which mentors will help mentees with hands-on activities and simulations that teach essential academic, social and emotional skills like decision-making, time management, teamwork, and communication. The mentors will also participate at twice-yearly Homework Dinners (described above) and host their mentees on field trips the middle school. We anticipate starting with five mentor/mentee pairs in Year 1 and building to 15 by Year 5 of the grant.

- **Read-Ins.** Read-Ins, funded by the Oakland Education Fund, are literacy events at OUSD elementary schools that celebrate and encourage reading, including themed events for Hispanic Heritage Month, Asian Heritage Month and Black History Month. This grant will support having middle school students from Frick and Westlake participate in the events at Markham and Hoover, reading aloud to the elementary school students.
- **Homework Diners.** As described above (and detailed below in section, these community-building events connect the students and families of all three schools at each triad, organically enhancing transition support networks.

Middle School to High School

With the increased academic expectations of high school (and, often, increased life responsibilities as teenagers approach young adulthood), it's often difficult for students to get back on track if they struggle as freshmen. High-school readiness and a positive transition to high school are vitally important. FSCS funding will support this critical transition by enabling:

- **High School Readiness Intervention Programs.** OUSD considers a student to be “high school ready” when all of the following requirements have been met by the end of the first semester in 8th grade: (1) Total weighted GPA of 2.5 or better; (2) School attendance 96% or better; (3) No "Ds" or "Fs" in their core English and Math course grades in 8th grade; and (4) No suspensions in 8th grade. As described earlier, the targeted middle schools both have gaps in high school readiness (HSR) based on these metrics. Westlake Middle School has developed a six-week High School Readiness Intervention Program, and through this grant we plan to implement the same program at Frick. **How It Works.** Students who find it challenging to meet one or more of the HSR requirements described above will be referred to the HSR intervention by a teacher, COST member, or transitions support staff member

and commit to attending a one-hour class after school every day for six weeks. The program is broken into three two-week modules that provide Math and English literacy support and coaching on study habits, character building, life skills and problem solving. Students also get coaching on how to communicate about challenges they're experiencing, ask for help and access support. They are expected to attend every day to be eligible for the middle school promotion ceremony. The program is already proving to be effective: 44% of Westlake's 2017 promoting 8th graders were deemed high-school ready—the highest rate that year among OUSD's high-need middle schools.

- High school application support. Our middle schools will invite representatives of OUSD high schools to attend events at the middle schools and provide outreach and support with high school applications. (As a school choice district, OUSD requires students to apply to high schools and this process can feel overwhelming to some students and families.) Oakland Promise will also provide support at these events and at Future Centers, when they are established at Westlake and Frick.
- Transition planning and individualized support for students and families with high levels of need. COST teams at the middle schools will engage students and families with high levels of need. (See description of COST transition services above.) The CSM and COST team also connect students to additional supports as needed, and track the student's progress, facilitate conversations with family members, and make sure vulnerable students feel supported and cared about.
- One-on-one mentoring. For students who need additional support, one-on-one mentoring is available. CSMs provide the mentoring or (with COST) connect the student to another capable, caring adult on the school staff (for example, a Restorative Justice Coordinator) or

from a community partner agency (such as EBAYC and Citizen Schools, the afterschool providers at our target middle schools next year).

(d) Family and Community Engagement and Supports

Many of the strategies we have described under other pipeline services categories (for example, culture-of-attendance strategies; family involvement in fostering literacy; and transition events) speak to this important element of family and community engagement.

As we discussed in our description of need for these school triads, there is a drop-off in enrollment between CDCs and their associated elementary schools, and even more so between the targeted elementary schools and the middle schools they feed into. The coordinated, intentional building of connections between families at each CDC, elementary school, and middle school in the triad will help us stem this drop-off and increase enrollment across our target schools by igniting a sense of belonging that extends from pre-school to elementary school to middle school and beyond.

Our vision for the foundational engagement events around literacy, attendance, and cross-school engagement includes:

CSM Leadership of Cross-School Engagement

As mentioned previously, one of the first priorities of this project is the hiring of full-time CSMs, at Hoover and Markham. The CSMs will be central to family and community engagement efforts. For example, they will:

- Strengthen supports that help parents and caregivers nurture their children's academic and social emotional growth;
- Create opportunities to engage the broader school communities, including former students, neighbors and family members of students at targeted schools; and

- Strengthen relationships with community partners that support our engagement efforts, and develop new ones to expand them.

Homework Diners

Homework Diners—casual, inclusive out-of-school-time events that combine dinner and camaraderie with homework help and a parent-involved progress check-in—were introduced in OUSD in the 2017-18 school year, in partnership with one of our afterschool partners. The events were quickly deemed a success in terms of family engagement. We are fine-tuning the model for district-wide implementation, and this grant will help us work with our afterschool partners to introduce Homework Diners at to our target schools. Ideally, we will have up to 4 per year per middle school, coordinated by our afterschool partners and hosted by teachers, with an academic counselor on hand to answer questions and talk about high school readiness. Teachers will come prepared to discuss progress reports, current projects and missing work; provide any make-up work from the grading period (for all core classes); and clarify any grade discrepancies.

The Pre-K/Elementary Homework Diners will also take place up to 4 times per year. CDC students/families and elementary students/families will all be welcome—as will the middle school mentors from the triad’s middle school. Teachers will receive stipends to lead engaging activities for students and families, and students will receive awards for consistent and/or improved attendance. At the spring Pre-K/Elementary Homework Diner, representatives from the Oakland Public Library Summer Reading Program and the OUSD Summer Learning Programs will be there to provide information on summer learning opportunities and encourage families to enroll.

As mentioned above in section (c) Supportive School Transitions, this grant will also fund targeted ***Transition Homework Diners***, focused on the transition between elementary and middle school. Once in the fall and once in the spring, 5th graders and their families will be

invited to Homework Diners at the middle schools, where they will meet the teachers and middle school mentors working with 5th graders, learn about academic and social options at the middle schools, and receive support with math, literacy skills, and enrollment for middle school.

Attendance awards will recognize students and families at the fifth grade and middle school levels for consistent and/or improved attendance.

Literacy Events and Activities

First Chapter literacy launch events and family literacy workshops will provide another excellent opportunity for preschool and TK/K students and families to connect with each other, teachers and staff. Events will include music and movement with a musician to encourage early literacy skills; as well as food, childcare for younger children and free books for all students, and literacy activities (and follow-up) will be aligned to District priorities. We will schedule two First Chapter events per elementary school per year, one in the fall and one in the spring.

Other Family & Community Engagement

While most of our FSCS focus so far is on family engagement, we will also engage community members as volunteer mentors and participants in career exploration activities (career fairs, speakers, field trip hosts). These activities will pick up steam by year 3 of the grant. Family and community engagement at target sites will also include these core elements of our FSCS model:

- Building one-on-one relationships between family members and CSMs, teachers, and other school staff. (To better communicate with families who don't speak English, some OUSD schools are using a translation and messaging app called Talking Points. Talking Points is linked to each school's AERIES student information system, so it knows which language to use for each family so teachers can easily communicate with all parents and guardians. All four target schools will use Talking Points starting in 2019-20.)
- Training parent volunteers to facilitate mindfulness and SEL skills workshops for their peers

- Building out systems that support Parent-Teacher Home Visits
- Stipending family members to serve as site-level Health & Wellness Champions
- Providing families with resources and trainings in topics such as Restorative Justice, adolescent development, bullying, health and wellness, and drug and alcohol prevention.
- Involving family members in PBIS teams at the site level
- Working with afterschool and summer learning programs to involve parents/caregivers as volunteers, at events, etc.
- Providing family health workshops/events; distributing healthy food to families in need, providing connections to insurance enrollment and other health resources

(e) Supporting Postsecondary And Workforce Readiness

OUSD has a strong focus on college and career readiness, with a vibrant Linked Learning initiative and a multifaceted partnership with the City of Oakland’s Oakland Promise.

Linked Learning

Linked Learning Pathways integrate career and technical education courses, core academic courses, work-based learning opportunities and student support services. OUSD students can choose from over a dozen different industry themes, or “pathways,” including Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development & Family; Engineering & Design; Information Technology; Health Science & Medical Technology; and Business & Finance. For students in the program, the chosen pathway is woven into lessons taught by teachers who collaborate across subject areas with input from working professionals, and classroom learning is reinforced by work-based learning with real employers. By blending theoretical knowledge with real-world application, OUSD Pathways delivers a rigorous personalized experience that motivates students and prepares them for college, career, and

community. In the 2017-18 academic year, 5,522 of OUSD's 7,035 10th through 12th graders were enrolled in Linked Learning Pathways. Those students had a graduation rate of 81.1% versus a 60% rate for non-Pathways students. OUSD is part of the Linked Learning Alliance, a statewide coalition comprised of more than 250 educators, industry professionals, and community leaders.

Enhanced High School, College and Career Readiness Supports

This grant will leverage the expertise and experience of our existing middle school CSM's, who will enhance high school and postsecondary readiness for middle school students by:

- Supporting the implementation of two-week career modules created by OUSD Linked Learning staff, during the school day and after school, to introduce Linked Learning Pathways to middle school students.
- Coordinating high school outreach to middle schools to help students decide what pathways (industry-themed education tracks) to consider. Soliciting, coordinating and aligning CBO partners to support workforce development programs.
- Coordinating high school tours for middle schoolers and outreach by OUSD high schools to help students make informed decisions about which high school to attend and complete high school applications.

Westlake already has a partnership with the Legacy Project at Attitudinal Healing Connection, focused on leadership development, urban agriculture, visual arts, and environmental awareness and advocacy. Students who complete the program receive a stipend of \$500. They meet twice a week for three hours per week, and go on an environmental awareness camping trip in late June of each year.

Oakland Promise

Oakland Promise is an innovative program launched by the City of Oakland in 2017, a “cradle to career” plan that will invest in students in several ways: \$500 college savings accounts for every Oakland child born into poverty, \$100 college funds for every kindergartner, “Future Centers” at every middle school and high school, and increases in college scholarships and mentoring. Future Centers school-based advising centers in Oakland high schools and large middle schools support college and career planning for all students. Staff at these Future Centers will ensure that all students develop a career and college plan.

At the elementary level, Oakland Promise’s Kindergarten to College (K2C) program helps parents set up a 529 College Savings Account for their student and offers incentives for saving. An initial contribution of \$50 will be deposited by the K2C program into the child’s 529 account when it is opened, and an additional \$50 can be earned if a family saves for six months in a row. K2C schools receive curriculum, technical assistance and other resources to promote a college-going culture in classrooms and throughout the school.

(f) Supporting Former Students/Community Members: Community Connection

Workforce/postsecondary success: Through this grant we will also work to build a stronger connection between alumni, families and the community, with the goal of building the kind of supportive foundation that helps students rise up into self-sufficiency. At our target middle schools, we will replicate an alumni networking program currently in place at another OUSD middle school (UFSA), where the CSM created a wall display honoring the achievements of alumni and creating connections between 26 former students.

(g) Social, Health, Nutrition, and Mental Health Services & Supports

Social emotional learning: Supporting students with social-emotional learning (SEL) is a key part of our FSCS model. OUSD is a member of CASEL (Collaborative for Academic Social-Emotional Learning) and a national leader in this field. SEL is a process through which children and adults develop the fundamental skills for life effectiveness. ***In OUSD, we believe that strengthening our social skills and competencies enhances our ability to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age.*** OUSD has developed standards for Social-Emotional Learning for use with students and adults. The SEL Team supports school sites and the central office to integrate the OUSD SEL Standards into instructional and leadership practices. We provide professional learning that supports the implementation of the district-recommended evidence-based SEL programs Pre-K-12th grade and we work in partnerships that align resources to create and sustain a positive climate and culture for everyone in our learning community.

Health access is vitally important for students and families at our target schools and districtwide. High rates of asthma, metabolic diseases such as hypertension and diabetes, lack of access to primary care and dentistry and food insecurity all contribute to the poor health outcomes described in our description of needs.

Frick has a School Based Health Center that provides free medical, mental health, dental, health education and youth development services to students. A part-time school nurse provides case management to students with chronic health issues like asthma or diabetes. Markham has already been linked to the Frick School-Based Health Center, which has a community entrance, for health services by appointment. To strengthen connections among the triad schools in this

grant, the OUSD Health & Wellness Clinic Liaison can help CSMs assess needs and strengthen the connection of Markham students to services at the Frick School Based Health Center.

Westlake has a referral coordinator to support students with referrals to community-based clinics. Westlake is currently linked to Asian Health Services Teen Clinic in Downtown Oakland, but we know that transportation still creates a barrier to care. CSSS Health & Wellness staff will explore other alternatives (e.g. mobile services). At Westlake, the school nurse has connected with Vision to Learn, which offers free eye exams and glasses during school hours to all students, regardless of insurance coverage. Studies shows that scholars who have trouble focusing in class may have undiagnosed vision problems. We will coordinate among schools to provide access to vision services to more students through the course of the grant Hoover is not currently linked to a clinic, but CSSS Health & Wellness staff will work on this connection as part of this grant, possibly to the West Oakland Middle School Health Center, which has a community entrance.

The Clinic Liaison will also explore whether Native American Health Center has the capacity to serve Markham through mobile dental services. If not, NAHC has a Dental Care Coordinator provided through funding from Alameda County Health Care Services Agency. This Dental Care Coordinator can partner with Markham to connect students to services at Frick.

Mental health services are provided through a contract with the county, with providers matched to schools/health centers nearby. CSMs at Frick and Westlake have worked to identify and address additional needs for supports, for example creating a group for 8th grade girls facilitated by an academic counselor. Middle school CSMs have worked with teachers to inform them about when and how to make a good referral for counseling or other Tier 2 interventions.

COST student supports. COST teams at each school come together every week to discuss how the school is providing additional services to our at risk students. The goal of COST

is to coordinate schoolwide efforts focused on making sure students come to school every day, are in good health, are performing well academically, and are developing the social/emotional skills necessary to be successful in school and life.

(h) Juvenile Crime Prevention and Rehabilitation Programs

Oakland is burdened by persistent crime and violence, especially in “flatlands” neighborhoods, where African-American, Latino and Southeast Asian residents make up the vast majority of residents. OUSD students are caught up in the ambient crime and violence, and boys and young men of color are disproportionately impacted by the juvenile justice system. Research by the Black Organizing Project found that three out of four juvenile arrests by the Oakland Police Department were African-American youth, even though they make up only 29% of the youth population.²¹ With these risks in mind, keeping young people out of contact with the justice system is a major focus of OUSD’s Community Schools strategies.

Restorative Justice (RJ) is designed to address and resolve conflict among students and within the school community, reduce out-of-school suspensions, and keep our most vulnerable students attending school regularly. The OUSD RJ team has used LCSSP funding to develop a comprehensive toolkit that specifically addresses the developmental levels of children in grades K-5. The RJ team has convened RJ Program Managers and Coordinators, CS Managers, and school site leaders to adapt existing materials and develop new modules as needed for peer RJ in elementary schools. This process has also involved explicitly calling out the link between RJ, attendance issues, and the Community School model in the new and adapted materials.

WestEd’s review of the RJ literature found “All the empirical studies we reviewed report a decrease in exclusionary discipline and harmful behavior (e.g., violence) after implementing some type of RJ program.”²² The same paper states that findings across studies suggest that RJ

improves school climate; there are some studies suggesting improvements in graduation rates and grade point averages. A positive effect on attendance was also noted across studies. A 2014 study of RJ in OUSD found that middle schools implementing RJ saw chronic absenteeism drop by 24% while schools not implementing the program experienced an increase of 62.3% during the same period.²³ Finally, the researchers found that suspensions – and the disproportionality of disciplinary actions between black and white students – both declined more at RJ schools than non-RJ schools. As suspensions are a reliable indicator of future involvement with the justice system, RJ is one of OUSD’s most important initiatives in the area of juvenile crime prevention.

RJ is currently in place at Hoover, Westlake and Frick, and is emerging at Frick. We plan to fully implement Whole School RJ at Markham as a part of this grant.

For those children and youth who are already impacted by the justice system, the City of Oakland’s Violence Prevention initiative (Oakland Unite) funds an OUSD Community School Manager, located at the Juvenile Justice Center (JJC), to make appropriate and timely educational placements for youth returning to Oakland schools. This CSM, along with the Probation staff, refers Oakland youth being released from detention to Oakland Unite agencies for intensive case management services. Ideally, connections are made between the youth and CSM while the youth is in the JJC. The CSM also conducts RJ Welcome Circles with reentering students and their families to provide a warm introduction to staff and facilitate the transition back to school.

Oakland Unite Life Coaches work closely with the staff at the JJC Transition Center, probation staff, school personnel, the youth and their family to develop an individualized case plan, provide support, and engage with the young person and their family. Referrals include information from OUSD and Probation.

2. Comprehensive, Coordinated Continuum of Services

In 2011, OUSD led the nation by announcing its intent to become the first Full-Service Community School District. Eight years later, Oakland continues to lead the way with its nationally recognized model for serving the whole child and ensuring that every student gains the skills and knowledge they need to succeed both in and out of the classroom: to graduate from high school College, Career, & Community ready. These districtwide efforts show a systematic commitment to our goal of becoming a Full-Service Community School District. By the start of the 2018-19 school year, OUSD will have CSMs at 41 schools. Community schools now serve 19,597 of the nearly 37,000 OUSD students in district-run schools.

We have six District leadership staff dedicated to Community Schools and Student Services, with an additional 50+ central office support staff working in interrelated areas that form the roots of our FSCS model. (For a more detailed look at the foundational elements and roots of our model, please see Appendix D, “OUSD Roots of Community Schools.”) Staff from afterschool program management, Social Emotional Learning/CASEL partnership; Restorative Justice, Nutrition, Behavioral Health, and Attendance and Discipline, coordinate services with outside partners from the nonprofit, public, and private sectors in the following domains:



Within these broad and interconnected domains, the menu of services, strategies, and structures that fall under the CSSS office include:

- | | |
|--|---|
| ● Afterschool Programs | ● School Based Health Centers |
| ● Attendance and Discipline Support Services | ● Social Emotional Learning |
| ● Behavioral Health Initiatives Unit | ● Nursing Services |
| ● Community Schools | ● Services for Students with Disabilities |
| ● Youth & Family Engagement | ● Summer Learning Programs |
| ● Health Education | ● Therapists/Social Work Interns |
| ● Juvenile Justice Center Coordination | ● Transitional Students & Families Unit |
| ● Positive Behavioral Intervention and Support | (foster & homeless youth supports) |
| ● Restorative Justice | ● Wellness |

Coordination is at the core of community school effectiveness. At a minimum, this usually means a dedicated CSM, and a COST. The CSM works with OUSD Central Office, local nonprofit partners, and city, state and federal agencies to ensure that student and family supports are integrated with each other, and with the school’s instructional program as well as daily life. CSSS staff work with RAD to inform decisions, identify and prioritize needs, guide resources, measure success, and strengthen both services and partnerships. Schools and partners have agreements and processes in place to share and use data to these ends. Partners and schools work hand-in-hand to align vision, goals and outcomes to best meet the needs of the school community. Community schools and the district have collaborative leadership structures with many opportunities for engagement. Partners, students, families, and the community are at the table—sharing their perspectives, looking at data, planning and improving the quality of the

school, and participating in key decisions.

Since 2014, OUSD CSSS has been partnering with Stanford University’s Gardner Center, which is conducting a multi-year evaluation of our FSCS efforts. Together, we have created an in-depth System Strategy Map and Theory of Change that shows how all these different elements work together in concert to lead to scalable, sustainable community schools with the conditions in place to support quality teaching and learning; improved academic and social-emotional outcomes for students; and families as full partners in their children’s education. Please see the Appendix for this Map and Theory of Change.

3. Evidence of Effectiveness of Strategies

Competitive preference priority - promising practices. OUSD is committed to evidence-based practice, and many of the interventions we are planning through this grant are listed in the What Works Clearinghouse (WWC) as showing promising evidence, as defined in the Notice. The interventions and their relevance to this grant are summarized below. (Evidence Form submitted with application.)

Early Childhood. *Early childhood literacy:* Phonological Awareness Training is a general practice aimed at enhancing young children’s phonological awareness abilities. Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of meaning and is considered a precursor to reading.²⁴ First Chapter trains parents and ECE instructors on how to incorporate phonological awareness into fun interactions with young children. ***Social skills training:*** listed in the WWC as “a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management,

and peer relations,” and shows positive effect on social emotional development.²⁵ OUSD CDC instructors work to teach our preschool students social skills as part of OUSD’s overall commitment to social emotional learning development.

Transition Services. *Career Academies* are listed in the WWC as having potentially promising effects for students staying in school and graduating.²⁶ OUSD’s districtwide Linked Learning initiative has expanded to place over 5,600 high school students in Career Pathway Academies. Part of our transition planning and development services for Westlake and Frick 7th and 8th graders will be making students and families aware of Career Pathway Academy options throughout OUSD and ensuring that students are academically prepared to succeed.

Literacy. *Leveled Literacy Intervention (LLI)* is a “short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing,”²⁷ and it is proven effective for both English learners and minority students.²⁸ LLI, which is a core element of the StoryCycles program our literacy partner, Tandem, will use at our target preschools, helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability. OUSD’s Request for Proposals to select elementary school literacy partners will require applicants to use this intervention as well.

Restorative Justice. As discussed earlier, OUSD considers Restorative Justice to be central to a successful FSCS implementation. A recent study of an urban school district with demographics similar to OUSD’s has shown that districtwide restorative practices can reduce suspension disparities and improve school climate.²⁹

COST. *Functional behavioral assessment (FBA)* is an individualized problem-solving process for addressing student problem behavior. An assessment is conducted to identify the

purpose or function of a student’s problem behavior. This assessment process involves collecting information about the environmental conditions that precede the problem behavior and the subsequent rewards that reinforce the behavior. COST members at OUSD schools use FBA to understand the reasons behind a behavior. Behavioral specialists conduct FBA to gather data and create a Behavior Support Plan for students. School Psychs use FBA to determine the underlying function for students with Individualized Education Plans.

School Climate/SEL. *Caring School Community*TM (CSC) is a multiyear school improvement program that involves all students in grades K–6. The program aims to promote core values, prosocial behavior, and schoolwide community.³⁰ CSC is one of the social emotional learning programs implemented at a schoolwide level, with strict attention to fidelity, at 23 OUSD elementary schools, including Hoover.

Focus on attendance. *Check & Connect*: While the WWC did not specifically identify an attendance-focused intervention that met WWC standards, Check & Connect is a dropout prevention intervention that has much in common with the whole-school, whole-child Attendance and Discipline Support Teams OUSD is implementing through its LCSSP grant and would implement at our target schools with FSCS funding.³¹ As in Check & Connect, AADSTs continually assess student engagement as well as attendance, providing “individualized attention to students in partnership with school personnel, family members, and community service providers.” AADSTs also connect with students at risk of chronic absence to see whether students are having attendance, behavior, or academic problems and assign a school or partner staff member to intervene when problems are identified, advocate for students, coordinate services, and provide ongoing feedback and encouragement.

4. Anticipated Impacts

A federal FSCS grant would enable OUSD to continue to build out and deepen our districtwide FSCS initiative, which is serving as a national model for large-scale Community School development. The 2014 FSCS grant allowed us to solidify our vision for districtwide FSCS, while the 2017 LCSSP is providing resources to expand our FSCS model to elementary schools; create districtwide toolkits for Restorative Justice at the elementary level; and deepen our work on attendance and reducing chronic absenteeism.

This round of funding would support our systemic goals of integration of FSCS student and family supports with teaching and learning, particularly with regard to early literacy and transitions. As a whole-district FSCS district, we have the organizational capacity and commitment to identify promising practices from our grant-funded projects and replicate them at scale throughout the district. This in turn provides us with the opportunity to generate larger-scale data to inform the development of the field. We are supported in these endeavors by Stanford University’s Gardner Center, which is conducting a multi-year evaluation of our FSCS efforts. We anticipate seeing measurable improvements in the following areas, based on our experience, confirmed in many regards by reports from the Gardner Center:

Family engagement: The Gardner Center found that “At all schools, we saw evidence of a community school culture in which the adults from the school work together to support students’ needs, and a collaborative school leadership approach extended beyond the principal and teachers to encompass the community school manager, a range of partner agencies at the school, and to some extent families as well. [...] Teachers especially highlighted the value of improved communication and collaboration with families to students’ learning.”³²

Kindergarten readiness: We hypothesize, and results from other FSCS collaboratives indicate,

that focusing on family engagement, early literacy and academic skills, and social-emotional preparedness with families, preschool teachers and preschool leadership will increase the percentages of rising kindergarteners who are prepared to succeed in elementary school.

Literacy levels in early grades: The Gardner Center reported in 2015 that community school implementation allows teachers more space and support for focusing on academics with students: “Teachers overwhelmingly reported that the services and supports integrated into the school through community school implementation allowed them to focus more time on developing and engaging students in academic content. [...] Partners, community school managers, and sometimes family liaisons all become resources for addressing student needs.”³³

While academic achievement as measured by standardized tests is a trailing indicator for FSCS implementation, we are starting to see that students at OUSD community school sites are outperforming the district as a whole. Between the Spring of 2017 and the Spring of 2018, FSCS sites with CSMs had an 8 percentage point growth in students achieving at or above grade level reading scores on the district reading assessment (SRI), while districtwide growth was 4.3 percentage points.

Decrease in chronic absenteeism: Gardner Center evaluation indicates that “school- and district-level shifts in disciplinary practices to reduce suspensions and efforts to improve attendance—for example, coordination of services teams and attendance teams—had a direct impact on increasing students’ time available for learning.”³⁴ Our emerging partnership with Attendance Works and LCSSP funding is currently supporting the development and deployment of schoolwide Attendance & Discipline teams. The lessons we are learning will make us more effective at reducing absenteeism and suspensions at the targeted elementary and middle schools, and put a new focus on best practices in attendance for preschool. The preschool attendance practices in particular will serve as a model for all OUSD ECE sites.

Enrollment in target middle schools from the elementary schools in the triad: This grant will focus on middle school readiness and the intentional building of family-school-community relationships as a means to boost family confidence in and attachment to two specific middle schools, and therefore to increase the percentage of rising 6th graders who enroll in Frick and Westlake from Markham and Hoover respectively. We also anticipate using lessons learned from these interventions to increase middle school enrollment across the district.

Middle school readiness: This grant will use family engagement strategies, and coordinated literacy activities to boost middle school readiness at the target schools. The district's RAD team will also use this grant to develop a middle school readiness data dashboard that complements and parallels the existing OUSD high school readiness dashboard.

5. Roles of Partners and Competitive Preference Priorities 2 and 3: Broad Based and Effective Coalition

A strong coalition of private and public partners are proposing this expansion of OUSD's districtwide FSCS strategy. They include community-based literacy partners such as First Chapter, Tandem and the Oakland Literacy Coalition; education/policy initiatives such as Oakland Starting Smart and Strong, and public agencies such as the Oakland Public Library and the City of Oakland Fund for Children and Youth, as well as the district itself. OUSD "internal partners" include OUSD Teaching & Learning, Early Childhood Education, Restorative Justice, Attendance and Discipline, Family Engagement, the Office of Equity and Inclusion, and the Research, Analysis and Data (RAD).

Competitive Preference Priority 2: Breadth of Stakeholder Consortium

The breadth of the coalition speaks to *Competitive Preference Priority 2: a consortium comprised of a broad representation of stakeholders*. The roles of partners as they pertain to this specific project and new/enhanced pipeline services at the target schools are detailed below.

However, OUSD’s overall FSCS strategy also includes nearly 200 additional partners, ranging from providers of arts and enrichment programming at a single school site, to large mental health agencies, to researchers and policy experts, citywide violence prevention programs and much more. Stanford’s Gardner Center also noted the uniqueness of OUSD’s district-level consortium coordination: “While most community schools throughout the country rely on partnerships with support agencies, OUSD is involved in collaborative engagement with many partners at a district (rather than individual school) level.”³⁵

Other partners for this grant project include:

- Attendance Works (consortium partner) has been a part of OUSD’s community schools work since 2014, when we began to emphasize consistent attendance and reducing chronic absence as a key element of our approach to student success. Attendance Works will continue to support and advise OUSD’s Attendance and Discipline office as we roll out Attendance Teams at the target schools. AW provides Teaching Attendance curriculum modules and will be providing a new transition to kindergarten attendance toolkit to this project.
- Oakland Starting Smart and Strong: Led by OUSD and the Oakland Public Education Fund (The Oakland Ed Fund), the Oakland Starting Smart and Strong Initiative is tackling kindergarten readiness. The 45-member task force, part of a 10-year project supported by the David and Lucile Packard Foundation and the Hellman Foundation,

includes funders, advocates, service providers, and district staff all working to ensure kindergarten readiness for every child. While there are many factors involved with a child developing these skills, Oakland Starting Smart and Strong will pilot a program with African American boys focused on racial and economic gaps and the effects of trauma on early childhood. OSSS will inform this project with research and data, and provide a forum for OUSD to share updates and lessons learned with OSSS members.

- First 5 of Alameda County (consortium partner): a long-time partner for OUSD ECE, will provide match for the salary of OUSD Kindergarten Readiness Program Manager Maria Sujo and stipends for Kinder Transition teams in our preschools; data on early childhood and Kinder readiness; and funding for Neighborhoods Ready for School centers in East and West Oakland over the coming years.
- First Chapter provides early childhood literacy for parents and young children aged birth to age 8. For this project, they will provide joint preschool-kindergarten literacy events at the elementary school sites, provide materials and a family workshop.
- Oakland Literacy Coalition is a citywide consortium working to strengthen the field of literacy providers in the city. They serve as a liaison and information hub between OUSD and community literacy providers to promote alignment and effective partnership; coordinate Literacy Zones at elementary schools; sponsor family reading celebrations at OUSD sites through Oakland Reads mini grants; host volunteer trainings/screenings at OUSD sites; and facilitate a data share project with OUSD and community literacy partners. For this grant they will help train afterschool staff and partners in literacy strategies and support OUSD's RFP process for selecting middle and elementary school literacy partners.

- Tandem will provide books for preschool and early-grade students to take home through the StoryCycle program.
- Oakland Public Library started one of the original library-based adult literacy programs in California in 1984. For this grant, the Library will participate in First Chapter events and provide literacy resources (e.g. information about Second Start program, summer reading programs and events) to students and families.
- Oakland Promise (consortium partner) is a public-private cradle to career initiative that will provide initial and matching funds for OUSD student college savings accounts; “Future 69 Centers” for college advising at middle schools; scholarship funding, and “Kindergarten to College” curriculum, technical assistance and other resources to promote college going culture in classrooms and throughout the school.
- Oakland Public Education Fund coordinates the OUSD Volunteers program and is developing a new mentorship program for the district that will be incorporated into this grant. They also organize Read-Ins, often themed (Asian Heritage Month, Black History Month or Latino Heritage Month, for example). As part of this FSCS project, middle school students from Hoover and Frick will participate in these events, reading to elementary and Pre-K students in their triads.
- Oakland Fund for Children & Youth provides funding for afterschool programs at all four school sites, leveraging California state ASES funding at all sites and federal 21st Century funding at Hoover. OFCY also provides funding for Early Childhood mental health consultation at CDCs.
- The John W. Gardner Center at Stanford University has made valuable contributions to education research during the course of their research practice partnership with OUSD, which is entering its fifth year. In addition to providing rigorous research to

inform program planning and community school development, they have produced multiple publications and made multiple presentations to inform the education field at large. For more information about the Gardner Center’s work with OUSD, please see Appendix D, “Impact of Gardner Center and OUSD Partnership.”

- The Rogers Family Foundation’s Oakland Education Strategy 2020 makes top priorities of early literacy and the creation of quality community schools. The RFF has been funding, among other efforts, a study on the impact of community-based literacy partners in OUSD schools. This study, and input from RFF staff and consultants, is informing our selection process for literacy partners at elementary and middle schools.
- Afterschool lead agencies are core community schools partners, providing enriching summer and afterschool programs supporting academic and social emotional learning. They provide and/or coordinate homework support, mentoring, case management for kids and families at-risk, STEAM enrichment, health and wellness supports, sports and fitness, and much more. Afterschool site managers and line staff will continue to work with CSMs, principals, COST, and school-day teachers to support this grant’s strategies in the areas of Attendance and Discipline Teams, family engagement, modules for introducing career pathways, and mentorship between middle and elementary schools.

See Letters of Support and MOU signatures from these partners in the Appendix.

Competitive Preference Priority 3: History of Effectiveness

The impact these and other OUSD partners have worked with us to produce at our current FSCS school sites speaks to Competitive Preference Priority 3: History of Effectiveness. A 2016 report from Stanford’s Gardner Center states that “OUSD community schools are demonstrating desirable trends in student outcomes including attendance, chronic absence,

suspensions, and high school readiness.”³⁶ The report notes that community schools are improving attendance rates and decreasing chronic absence and out-of-school suspensions more dramatically than comparable schools, and, furthermore reducing the disparities in absence and suspension rates among subgroups, particularly for African-American students.

The effectiveness of OUSD’s community school partnerships was also highlighted in the report: “At nearly every sample school, staff spoke about high levels of trust between the principal, the CSM, core partner agencies, and families. Often, staff said, it was a result of working together effectively over multiple years, understanding their respective roles, working towards common goals, communicating effectively, and being willing to adjust to accommodate each other.” Partners and schools alike benefit from emerging structures of shared leadership and planning: “In addition to decentralizing leadership and decision-making, school staff described other structures and practices that emerged to facilitate the shared work of being a community school. These included exchanging information about each others’ goals, resources, and needs; participating in joint meetings; co-planning events and activities; and even shared planning time and professional development.”

Family engagement has also become more effective as our school-community partnerships deepen and evolve: “Participants at mature community school sites highlighted a shift in the way their school engaged families, from more traditional involvement to deeper contributions toward school goals.” Some principals made a point to include parents in school decision-making through parent action teams or parent councils. In these schools, parents gave input into school visioning, engaged in cycles of inquiry, sought solutions to persistent challenges (e.g., boosting student reading levels, creating a schoolwide college-going culture, leveraging parent-teacher conferences), and were even sometimes included in school hiring decisions.”

The report concluded: “OUSD community school staff are expanding programs, services, and supports for students and families, and responding to the deep inequalities in the community. School staff are building trusting relationships and sharing leadership across a broader range of stakeholders, and fostering human and organizational capacities needed for meaningful collaboration. Furthermore, we saw evidence of school leadership working to develop a shared vision for the school and engaging with partners to ensure resources are aligned with concrete mutual goals. And finally, we also detailed the various mechanisms through which the district actively fosters collaboration and coherence building among the many stakeholders and components involved in this work.”

Our most recent ED FSCS grantee report (October 2018) also demonstrates that we have made substantial progress in using the FSCS model to create improved school climate, build collaboration, and address student needs. We have used this federal funding to:

- Strengthen family engagement, literacy and leadership. In Year 4, as of September 2018, we served 2,157 unduplicated family members participating in school activities across six schools targeted by the 2014 FSCS grant, addressing urgent themes of food and housing insecurity, traffic safety, and increasing health and wellness for families. FSCS schools have developed multiple strategies to address these needs and build relationships with families, via Academic Parent-Teacher Teams, Family Student Read Ins, Family Math Nights, Student-Led Conferences, Dads Club, Food Banks and Town Halls. Through FSCS, OUSD has developed systems, tools and innovative practices led by CSMs, Family Liaisons and Family Engagement Core Teams.
- Increase and sustain the number of schools with access to medical, dental, health education, and vision services through our existing network of school-based health centers, using the model developed through the FSCS grant. These partnerships are

brokered by the OUSD Clinic Liaison and documented through Letters of Agreement between the school and partner agencies. The consistent support has increased coordinated services between the schools and agencies.

- Analyze attendance data and create systems for addressing chronic absenteeism on a whole-school level, which we will expand and deepen with this grant.

6. Coordination With Specialized Instructional Personnel

With this profusion of partners and interrelated initiatives, coordination both within the district and at the school site level is critical to ensuring that students and families receive the services they need when they need them, and are able to make their contributions to the overall school community in ways that fit with their lives.

Many of our school-site and districtwide partnerships emerged out of a year-long strategic planning process (2010-11) that included 13 thematic task forces and resulted in a monthly partnership workgroup that the district facilitated from 2012 to 2014. District staff and partners examined what it means to partner with the district, and how the district can be a better partner to community organizations. Partners gave insight and input into an orientation process that the district now leads quarterly for new district partners; a partner registration process, and ideas for better communication and data-sharing between partners and the district. Martin Young,

OUSD Partnership Manager, facilitates ongoing work to ensure that school sites connect and coordinate with partners, and serves as a resource to the CSM in identifying partners to fill school needs. Mr. Young helps coordinate and align CSMs to district priorities, initiatives and staff (e.g Attendance and Discipline Support Services, Research, Assessment, and Data, Restorative Justice, afterschool Programs, Health & Wellness, Equity, Family Engagement, CBO

partners). CSMs then have access to district resources to coordinate and leverage services on site (mental health, ASP, CBOs.)

At each site, the CSM plays a critical role in integrating school's partnership work with its academic mission, serving as a high-level administrator managing, leading, and coordinating the community work to support school and student needs. CSMs coordinate with Instructional Teacher Leaders (focused on improving academic instruction), with behavioral health program managers who provide crisis response and mental health consultation, Restorative Justice facilitators, with Special Education as needed and with COST and case managers. At the initiative level, Mr. Young coordinates CBO partners' work with the academic aims of the district and community schools. At the site level, the CSM facilitates communication among CBO partners, principals, Instructional Teacher Leaders, and other school staff to ensure that partners and instructional staff are working together toward clearly articulated objectives, using consistent language to frame academic concepts with students, and aligning with overall FSCS principles. At mature FSCS sites, partners receive training in PBIS, social emotional learning, and Restorative Justice to further integrate their work with the school.

7. Equal Access and Treatment

In OUSD students of color make up over 89% of the overall student population. At our target schools, that percentage rises to 93%-99% students of color. OUSD's community schools vision is based on the necessity of mitigating barriers to student success – barriers that are all too often the legacy of racism, unequal economic and educational opportunity, and persistent trauma in families' neighborhoods and/or countries of origin.

Community Schools leverage community partnerships and resources so our campuses

become hubs of support and opportunity for students, families and community members. By working with the community in this way, schools become better equipped to tap into the unique talents and gifts of every student, teacher, and staff member and to break down barriers to student achievement. In this vital work, we also collaborate with OUSD's Office of Equity, established in 2016, to focus on improving systemic culture, conditions, and competencies across the district in order to better serve children and families situated farthest from opportunity. At OUSD, equity means providing each student with the academic, social and emotional supports they need to prepare for college, career, and community success in the future. The Office of Equity's initiatives include African American Female Excellence, African American Male Achievement, Asian Pacific Islander Student Achievement, Latino/a Student Achievement, Student, Family & Community Engagement, and LGBTQ programs. Community Schools and Student Services staff also includes the Transitional Students & Families Unit (TSF), which provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless).

At each community school site, the CSM and COST team work together with teachers, staff, and partners to identify students and families with barriers to full access and participation, including students with Individual Education Plans, and come together to develop strategies and coordinate and allocate resources to support these students and families.

CSMs also work to ensure that English Learner students and family members with limited English Proficiency have full access to resources and voice in the creation of the community school's priorities. Community schools needs assessments include a focus on meeting translation and interpretation needs — over 40 languages are spoken OUSD students' families — whether through support from district or school staff, bilingual parents, or community partners. At all sites, written materials are translated into any language spoken as a

primary language by more than 15% of students. As noted above, all four schools will be implementing the Talking Points translation/messaging app which will allow teachers, CSMs and COST members to text family members in their native languages.

(C) Adequacy of Resources

1. Relevance and demonstrated commitment of each partner

OUSD, as described above, is working with a broad coalition of partners from the public, nonprofit and private sectors, all of whom already have a history of and commitment to collaboration in support of OUSD's community schools vision. Our consortium for the purposes of this grant (OUSD, Attendance Works, First 5 of Alameda County and Oakland Promise) consists of partners who are hands-on with their time, engage as active thought partners in our efforts, and provide significant financial and in-kind support to OUSD community schools.

We have written in depth about our partnerships and partner roles in section (b), Quality of Project Services. The table below summarizes partners' commitments and the service areas where they are contributing, and whether their support is from grant, private, and/or public funding (also see MOUs and Letters of Support in Appendix C). Their detailed, enthusiastic, and comprehensive Letter of Support amply demonstrates their history of collaboration with our FSCS initiative and their commitment to continue this work.

Table 14. Partner Commitments

Partner	Commitment	Form of Support
Afterschool program partners (BACR, Citizen Schools, EBAYC)	Operate quality afterschool programming, participate in parent engagement, transition events and Homework Diners	Oakland Fund for Children and Youth, California Dept. of Ed ASES funding, federal 21st Century Community Learning Centers
Alameda County Health Care Services Agency	School Based Health Center at Frick, Behavioral Health Care Providers at Hoover, Markham and Westlake, Healthy Teeth, Health Family Initiative and Central Family Resource Center.	\$1,560,000 investment of county resources
Attendance Works (consortium partner)	Online Teaching Attendance Curriculum modules and forthcoming transition-to-K online toolkit; technical assistance to sites	Leveraging \$600,000 from Thomas J. Long Foundation; \$45,000 investment from Evelyn and Walter Haas Jr. Fund
First 5 of Alameda County (consortium partner)	Stipends for Kinder Transition teams; data on early childhood and K-readiness	Leveraging agency funding

First Chapter	Literacy workshops, events and free books	Leveraging agency funding
Gardner Center	Collaborative inquiry, evaluation, and dissemination	Leveraging Stanford University funding
Oakland Fund for Children & Youth	Supplemental funding for afterschool programs, early childhood mental health consultations	City of Oakland budget, funded by voter-approved parcel tax
Oakland Literacy Coalition	Sponsors family reading celebrations, technical assistance in coordinating literacy partners	Leveraging agency funding
Oakland Promise (consortium partner)	College readiness & awareness events and curriculum for K-8; scholarship funds for OUSD students, college savings accounts	City of Oakland and philanthropic funding
Oakland Public Education Fund	Organizes volunteers districtwide; puts on Read-Ins	Provides foundation support
Oakland Public Library	Literacy resources at school events	City of Oakland budget

Oakland Starting Smart and Strong	Professional development for ECE teachers	David & Lucile Packard Foundation, Hellman Foundation
Rogers Family Foundation	Evaluation of literacy partner impact, technical assistance	Rogers Family Foundation
Tandem	StoryCycles book lending program	Leveraging agency funding

2. Reasonableness of costs

Enhancing a national model: OUSD is requesting funds to deepen and strengthen a range of FSCS pipeline services, including bringing two new elementary schools and their associated preschools online as Full-Service Community Schools with a Community Schools Manager for each ES/CDC pair. As noted above, these funds will also help us to create a tighter focus on how community schools enhance academic achievement. In our first few years of building out FSCS in the district, many of our strategies focused on addressing emergent needs: healing student and family trauma caused by endemic poverty, violence, and racial tension; providing access to basic health and mental health resources; and providing the social and emotional learning and Restorative Justice frameworks that create a supportive school climate.

This work is ongoing, as is the work of strengthening partnerships and making them more effective; of building a strong network of Community Schools Managers and principals working

together, and of engaging families to be ever-more-empowered leaders within school communities, as newer community schools sites become more mature in their implementation. However, now we have reached a place where we can also focus on best practices in academics, particularly with regard to literacy and academic and social readiness for school transitions. In addition to the students served directly through this grant, OUSD will also be taking lessons learned and best practices from implementation and applying them to our network of 41 community schools and 23 preschool sites, multiplying the impact of federal, state, district, and local investment in the project many times over.

Furthermore, through the Gardner Center's research and evaluation of OUSD's FSCS model, their regular issue briefs (examples at <https://www.ousd.org/Page/14309>), and our staff's regular participation in Community Schools convenings nationwide, the practices, successes and challenges of our journey toward districtwide FSCS are available to the field in practical and accessible forms.

Numbers to be served: The approximately 1,200 children attending the targeted preschools, elementary schools, and middle schools will all benefit from some level of Community Schools service, whether it be Whole School Restorative Justice and Positive Behavioral Intervention Supports for improved school climate, robust literacy intervention, or afterschool enrichment. In addition, we intend to engage hundreds of parents/caregivers during the course of the grant, in literacy events, COST teams, transition readiness events, student showcases and other family- and community-oriented nights, mobile health services/insurance enrollment, and other services. Finally we will be bringing in community members as volunteers and mentors at all sites. The table below provides our estimated numbers of service recipients for the menu of pipeline services to be provided at the target school sites. We have estimated almost

every service number on the low side to account for duplication; therefore, our total numbers to be served are estimated unduplicated numbers.

Table 15. Numbers to Be Served by Grant Funds

Pipeline Service	Students					Family members					Community members				
	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5
Early Childhood Education															
Literacy events (Family Series Tandem)						20	25	27	30	35					
ECE Attendance	20	22	25	25	30	20	22	25	25	30	10	12	15	15	18
High Quality School/ Out of School Time															
Literacy in-school interventions: elem	20	22	25	25	30										
Literacy in-school interventions: MS	20	22	25	25	30										
Literacy Events	100	100	120	160	200	40	40	45	50	60					
Attendance Team	50	50	75	75	100	10	20	25	25	30	3	3	3	3	3
Afterschool Programming	380	410	430	440	460	20	25	27	30	35	5	5	8	8	10
Supportive Transitions															
Pre-K to K Transition Events (First Chapter)	120	125	130	135	140	20	25	27	30	35					



Individualized Transition Tool (ECE)	10	12	12	12	13										
Kinder Transition Plans	12	12	12	12	12										
Elem to Middle Transition Events	20	22	25	25	30	5	10	15	15	20	3	3	3	3	3
Individualized Transition Planning (Elem-Mid)	20	22	25	25	30						3	3	3	3	3
Middle to High Transition Events	20	22	25	25	30	5	10	15	15	20	3	3	3	3	3
Individualized Transition Planning (Mid -High)	20	22	25	25	30						3	3	3	3	3
Youth mentoring	10	12	12	15	15						5	5	5	5	5
High school readiness programming at Frick	12	12	12	12	12	5	5	5	5	5					
High school readiness	12	12	12	12	12	5	5	5	5	5					

programming at Westlake															
Family & Community Engagement															
Cross-triad engagement events (not specifically lit or transition)	50	50	75	75	100	5	10	15	15	20					
Homework Diners (2 ES, 2 MS)	50	50	75	75	100	40	45	47	50	55	5	5	5	10	10
e. Supporting postsecondary and workforce readiness															
College Readiness/Oakland Promise	50	50	75	75	100	5	10	15	15	20	3	3	3	3	3
f. Supporting former students/community members community connection, workforce, postsecondary success.															
College Fair/ Oakland Promise	10	12	12	15	15	5	10	15	15	20	3	3	3	3	3
g. Social, health, nutrition, and mental health services and supports.															
School based health centers	130	140	150	180	200										
Mobile health centers	40	45	50	55	60										
Behavioral health consultations															
Preschool		2	4	4	5		2	4	4	5					

Elementary	18	20	22	22	22										
Middle school	40	45	45	45	45										
Restorative Justice programming (Tiers II/III)	50	50	75	75	100	5	5	5	5	5					
TOTALS	1284	1363	1573	1669	1921	210	269	317	334	400	46	48	54	59	64
Totals by year (Students, family & community members)	1540	1680	1944	2062	2385										

Benefits of services. While this grant project will touch students and families throughout all four schools and two preschools, it will provide a concerted, cohesive set of supports for those students and families who most need them. The addition of CSMs at school sites has been demonstrated by Gardner Center research to:

- Strengthen collaboration around teaching and learning;
- Increase family engagement both in support of students' academic and social emotional growth and in support of family members themselves (through Family Resource Centers, adult education, parent/family leadership support and other resources)
- Enhance the coordination of social emotional, school climate and mental health supports such as Restorative Justice, PBIS, counseling and mentoring at target sites
- Create more effective COST services
- Provide more resources at school sites for students and teachers by assessing needs and bringing in community partners to fill gaps

- Reduce chronic absence at a higher rate than at non-CS schools
- Reduce suspensions and disciplinary referrals, particularly for African-American students.

We anticipate that this grant will have the greatest impact for the highest-need students at our target schools and preschools by providing a flexible, culturally competent scaffolding of support at multiple points of need, whether that be access to COST supports and case management, connection to a broader community, the transformation of behavior and discipline “problems” through Restorative Justice and PBIS, access to additional health and nutrition supports, or a combination of individualized services coordinated by the CSM.

We further hypothesize that concerted attention to early childhood attendance and literacy, coordinated literacy interventions at the elementary and middle school levels, and student transitions will help keep our most vulnerable students on track to staying in school and ultimately graduating from high school prepared for success in college, career, and community. All students at each target school benefit, with higher need students receiving a higher level of services. Based on approximate funding of \$500,000 per year to serve the approximately 1,200 students enrolled at the target schools, the estimated grant cost is \$417 per student per year (on average), a modest investment for the potential benefit to the district and community.

Sustainability. An investment of FSCS funding will leverage a significant, ongoing commitment of funds and resources from OUSD, the City of Oakland, Alameda County, and supporting organizations such as the Oakland Ed Fund, the David & Lucile Packard Foundation, the Hellman Foundation, the Rogers Family Foundation, and more. While OUSD continues to grapple with significant challenges around funding, teacher recruitment and turnover, and trauma and violence in the community, the district’s commitment to the FSCS model is unwavering, and is reflected in the overall budget; the district’s Local Control Accountability Plan submitted to the state each year; and our strategic plan. We have been able to grow our FSCS initiative from

six sites with CSMs in 2008 to 41 sites in 2018-19, while building the structures, systems, and partnerships that bring ever more leverage to the movement. While many of our CSM positions were seeded with grant funding, OUSD has found ways to keep these positions in place and deepen the FSCS model over the years.

(D) Quality of Management Plan

1. Project oversight, management, and coordination/staff commitments and roles

Oversight. This initiative will be overseen by OUSD’s Community Schools & Student Services (CSSS) Office, housed in our Community Partnerships Unit, and specifically by Ali Metzler, Community School Leadership Coordinator. Ms. Metzler, serving as Project Director, will support the CSMs at each school through professional development and coaching. She will liaise with project partners and the evaluator; manage the grant budget; and be responsible for data collection and reporting to the grantor. She will coordinate with other lead staff for programs also housed in CSSS (Student, Family & Community Engagement, Attendance and Discipline Support Services, Health & Wellness, Behavioral Health, and afterschool Programs, among others) to allocate resources from their programs to support services at the target schools. Ms. Metzler will report to Andrea Bustamante, OUSD’s Executive Director of Community Schools Student Services.

Community School Management. Each school will have a Community School Manager (CSM), responsible for developing and deepening the FSCS work at their site. Their work is coordinated across the district by Community Schools Leadership Coordinator Ali Metzler, who

is responsible for developing Community School priorities and provides supervision and coaching for the CSMs. The CSM at each school will partner with the Principal, coordinating all student services and community partnerships, freeing up the Principal to focus on instructional leadership. For a complete description of CSM responsibilities, please see Appendix C, Community School Manager job description.

Note: The target middle schools already have CSMs; we will hire new staff for Markham and Hoover Elementary Schools. The new CSMs for Markham and Hoover will join OUSD's CSM professional learning community, convened monthly by the Community Schools Leadership Coordinator. Professional Development will include sharing of lessons learned, problem solving assistance, and onsite coaching, as well as guidance on the planning efforts for each of our priority service areas to be undertaken in Year 1.

Structure at each school. The Principal will provide school-site leadership and day to day supervision of the school's CSM in developing the FSCS model. The CSM will join the School Leadership Team, with the Principal, teacher leaders, family and partner representatives. This Team is responsible for defining the school's overall direction and priorities and developing the Community Schools Strategic Site Plan and budget for their school, with input from school stakeholder groups.

Each school will have a Coordination of Services Team. New COST teams will be created at Markham and Hoover. Convened by the CSMs, COSTs will include the Principal, intervention specialists, behavioral health provider staff, and afterschool lead agencies. They will meet weekly to allocate and coordinate services for high-need students and their families. The CSM at each site will conduct the needs assessment/planning process for pipeline services; coordinate services in the priority areas of literacy, transitions, and family engagement; and conduct yearly assessments to gauge progress and inform new efforts. Parents/guardians will

have opportunities to participate in decision-making at their school and provide input into the FSCS implementation, by serving as Parent Leaders and/or members of the PTSA, School Site Council, English Language Advisory Council, and African American Parent Council. An Attendance Team at each school will conduct a needs assessment/planning process for chronic absentee interventions and have an ongoing role in identifying and coordinating interventions for students experiencing or at risk of chronic absenteeism.

Each ECE and elementary school will have a stipended kinder transition leader who will take part in the needs assessment/planning process for family engagement, kindergarten transition and readiness programs, literacy events, etc., conduct outreach to equip them to support their children's education and successful transitions from Pre-K to kindergarten.

Partner agencies will provide the services – literacy events and interventions, support for mentoring, and volunteering – detailed earlier under “Partner roles and commitments.”

Collaborative partners (CSSS, OUSD internal partners, Consortium Partners, and key project partners listed above) will communicate regularly to implement project strategies, track milestones and deliverables, review data, address any challenges that arise, and share successes. This collaboration is already woven into our FSCS work. For this project we will also have an Annual Summer Launch meeting and mid year data review with all Collaborative members, OUSD Leads and CSMs. CSSS and OUSD Early Childhood Education staff will also hold regular individual meetings with First 5 Alameda County, Attendance Works, and Oakland Promise. Please see the Implementation Work Plan and Timeline below in section (D)(3) for an overview of roles/responsibilities related to major deliverables.

Roles & Qualifications of Key Project Personnel

OUSD Staff

OVERSIGHT: Andrea Bustamante. Andrea Bustamante has been OUSD Executive Director of Community Schools & Student Supports since 2016. From 2012 to 2016 she was the district's Director of Community School Partnerships, managing the district's FSCS implementation; developing partnerships between schools, district departments, and community providers, for services including family engagement, extended learning, and health; and providing professional development and coaching for CSMs and other staff and FSCS stakeholders. She previously (2009-12) managed a comprehensive school-linked services initiative at five OUSD middle schools, a collaboration of the city, county, school district, and community partners. In 2006-08, she managed and provided oversight for 90 afterschool programs as San Francisco Unified School District's ExCEL Program Manager, and from 2001-06 she was responsible for the academic leadership component of SFUSD afterschool programs. In all of these roles she has managed and reported on state and federal grants and dozens of contracts with community partners. She has received leadership training as an Education Pioneer Fellow (2009), has a Masters in Education, and is a former elementary school Spanish Bilingual teacher. Ms. Bustamante will provide oversight for this project, including overseeing budget, allocation of additional resources to schools from other budgets, making linkages to other programs and services in OUSD and develop and leverage external partnerships.

PROJECT DIRECTOR: Ali Metzler. Ali Metzler, who will direct this project, has served as

OUSD Community School Leadership Coordinator since the beginning of the 2015-16 school year. She is responsible for setting OUSD's annual Community School priorities based on the district's long-term FSCS vision. She develops programs, tools and professional development for CSMs; hires, supervises and coaches CCCS staff and partners; leads planning, implementation and short- and long-term evaluation of the district's Community School programs and initiatives. Prior to joining OUSD, she directed programs and partnerships for the San Francisco Beacon Initiative, a CBO dedicated to helping San Francisco Unified School District (SFUSD) adopt a Community Schools model (2010-2015) and ran the ExCEL Afterschool programming for SFUSD (2003-2010). In all of these roles she has managed and reported on state and federal grants and dozens of contracts with community partners. Ali, who has a Bachelor of Fine Arts degree from the University of Oregon, also has experience as a youth leadership curriculum developer and a summer school principal.

As Project Director of the FSCS initiative described in this proposal, she will support the Community School Managers at each school through professional development and coaching; liaise with project partners and the evaluator; manage the grant budget; and be responsible for data collection and reporting to the grantor. She will coordinate with other lead staff for programs also housed in CSSS (Student, Family & Community Engagement, Attendance and Discipline Support Services, Health & Wellness, Behavioral Health, and afterschool Programs, among others) to allocate resources from their programs to support services at the target schools. Ms. Metzler will report to Andrea Bustamante, OUSD's Executive Director of CSSS.

COMMUNITY SCHOOL MANAGEMENT, WESTLAKE: Moses Omolade. Moses

Omolade is the CSM at Westlake Middle School. Prior to joining OUSD in 2017, he was a program coordinator for Bay Area Community Resources (BACR). There, he coordinated and supervised an afterschool program at Markham Elementary School in East Oakland, and was selected to be part of the OUSD afterschool Quality Leadership Team, a think tank tasked with improving Continuous Quality Improvement at Oakland ASPs.

For this project, Mr. Omolade will work with his counterpart CSM at Hoover to focus on the goals of this initiative: conducting ongoing needs assessment across the Hoover/Westlake triad, using assessment data to cultivate new partnerships that address service gaps, and working across the school triads to develop cross-school family and community engagement and supports.

COMMUNITY SCHOOL MANAGEMENT, Frick Impact Academy: Jaymie Lollie. Jaymie Lollie has extensive experience working with at-risk youth and their families, including 15 years at OUSD. As CSM for Frick Impact Academy, Ms. Lollie has already been critical to the launch of several FSCS programs and interventions at Frick, including the school's Attendance Team. She has a Bachelor's Degree in Economics from San Francisco State University and an MBA from University of Phoenix. For this project, Ms. Lollie will work with her counterpart CSM at Markham to focus on the goals of this initiative: conducting ongoing needs assessment across the Markham/Frick triad, using assessment data to cultivate new partnerships that address service gaps, and working across the school triads to develop cross-school family and community engagement and supports.

As Mr. Omolade and Ms. Lollie work together to strengthen the Community Schools structures at their respective school sites, they will cross-train each other on best practices and insights. Mr. Omolade will share his expertise on high school readiness structures with Ms. Lollie, for example, and Ms. Lollie will share her expertise on attendance practices with Mr. Omolade.

COMMUNITY SCHOOL MANAGEMENT at HOOVER and MARKHAM: *Two*

full-time Community School Managers will be hired with this grant funding. As described in detail in section (B)(1) above, Community School Managers (CSMs) are the linchpin for coordinating and integrating services at their individual schools and across school sites within their triad. Their responsibilities include:

- Serving as the Community Schools Champion for their school (and triad)
- Assessing needs and strengths and proactively sharing information gathered in order to inform decision-making, address service gaps and ensure continuous program improvement
- Fostering quality partnerships, and cultivating new partnerships that address service gaps at their individual school and across their triad
- Collaborating with the Coordination of Services team to design and coordinate student and family supports, including cross-school family and community engagement and events

KINDERGARTEN READINESS AND EARLY LITERACY: Christie Anderson. OUSD

Executive Director of Early Learning. Ms Anderson has been with OUSD since 2007, first as a special education coordinator and then as preschool principal. She became ECE Director in 2010, and since then her primary objective has been to ensure that all Oakland children are ready

to enter TK or kindergarten. She has a Masters in Education Leadership from Mills College and a Bachelor's in Special Education from Gonzaga University.

For this project, she will oversee ECE-PreK pipeline services, including literacy and family engagement programs. She will manage the early childhood site administrators and ensure alignment with the new programs and will be responsible for creating a plan to expand the model to other sites in Oakland with lessons learned from this grant.

KINDERGARTEN READINESS: Maria Sujo. Maria Sujo, has been the Kindergarten Readiness Program Manager for OUSD since 2015. In that role, she developed OUSD's Kinder Transition plan based on the district's Community Schools vision and the FSCS framework, and she oversees all operational aspects of grant-funded summer Pre-K programs and kindergarten readiness events. Ms. Sujo has also been a preschool teacher and a youth enrichment program leader. She has an M.A. in Early Childhood Education and is currently an adjunct professor of child development at Merritt College in Oakland.

For this project, she will design an individualized preschool-kinder transition plan with the support and feedback of the CSMs and oversee its implementation. She will design an early learning plan focused on smooth school transitions, family engagement and education opportunities based on early literacy development. She will be responsible for the design of the schools' preschool-kinder transition plan, supervision of kindergarten transition team leaders and engagement of early learning community partners.

DATA ANALYSIS AND REPORTING: Veronica Chew. Veronica Chew is a Senior

Strategic Fellow with OUSD’s Office of Research, Assessment and Data. In 2017 she designed and built a database for tracking information on student safety, health and wellness, school climate and drug and tobacco use. In 2018 she developed a Community Schools Student Profile reporting dashboard and conducted a study on districtwide chronic absence reduction strategies—two tools that informed the design of the FSCS work described in this proposal and will be used moving forward to track progress and inform decision making.

For this project, Ms. Chew will be instrumental to data collection, analysis and reporting. She will work with OUSD’s ECE team and CSSS to develop data dashboards for kindergarten and middle school readiness, and with the Gardner Center to collect administrative and participation data for project evaluation.

Partner Staff

FIRST 5 ALAMEDA COUNTY: Lisa Erickson, MSW, an early childhood strategies program manager for First 5 Alameda County, will oversee First 5 funding of kindergarten readiness and kindergarten transition work for this grant. She coordinates the Neighborhoods Ready for School funding strategy, which is funding neighborhood-based services to integrate with school readiness. First 5 is working to create an integrated early childhood system by coordinating and supporting developmentally appropriate services for children 0-5 and their families. Ms Erickson has over sixteen years’ experience in early childhood program development and implementation. She helped design a school readiness strategy for OUSD. Ms. Erickson earned a Master of Arts in Social Service Administration from the University of Chicago, and a B.A. in Political Science from California State University Chico.

ATTENDANCE WORKS: Hedy Chang, the founder and executive director of Attendance

Works, has been partnering with OUSD to reduce absenteeism since the district committed to becoming a Full-Service Community School District. As part of our first Full-Service Community Schools grant, Attendance Works provided OUSD staff with training on best practices for improving attendance and partnered with us to create and test innovative tools such as data reports, public messaging materials, and toolkits for addressing chronic absence. Ms. Chang has spent more than two decades working in the fields of family support, family economic success, education and child development. She served as a senior program officer at the Evelyn and Walter Haas Jr. Fund and as co-director of California Tomorrow, a nonprofit committed to drawing strength from cultural, linguistic and racial diversity. She has a Master's in Public Policy from Harvard's Kennedy School of Government and a B.A. from Occidental College.

For this grant, she will oversee the Attendance Works staff doing training and technical assistance on preschool attendance practices and supporting Attendance Teams at our four schools.

OAKLAND PROMISE: David Silver, Director of Education to Oakland Mayor

Libby Schaaf. Mr. Silver works to realize a vision of educational equity for all students in Oakland, in particular, leading the Oakland Promise. He previously served as the Chief Executive Officer of College Track, a national non-profit empowering students from underserved communities to graduate from college. From 2003 to 2011, Mr. Silver was the founder and principal of Think College Now, a college-focused elementary school in OUSD which became the first California Distinguished School and Title I Award-Winning School in the Fruitvale neighborhood. He is an alumnus of Teach for America and went on to become the TFA Program Director and School Director. He serves as Vice-President of the Board of the National Equity Project and as an advisory Board member of Youth Law Academy. Mr. Silver holds a B.A. in Sociology from UCLA and a M.ED from Harvard University.

For this grant, Mr. Silver will coordinate with OUSD CSSS and oversee staff to implement Oakland Promise strategies at our target school and preschools.

JOHN W. GARDNER CENTER FOR YOUTH AND THEIR COMMUNITIES,

Stanford University: Jorge Ruiz de Velasco, PhD, JD, Associate Director. Mr. Ruiz de Velasco provides leadership and strategic direction to all the Center's research in Oakland. Ruiz de Velasco brings a national profile in education policy, as well as over three decades of experience in the study and promotion of change in public schools, the implications of education reform for disadvantaged students, education law and policy, and the effect of immigration on schools and communities. To the FSCS research, Ruiz de Velasco brings expertise in linked learning pathways and college readiness, initiatives to support young boys and men of color, and State education policy. Prior to joining the Gardner Center, Ruiz de Velasco served as the Director of the Warren Institute's Program on Education Law and Policy at UC Berkeley. He has also served as the Director of the Institute for Research on Education Policy and Practice at Stanford, and has served terms as a Program Officer for Educational Opportunity and Scholarship at the Ford Foundation, and as a Senior Program Officer at both the James Irvine and William & Flora Hewlett Foundations. Jorge also served as a Senior Research Associate at The Urban Institute and as a lawyer and policy analyst for the U.S. Department of Education's Office for Civil Rights. Ruiz de Velasco is a graduate of Harvard College (1984), and the Boalt Hall School of Law (1987). Subsequently, he earned an MA in Education Administration and Policy Analysis (1994) and a PhD in Political Science (1999), both from Stanford University.

Kendra Fehrer, PhD, Senior Research Associate. Ms. Fehrer brings over a decade of experience in social science research to her role at the Gardner Center. With a background in community development and anthropology, her professional focus has been the social context of education and the implications of policy change for vulnerable communities. She leads and

manages research teams in all aspects of community-based research, from proposal development, research design, data collection and analysis, to reporting and publication. She brings national expertise in family engagement, community schools, early childhood education, and culturally responsive practices. Prior to joining the Gardner Center, Ms. Fehrer lived and worked in Latin America, supporting and studying poverty-alleviation programs for low-income urban and rural families. She holds an MA and PhD in Anthropology from Brown University and a BA and MA in International Development and Social Change from Clark University.

During this project, Ms. Fehrer will manage the Gardner Center evaluation team in carrying out the evaluation outlined in section (e), in partnership with OUSD RAD data analysts and the Project Director. She will also take the lead in disseminating findings to the field.

2. Implementation Work Plan and Timeline.

Milestones	Timing	Responsible
Hire highly qualified CSMs for Hoover and Markham	First month of project	Ali Metzler, Community School Leadership Coordinator; Principals
New CSM onboarding and mentoring (CSMs at middle schools mentor elementary counterparts)	Y1, Q1-Q2	Ali Metzler and CSMs at Westlake and Frick
Refine evaluation plan: data collection timeline, dashboard measurements, survey and focus group protocols	Y1, Q1	Ali Metzler, Veronica Chew of OUSD RAD, Gardner Center

Solidify Coordination of Services Team (COST) for each school triad (will be new for CDCs) and train new CSMs on COST procedures	Y1, Q1	CSMs and CSSS Behavioral Health Program Managers
Conduct needs assessment in both school triads for each priority area (work already underway)	Y1, Q1-Q3	CSMs with COSTs
Early Childhood/Elementary Coordinated Literacy Interventions		
Develop comprehensive 5-year literacy plan and metrics	Y1, Q1	Maria Sujo, OUSD ECE and Teaching & Learning
Literacy Kick-off events and family workshops with First Chapter at Hoover and Markham	Ongoing, 2 per year	Maria Sujo, ES CSMs, First Chapter
Book-lending program (“Story Cycles”) for K pods at Hoover and Markham with Tandem	Ongoing beginning Y1, Q1	Maria Sujo, Tandem
Annual data review and performance report	Q3 of each year	Veronica Chew
Tandem early literacy family series between PreK-TK-K at elementary school sites	Starts Y1, Q3	Maria Sujo, Tandem
Supportive School Transitions		
5-year plan for each triad: K readiness,	Y1, Q1-Q3	Maria Sujo, Ali Metzler and

supportive school transitions, high school readiness		CSMs
Kinder Transition plan between CDCs and elementary schools set up	Y1, Q3	Maria Sujo, CSMs
Middle school students mentor 5th graders from their feeder schools for middle school readiness	Ongoing, starts Y1, Q3	Ali Metzler, CSMs, Oakland Ed Fund
Homework Diners at elementary schools	Starts Yr 1, Q3, then 2x/year	CSMs, Afterschool Partners
Homework Diners at middle schools	Ongoing, 2-4 per year	CSMs, Afterschool Partners and School Teams
High school readiness program (already in place at Westlake) introduced at Frick	Y1, Q3	CSMs and School Teams
COST Transition plans for students moving from 5th to 6th and from 8th to 9th grade	Ongoing, May of each year	CSMs and COST
Attendance Initiatives		
Develop plans for family engagement and “culture of attendance;” ensure “Every Day Counts” toolkit is distributed to new teachers	Y1, Q1	CSMs, COST, staff & project teams; Attendance Works

Attendance Works training for CSMs, principals and staff at all schools in both triads	Q2, and Q1 subsequent years	Ali Metzler, Maria Sujo and Attendance Works
Establish FE and Attendance Teams at both triads	Q1, Q2	CSMs and School Teams
Review chronic absence data in OUSD/RAD Weekly Engagement Report and provide site-based coaching to CSMs at sites with chronic absence over 18%	Weekly, plus quarterly review	Ali Metzler, OUSD ADSS Team and CSMs
Annual data review & performance report	Q3 of each year	Gardner Center/RAD
Restorative Justice & Positive Behavioral Interventions		
Restorative Justice (Tiers I-III) training for new CSMs at Hoover and Markham; distribution of RJ Toolkit	Y1, Q2	RJ Program Managers, CS Leadership Coordinator, CSMs
Develop plan for enhancing existing RJ initiatives at Hoover, Westlake and Frick	Y1, Q2	RJ Coordinator, CSMs, RJ Program Managers
Restorative Justice (Tiers I-III) refresher training for CSMs at Westlake, Frick	Y1, Q2	RJ Coordinators, CS Leadership Coordinator
Restorative Justice training for teachers, staff at Markham	Y1, Q4	RJ Program Managers

Launch Restorative Justice Program at Markham	Y3, Q1	CS Leadership and RJ Program Managers
Annual data review & performance report	Q3 of each year	CS Leadership Coordinator, Gardner Center, RAD
Health and Nutrition Services		
Assess needs and develop a plan for strengthening the connection of Markham students to services at the Frick School Based Health Center	Y1, Q2-4	CSMs, CS Leadership Coordinator, OUSD Health & Wellness Clinic Liaison
Bring expanded health and nutrition services (eg. Big Smiles dental services, Shoo the Flu, and Vision) to target schools	Y2, Q2 and ongoing	

3. Completing Project Within Budget

Our project is eminently achievable with the budget and matching and leveraged resources allocated. The majority of our request will go toward the salary and benefits for two highly qualified Community Schools Managers (CSMs) for Hoover and Markham. These new staff members will be mentored by the CSMs at Westlake and Frick, who are experienced and doing exemplary work in the CSM role. These core site-level staff will work closely with each other, with site principals, and with Community Schools Leadership Coordinator Ali Metzler to establish coordinated, quality FSCS pipeline services at the elementary and preschool sites;

enhance literacy interventions at all sites; and focus on supporting students' transitions from preschool through high school.

While we recognize that we still have many areas to strengthen in our FSCS model, we have strong organizational experience and continuity in building community schools within the district. We have been putting in place elements of FSCS in partnership with the community since 2005, when the Oakland Fund for Children & Youth began funding expanded work on school culture and climate. We launched FSCS in 2008, adopted Restorative Justice as a districtwide policy in 2009, and officially committed to becoming a FSCS district in 2012.

We know how to do this work, given the resources, and have shown that we can be effective, as described in section (b), Quality of Project Services. We have systems in place for onboarding new CSMs, conducting FSCS needs assessments, reaching out to new partners, strengthening existing partnerships, and building relationships with families.

As described in section (c) Adequacy of Resources, OUSD and our partners are committing resources from a wide range of sources to ensure the success, expansion, and sustainability of FSCS. As part of our grant application process, we ask schools to apply to be part of OUSD FSCS expansion. The principals complete a short application and the Network Superintendents recommend the school based on need and readiness. As part of their application, schools agree to sustain the CSM position. The district contributes 100% of funding in year one of a grant, with the schools contributing an increasing amount of the CSM funding over a five-year period.

For 2019-20, all 41 of our FSCS schools are contributing 50-100% of their CSM staff costs out of their school site budgets. It is a testament to our commitment that in lean budget times, OUSD is committed to funding and supporting community schools, because while we are still challenged to meet academic targets, we know that safe, supportive schools are critical to

learning. FSCS sites and interventions are the foundation for schools to provide more equitable, high quality learning environments to support students and strengthen schools to create healthy communities. In case after case, schools are prioritizing CSM positions in their budgets. In OUSD's recent Blueprint for Schools planning process, CSMs were one of the top two positions (in addition to the RJ Facilitator) valued by both schools and community members.

In addition to the grant and documented matching funds outlined in the budget and budget narrative, OUSD is leveraging a plethora of additional resources to support FSCS, including the time of over 50 district staff from afterschool program management, Social Emotional Learning/CASEL partnership; Restorative Justice, Nutrition, Behavioral Health, and Attendance and Discipline, the Office of Equity, the office of Research, Assessment and Data, supporting this project and the overall implementation of FSCS. We estimate that this amounts to at least an additional \$250,000 in leveraged funds per year. We also leverage investments from Alameda County Health Care Services Agency and Behavioral Health Care Services (\$1,560,000), which support school-based health centers, Medi-Cal mental health services, and nutrition initiatives; the Oakland Fund for Children and Youth, which provides supplemental funding for afterschool programs and early childhood mental health consultations, and more.

(E) Quality of Project Evaluation

OUSD will partner with the John W. Gardner Center for Youth and their Communities (Gardner Center) to conduct a rigorous evaluation of the proposed project. OUSD's Office of Research, Assessment and Data (RAD) will work with Community Schools and Student Services and the Gardner Center to refine the data collection, analysis, and reporting plan, building on our current work together. We co-developed the OUSD Community Schools System Strategy Map (see Appendix D) that maps out our FSCS vision for the next five to ten years. Gardner and RAD

are advising CSSS on research and data systems to support meeting our performance targets for this project as laid out in section (a).

Jorge Ruiz de Velasco, PhD, Associate Director and Kendra Fehr, PhD, Senior Research Associate at the Gardner Center, have contributed the following description of our overall evaluation approach and plan:

The John W. Gardner Center for Youth and their Communities (Gardner Center), located within Stanford University's Graduate School of Education, partners with communities to develop leadership, conduct community-driven research and effect change to improve the lives of youth. Our guiding principles distinguish the Gardner Center from other more traditional research organizations: working in deep partnership with communities, basing studies on community-identified needs, and conducting rigorous research to create actionable findings for our partners. Our hoped-for outcomes as a Center include, in the near term, improvements in policy or practice and, over time, creating knowledge for broad utility and field building both on the ground and academically.

The Gardner Center's research focuses on children and youth ranging in age from pre-kindergarten to community college. We work with large and small school districts, community colleges, public agencies, and a variety of youth and family-serving community-based organizations. Guided by our research model, we engage these community partners at different levels of their organizations to ask and answer critical research questions that inform improved services and outcomes for youth. We also regularly consult with our partners, providing updates and soliciting input on process and interim findings.

The primary audience for our research is the field of practitioners and education leaders given our chief purpose of improving practice and policy. We engage with our partners in understanding the research finding in multiple ways. For the vast majority of our analyses we

write issue briefs and snapshots (two-page summaries) describing findings and implications. We routinely share information back in presentations to our partners who requested the analyses and, with their permission, to other policy makers, practitioners, and community leaders. In addition, we conduct data talks with groups of practitioners, such as community school coordinators and principals, in which we facilitate a dialogue to help them understand the analyses and think about implications of the results for their practice. Both our outcomes-based and implementation studies involve careful review and selection or development of tools and protocols.

Our staff routinely conducts rigorous quantitative and qualitative research on youth experiences and outcomes. Our qualitative research draws on our multidisciplinary team's robust skill set in qualitative and mixed methods research--we regularly conduct interviews, lead focus groups, and develop and administer surveys to address pressing questions of practice. Our quantitative research mostly relies on one of the Gardner Center's primary initiatives, the Youth Data Archive, which enables school districts, public agencies and community-based organizations to collectively ask and answer questions about youth that they cannot answer alone. By linking individual-level administrative records on youth across organizations and over time, we are able to examine relationships between and among services and outcomes. This approach has been particularly powerful in community schools research, as it allows us to examine participation patterns in the programs and services offered at the community schools and the relationships between these services and student outcomes.

The Gardner Center brings particular expertise and a national profile in community schools research and policy. Prior to engaging with OUSD, the Gardner Center conducted a six-year study of community schools in the Redwood City School District (RCSD). Our research in RCSD and OUSD has been tied to their theory of change and focused on improving their implementation and outcomes. We have conducted studies on family engagement practices and

outcomes at community schools operated in RSCD and OUSD. Additionally, we conducted a national longitudinal implementation study examining the linkages between early childhood education settings and community schools for the Coalition for Community Schools.³⁷

Finally, in keeping with our efforts to work closely with our partner organizations to build their capacity to collect and interpret data and to use findings from our analyses to improve outcomes for youth, we have developed a Community Schools Evaluation Toolkit. The Toolkit, developed in partnership with the Coalition for Community Schools, provides tools and guidelines for community schools to build their capacity to conduct self-assessment. Finally, over the past four years of our partnership with OUSD, we have published numerous papers, chapters, and given presentations highlighting our research findings of the district's FSCS work. Our community school research has been consistently cited by scholars and practitioners, and holds a high standard in both rigor and actionability. The comprehensive and influential 2017 report "Community Schools as an Effective School Improvement Strategy: A Review of the Evidence," a joint project of the National Education Policy Center and the Learning Policy Institute,³⁸ included many of our findings, and the Gardner Center's 2013 book, *From Data to Action: A Community Approach to Improving Youth Outcomes*,³⁹ was peer-reviewed.

Our research partnership with OUSD is strengthened by extensive knowledge of and relationships with the education and youth sectors in Oakland. Prior to our engagement as FSCS evaluators, we conducted an implementation study of Oakland Kids First PASS-2 Program that helped inform not only their program design but resource reallocation. We have worked as coordinator of the Oakland Education Cabinet, which provided us with extensive knowledge of the district and community context. As the research partner for California Office to Reform Education (CORE), we supported OUSD among other districts to design and execute a new accountability system, including related data collection and analysis. This has built our

familiarity with OUSD’s administrative data and key district indicators. We have recently begun additional research projects focused on OUSD’s Linked Learning initiative and its African American Male Achievement initiative. Our participation in these studies directly inform our knowledge of key elements of FSCS programs described in this grant.

Gardner Center will be contracted at the beginning of the grant period and will be responsible for action based research that will inform practice throughout the grant period. Evaluation design: As noted, the Gardner Center and OUSD have been collaborating since 2014 on an evaluation of community schools in Oakland. This multimethod research has included formative and summative assessment aimed to support community school development and inform early outcomes. The research addresses the following broad questions: 1. To what extent does participation in FSCS services contribute to improved student outcomes (e.g., attendance, academic, health), especially for the most vulnerable students? 2. To what extent do teachers and administrators find that the FSCS model supports implementation of core academic programming (e.g., Common Core curriculum), social-emotional learning (e.g., PBIS), and extended learning (e.g. afterschool programs, Linked Learning)? How do teachers interact with community school resources to support their students’ success? 3. To what extent does participation in FSCS services support families’ engagement with their children’s learning and development?

We propose to continue and expand the existing evaluation framework to the new OUSD Community Schools, with an emphasis on measures linked to elements specified in the proposal.

Data to be collected:

1. Quantitative administrative data (e.g. attendance, truancy and suspension data, state and district ELA and Math test results, Smarter Balanced testing reports, middle school

matriculation, middle school readiness, high school readiness, kinder readiness tool to be developed during the grant period) to assess student outcomes.

2. Qualitative data (e.g., school/partner staff survey and focus groups, family focus groups, groups, California Healthy Kids Survey) to assess school staff experience, partner experiences and coordination with district personnel around core academic practices, family engagement practices, transition strategies and experiences, and youth development. Survey and focus group protocols will include indicators around institutional collaboration; teacher/family and partner/family collaboration; and staff, partner, and family experiences around school transitions. RAD will consult with the Gardner Center to coordinate survey and focus group instruments for maximum impact.
3. Participation data (e.g. student/family/community participation in programming, in relation to the targets detailed in Table 14) to be able to link outcomes with participation in the FSCS model. Gardner Center will work with OUSD's RAD team, the target schools, and partners to ensure accurate and uniform collection of program participation data. The Gardner Center has extensive experience supporting district and site-level staff with developing consistent and rigorous program participation data collection practices. RAD has already developed a family engagement program participation tracker being piloted at 16 school sites. The tracker will record event title, type, parent names (to capture their participation) and student names (to cross-reference with student ID number). The tracker contains student identifiers exported from OUSD's student information system so that participation in these events can be linked to student demographics and outcomes.

School site staff (e.g., Community School Managers and family liaisons) have been coached in how to generate tracking templates for each event, and to accurately and

consistently collect participation data on the tracker. RAD will provide training to all staff who use the participation tracker tool and review data entries at least quarterly to ensure consistent data practices. Staff at pilot sites have provided feedback on the tool to make it user-friendly for accurate and consistent data entry by site-level staff. RAD has optimized the tracker accordingly. During the 2019-20 grant year, RAD will further develop the tracker to capture critical data that will inform the Gardner Center’s research on the FSCS model, including streamlined activity names and event categories that students and families could participate in.

Table 16, below, outlines our data methods: data to be collected, source, agency responsible for reporting, and which high-level outcomes the data relates to on the FSCS System Strategies Map co-developed by OUSD and the Gardner Center.

Table 16. Data Methods

Data Collected, Source (Entity Reporting)	Related Outcomes from OUSD FSCS System Strategies Map
Quantitative Administrative Data	
Attendance, OUSD Data (OUSD RAD)	Students feel valued, are engaged in school every day.
Truancy, OUSD Data (OUSD RAD)	Conditions allow teachers & principal to focus on high quality instruction; Adults at the school work together to support students
Suspension OUSD Data (OUSD RAD)	
Standardized test scores, CA CDE (OUSD RAD)	Improved social-emotional & academic learning for students; Conditions allow teachers and principal to focus on high quality instruction.
Smarter Balanced testing reports, CA	

CDE (OUSD RAD)	
Middle school matriculation data	
Middle school readiness data, OUSD Data, OUSD RAD	
Kinder Readiness, OUSD Data (instrument to be developed during grant period) (OUSD RAD)	Families feel welcomed, valued, supported to participate in their student’s learning; Students & families consistently access supports, services, & opportunities to help them succeed; Families are partners in student’s success in high school, college, & beyond
Qualitative Data	
School staff survey, Gardner Center (GC) instrument, (GC)	School staff have capacity to meaningfully engage families in student learning, school improvement;
School staff focus groups, GC instrument, (GC)	Conditions allow teachers & principal to focus on high quality instruction; Adults at the school work together to support students
Partner staff survey, GC instrument, GC	Adults at the school work together to support students; Partners provide resources aligned with student needs & school goals; Schools provide culturally responsive services, opportunities, & supports that meet student needs
Partner staff focus groups, GC instrument, GC	
Family focus groups, Gardner Center (GC) instrument, GC	Schools provide culturally responsive services, opportunities, & supports that meet student needs; Families feel welcomed, valued, supported to participate in their student’s learning; Students &

	families have the confidence & opportunity to engage in school site improvement efforts, advocacy, & decision-making.
CHKS data, WestEd, OUSD RAD	Students feel valued, are engaged in school every day; Climate of high expectations & high support for student learning.
Participation Data	
<p>Student and family participation in:</p> <ul style="list-style-type: none"> • ECE-Kinder, Elem-Middle, and Middle-High transition activities • Literacy interventions • Attendance interventions <p>Program participation tracker developed by GC & OUSD RAD.</p> <p>Site staff trained in using tracker</p>	<p>Students & families consistently access supports, services, & opportunities to help them succeed;</p> <p>Improved social-emotional & academic learning for students; Families are partners in student's success in high school, college, & beyond; Schools have the conditions they need to support high quality teaching & learning.</p>

Timeline for data collection. We anticipate several cycles of data collection and reporting throughout the course of this grant. The first year of data collection will help set a baseline for the priority measures outlined above. Each successive year will include a cycle of inquiry which includes data collection and reporting. Due to the timing of availability of administrative data, data collection will take place in the fall through spring of an academic year, administrative data will be released in the summer, and reporting will take place in the fall of the following academic year. The final year of the project data collection, analysis and reporting will focus on overall

lessons learned to guide replication. Please see below for details.

Year 1: (2018-2019) Collect data to provide a baseline for the FSCS model. Work with schools and partners to ensure collection of program participation data (e.g. student and family participation in literacy programs). Develop and implement survey for teachers. Develop focus group protocol and implement family focus groups. Receive, clean, and analyze administrative data (available July). Prepare report highlighting benchmarks toward outcomes.

Year 2 (2019-2020): Report on year 1 results, October 2019. Data collection cycle (collect participation, qualitative, and administrative data) for AY 2019-20).

Year 3 (2020-2021): Report on year 2 results, (October 2020). Data collection cycle (collect participation, qualitative, and administrative data) for AY 2020-21).

Year 4 (2021-2022): Report on year 3 results, (October 2021). Data collection cycle (collect participation, qualitative, and administrative data) for AY 2021-22).

Year 5 (2022-23): Report on year 4 results, (October 2022). Most data collection, analysis and reporting will focus on overall lessons learned to guide replication. We anticipate reporting to a broader group of stakeholders, guided by conversations with our district partners, as well as continuously sharing pertinent findings with the field at large.

Methods and instruments. The project evaluation will employ a two-pronged approach of outcome and implementation research. Gardner Center will conduct an outcome analysis using administrative and participation data from OUSD and partners to inform understanding of student and school outcomes. Through ongoing collaborative research with OUSD, Gardner Center already has access to OUSD administrative data. It will continue to work with the district and district partners to obtain needed participation and administrative data to be able to evaluate the impact of the FSCS model on student and school outcomes.

The implementation analysis will rely on a school/partner staff survey and family focus

groups. A survey to capture school staff's experience with the FSCS model has already been designed and administered as part of prior grant (developed in Spring 2018, with input from the Project Director, school leaders, and district partners). Additional scales will be added as needed to reflect new programmatic elements specified in this proposal (e.g. transitions, literacy programs) and to capture input from key community partners. Partner survey responses will provide insights into how effectively OUSD district- and site-level staff are coordinating services, particularly with regard to literacy and core academic supports. This will provide data to help ensure the FSCS model is aligned with existing and ongoing educational efforts at each school site.

Gardner Center anticipates conducting one or two family focus groups at each school site. Family focus groups will provide important information on families' experiences with the FSCS model that will help schools and the district direct family engagement efforts. The school/partner staff survey and focus group protocols will all be developed with attention to actionable findings to inform project implementation.

Gardner Center staff /partner survey instrument will be used each spring to collect data on the FSCS implementation experience of teachers, school staff, and partner staff, focusing on the relationship of the FSCS model to academic learning, social-emotional learning, and expanded learning (as described above). It may also address issues of coordination of services and transition supports in the school setting. Gardner Center will develop the parent focus group protocols in Fall 2019, in collaboration with the Project Director, CSMs, and OUSD's Family Engagement unit.

The family focus group protocol may include questions on parent/family needs, at-home learning, home-school relationships, and school family engagement practices. It may also address issues of coordination of services and transition supports from the family's perspective.

As noted, parent focus groups will be conducted at each school site each spring, to inform understanding of families' engagement with their children's learning and development within the FSCS model. The surveys and focus groups will be repeated or adapted in successive years, based on school/district needs.

Data analysis. Gardner Center will conduct all data analyses. Outcome analysis will be carried by the Gardner Center's Youth Data Archive (YDA), a Gardner Center initiative that links data across schools, public agencies, and community based organizations and works with partners to ask and answer key questions about youth. Using its Youth Data Archive, it will link individually identified program participation data to student outcomes data, including achievement, attendance, discipline, fitness, and youth development, in order to examine the relationship between program participation and student outcomes. Analyses will utilize multi-level regression modeling that takes into account student background as well as school- and program-level factors in separating out the effects of community school programming from other factors. Because Gardner Center has access to historical data, it may also be able to conduct longitudinal individual growth models, which will measure the extent to which FSCS service implementation is associated with trends for individual students' outcomes over time. Gardner Center staff will clean, process, and analyze data from the teacher surveys using statistical software such as STATA or SPSS. Staff will transcribe and analyze qualitative data from open-ended survey questions and parent focus groups using qualitative research software such as NVivo. The focus of these analyses will be identifying actionable findings to inform FSCS implementation.

Reporting. The Gardner Center will produce year-end reports, and will meet with OUSD administrators and community school coordinators to examine the analysis findings. These "data talks" provide an opportunity for coordinators to ask questions and understand the analysis

findings and to discuss the practical implications of the data for their practice. In addition to being a forum for practitioners to share best practices based on rigorous data examination, the discussion from these talks will guide the direction for future data analysis. OUSD administrators, service providers and staff will be able to use these findings to inform program development, expansion and/or adjustments.

As part of our overall commitment to transparency of evaluation and data, OUSD will make the evaluation report from this grant and related materials (infographics, presentations, etc.) publicly available and providing public notice of the evaluation being available on the OUSD Community Schools website. We already provide research briefs from the Gardner Center on this site and will add the materials from this grant as they become available. OUSD also posts school site and district performance on a number of public dashboards (<http://www.ousddata.org/public-dashboard-list.html>). These include academic performance, attendance, suspensions, high school readiness, preschool experience, Career Pathways, and many more with indicators that are related to our FSCS initiative. As we develop dashboards for middle school and kindergarten readiness, we will also make these available. Our practice of data transparency and openness to the community are part of our core values as an FSCS district. Our CSSS team and sites are also committed to informing, supporting, and learning from the field. We host multiple site visits each year from other cities looking to launch or strengthen an FSCS initiative, and we exchange information and promising practices with our colleagues. We attend conferences, sit on panels and give presentations on our work. The lessons learned from our work in transitions, attendance at the ECE level, and strategically linked literacy partnerships will all be shared with the field as a whole, in partnership with the Gardner Center and directly with other practitioners.

Notes

¹ All OUSD Data is from the OUSD Office of Research, Assessment & Data.

In most cases, the most recent data available is cited in this proposal. Data on absenteeism, however (and data impacted by attendance, such as high school readiness), is from the 2017-18 school year because the 2018-19 data is skewed by a 7-day teacher strike during which most OUSD students did not attend school.

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Budget Narrative

1. Personnel

- **Project Director:** Provides leadership and professional development for Community School Managers and partners; manages budget, evaluation and reporting. \$112,000.00 annual salary x 10% FTE covered by the grant request and 10.00% FTE covered by matching funds x 2% annual cost of living increase. \$11,200.00 in Year 1, \$11,536.00 in Year 2, \$11,882.08 in Year 3, \$12,238.54 in Year 4, \$12,605.70 in Year 5. Matching funds = \$11,200.00 in Year 1, \$11,536.00 in Year 2, \$11,882.08 in Year 3, \$12,238.54 in Year 4, \$12,605.70 in Year 5.
- **CSM - Hoover:** Provides coordination and site-level implementation of FSCS model; working with site leadership, teachers, staff and partners to conduct needs assessment, bring in needed menu of FSCS services and supports. Coordinates literacy partner and other partner activities at school for maximum effectiveness. Helps facilitate Restorative Justice. Works with CSMs at partner middle schools to facilitate transitions. Works with preschools to facilitate Pre-K to K transitions. \$89,000.00 annual salary x 100% FTE covered by the grant request and 0.00% FTE covered by matching funds x 2% annual cost of living increase. \$89,000.00 in Year 1, \$91,670.00 in Year 2, \$94,420.10 in Year 3, \$97,252.70 in Year 4, \$100,170.28 in Year 5.
- **CSM - Markham:** Provides coordination and site-level implementation of FSCS model; working with site leadership, teachers, staff and partners to conduct needs assessment, bring in needed menu of FSCS services and supports. Coordinates literacy partner and other partner activities at school for maximum effectiveness. Helps facilitate Restorative Justice. Works with CSMs at partner middle schools to facilitate transitions. Works with preschools to facilitate Pre-K to K transitions. \$89,000.00 annual salary x 100% FTE covered by the grant request and 0.00% FTE covered by matching funds x 2% annual cost of living increase. \$89,000.00 in Year 1, \$91,670.00 in Year 2, \$94,420.10 in Year 3, \$97,252.70 in Year 4, \$100,170.28 in Year 5.
- **Kindergarten Readiness Program Manager:** OUSD District level personnel to work with preschools and elementary schools on coordinated kindergarten readiness. Match funded through First 5 Alameda. \$101,711.00 annual salary x 10.00% FTE covered by the grant request and 10.00% FTE covered by matching funds x 2% annual cost of living increase. \$10,171.00 in Year 1, \$10,476.23 in Year 2, \$10,790.52 in Year 3, \$11,114.24 in Year 4, \$11,447.66 in Year 5. Matching funds = \$10,171.10 in Year 1, \$10,476.23 in Year 2, \$10,790.52 in Year 3, \$11,114.24 in Year 4, \$11,447.66 in Year 5.
- **Community Schools Manager Westlake Middle:** Provides coordination and site-level implementation of FSCS model; working with site leadership, teachers, staff and partners

to conduct needs assessment, bring in needed menu of FSCS services and supports.

Coordinates literacy partner and other partner activities at school for maximum effectiveness. Helps facilitate Restorative Justice. Works with CSMs at partner elementary schools and high schools to facilitate transitions. Match site funds and Oakland Opp Grt. \$89,000 annual salary x 100.00% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$89,000.00 in Year 1, \$91,670.00 in Year 2, \$94,420.10 in Year 3, \$97,252.70 in Year 4, \$100,170.28 in Year 5

- Community Schools Manager Frick: Provides coordination and site-level implementation of FSCS model as described in item above. \$89,000 annual salary x 100.00% FTE covered by matching funds x 2% annual cost of living increase. Matching funds = \$89,000.00 in Year 1, \$91,670.00 in Year 2, \$94,420.10 in Year 3, \$97,252.70 in Year 4, \$100,170.28 in Year 5
- Data Analyst: Supports data collection systems, develops Kinder readiness metrics, works with Gardner center on evaluation, and supports schools with accessing data to address student achievement, chronic absence, high school readiness, college perception, family engagement, and transitions. Match Oakland Opportunity Grant. \$79,380.00 annual salary x 11% FTE covered by the grant request and 5.00% FTE covered by matching funds x 2% annual cost of living increase. \$8,600.00 in Year 1, \$8,858.00 in Year 2, \$9,123.74 in Year 3, \$9,397.45 in Year 4, \$9,679.38 in Year 5. Matching funds = \$3,969.00 in Year 1, \$4,088.07 in Year 2, \$4,210.71 in Year 3, \$4,337.03 in Year 4, \$4,467.14 in Year 5.
- Teacher Stipends: Stipending teachers to prep for and attend Homework Dinners x 4 schools to support Middle School and High School Readiness and Family Engagement. Match is Kindergarten Readiness Transition Program Stipend paid by First 5 1 ES and 1 PreK teacher each paid \$625. \$6,000.00 annual salary x 400% FTE covered by the grant request and 21% FTE covered by matching funds x 2% annual cost of living increase. \$24,000.00 in Year 1, \$24,000.00 in Year 2, \$24,000.00 in Year 3, \$24,000.00 in Year 4, \$24,000.00 in Year 5. Matching funds = \$1,250.00 in Year 1, \$1,250.00 in Year 2, \$1,250.00 in Year 3, \$1,250.00 in Year 4, \$1,250.00 in Year 5.

2. Fringe/Benefits

- Fringe/Benefits Example:: Including medical, retirement, worker's comp, etc. @ 43.00% = \$99,747.53 in Year 1, \$102,430.40 in Year 2, \$105,193.71 in Year 3, \$108,039.92 in Year 4, \$110,971.52 in Year 5. Matching funds = \$87,973.74 in Year 1, \$90,596.83 in Year 2, \$93,298.61 in Year 3, \$96,081.44 in Year 4, \$98,947.76 in Year 5.

3. Travel

- Required grantee conference in Washington, DC and National Community School Conference.

- Lodging @ \$160/night = \$3,840 in Y1, Y3, \$1,920 in Y2 and Y4, and \$3,500 in Y5.
- Meals/Per Diem @ 40/day = \$1,440 in Y1, Y3 and Y5, and \$720 in Y2 and Y4.
- Transportation @ 600/flight = \$7,200 in Y1, Y3 and Y5, and \$3,600 in Y2 and Y4.
- Mileage: Mileage for Community Schools Leadership Coordinator: meetings at school sites, partner sites: 200 x \$0.54/mile x 1 staff. = \$108 per year.
- Conference Registration @ 500/person. National Community School Conference = \$4,000 in Y1 and \$2,000 in Y3 and Y5.

5. Supplies

- Computers & Printers: Computers and printers for schools to capture data, write reports and manage project. Y1 all 6 sites receive new technology. Y3 4 sites as needed, Y5 2 sites as needed. \$1000 x 6 in Year 1, 4 in Year 3, 2 in Year 5 = \$6,000.00 in Year 1, \$1,000.00 in Year 3, \$1,000.00 in Year 5.
- Attendance Incentives: \$1000 per school for each elementary and middle school to provide Tier 1 incentives to classrooms and students for consistent/improved attendance in Years 1 and 2. \$750/year in years 3 through 5 = \$6,000.00 in Year 1, \$6,000.00 in Year 2, \$4,500.00 in Year 3, \$4,500.00 in Year 4, \$4,500.00 in Year 5.

6. Consultants/Contracts

- Evaluation: Contract with the Gardner Center to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. \$25,000.00 in Year 1, \$25,000.00 in Year 2, \$25,000.00 in Year 3, \$25,000.00 in Year 4, \$25,000.00 in Year 5. Matching funds = \$75,000.00 in Year 1, \$75,000.00 in Year 2, \$75,000.00 in Year 3, \$75,000.00 in Year 4, \$75,000.00 in Year 5.
- Attendance Works: Attendance Works staff will provide technical assistance and training to build out attendance culture, train and coach school teams in attendance at preschools and elementary schools to build out attendance culture. \$17,500 per school triad in Year 1; follow up in Year 2 of \$5,000 per triad. Match consists of Attendance Works tools, training/staff development time, and staff time for collaboration. \$25,000.00 in Year 1, \$10,000.00 in Year 2. Matching funds = \$10,000.00 in Year 1, \$10,000.00 in Year 2, \$10,000.00 in Year 3, \$10,000.00 in Year 4, \$10,000.00 in Year 5.
- First 5: First 5 provides match in the form of convening early childhood support partners and practitioners countywide, providing training and professional learning. Also funds

Kinder transition leader stipends. Matching funds = \$30,228.90 in Year 1, \$29,923.77 in Year 2, \$29,609.48 in Year 3, \$29,285.76 in Year 4, \$28,952.34 in Year 5.

- Oakland Promise: Grant request is for seed funding for Future Centers at Frick and Westlake. Match includes: Oakland Promise college readiness programs; Brilliant Baby at Harriet Tubman and Arroyo Viejo CDC; Kindergarten to College at Hoover and Markham; Future Center services at Westlake and Frick (MS). In kind includes program staff, curriculum, events and college tours for youth and families. Cash includes scholarship funds and college savings accounts for OUSD students. \$20,000.00 in Year 1, \$25,000.00 in Year 2, \$18,000.00 in Year 3, \$15,000.00 in Year 4, \$0.00 in Year 5. Matching funds = \$500,000.00 in Year 1, \$500,000.00 in Year 2, \$500,000.00 in Year 3, \$500,000.00 in Year 4, \$500,000.00 in Year 5.
- Oakland Literacy Coalition Partner - West Oakland: \$10k Y1, \$15,000 per site x 1 elementary and 1 middle school site per year starting in year 2. OUSD Teaching & Learning and Oakland Literacy Coalition will create and issue an RFP to select qualified elementary and middle school literacy partners who will coordinate supplemental, grade-level appropriate interventions for Hoover and Westlake. RFP to be issued in first quarter of Y1. \$20,000.00 in Year 1, \$30,000.00 in Year 2, \$30,000.00 in Year 3, \$30,000.00 in Year 4, \$30,000.00 in Year 5.
- Oakland Literacy Coalition Partner - East Oakland: \$10k Y1, \$15,000 per site x 1 elementary and 1 middle school site per year starting in year 2. OUSD Teaching & Learning and Oakland Literacy Coalition will create and issue an RFP to select qualified elementary and middle school literacy partners who will coordinate supplemental, grade-level appropriate interventions for Markham and Frick. RFP to be issued in first quarter of Y1. \$20,000.00 in Year 1, \$30,000.00 in Year 2, \$30,000.00 in Year 3, \$30,000.00 in Year 4, \$30,000.00 in Year 5.
- First Chapter ECE-TK Literacy Events: First Chapter will facilitate early childhood family literacy events at 2 targeted preschools, twice per year. Cost of \$1,000 per event includes facilitator, volunteer coordinator, and free books and literacy materials for families. \$4,000.00 in Year 1, \$4,000.00 in Year 2, \$4,000.00 in Year 3, \$4,000.00 in Year 4, \$4,000.00 in Year 5.
- Tandem Family Literacy Workshops ECE: Tandem family literacy workshops with parents at Markham and Hoover elementary schools, providing engaging activities to help parents support their child's literacy development. \$300/workshop x 5 sessions x 2 schools. \$3,000.00 in Year 1, \$3,000.00 in Year 2, \$3,000.00 in Year 3, \$3,000.00 in Year 4, \$3,000.00 in Year 5.
- CDE After School Education & Safety funds for Expanded Learning Programs at 4 sites. Per year for five years:: \$135,153 at Frick; \$122,850 at Hoover; \$122,850 at Markham and \$114,316 at Westlake. Supports enrichment, community and family engagement in partnership with site staff; academic supports; health & fitness, and community building

among students. Matching funds = \$495,169.00 in Year 1, \$495,169.00 in Year 2, \$495,169.00 in Year 3, \$495,169.00 in Year 4, \$495,169.00 in Year 5.

- Federal 21st Century Expanded Learning funds at Hoover: \$47,341 in Core and \$31,428 in Supplemental funding. Supports enrichment, community and family engagement in partnership with site staff; academic supports; health & fitness, and community building among students. Matching funds = \$78,770 in Year 1, \$78,770 in Year 2, \$78,770 in Year 3, \$78,770 in Year 4, \$78,770 in Year 5.

9. Total Direct Costs:

- Grant Request: \$477,307 in Year 1, \$479,989 in Year 2, \$479,918 in Year 3, \$477,144 in Year 4, \$480,793 in year 5.
- Matching Funds: \$1,481,732 in Year 1, \$1,490,150 in Year 2, \$1,498,821 in Year 3, \$1,507,751 in Year 4, \$1,516,950 in year 5.

10. Indirect Costs

The overhead costs of administering the grant, including prorated non-direct administrative, accounting, HR, occupancy and other costs @ 3.98% of total grant request = \$18,996.80 in Year 1, \$19,103.55 in Year 2, \$19,100.75 in Year 3, \$18,990.31 in Year 4, \$19,135.55 in Year 5.

12. Total Costs:

- Grant Request: \$496,303 in Year 1, \$499,092 in Year 2, \$499,019 in Year 3, \$496,134 in Year 4, \$499,928 in year 5.
- Matching Funds: \$1,481,732 in Year 1, \$1,490,150 in Year 2, \$1,498,821 in Year 3, \$1,507,751 in Year 4, \$1,516,950 in year 5.

GEPA Statement

The proposed Oakland Unified School District (OUSD) Full-Service Community Schools projects specifically targets and will serve students, families, and community members who directly come from traditionally underrepresented and underserved populations and who are at risk of poverty, academic failure, and school dropout. The FSCS school sites proposed in this application will -- by design -- serve low-income populations of color, primarily African-American and Latino students. To increase awareness and participation in FSCS services and strategies, OUSD will hire culturally competent Community Schools Managers (CSMs) at our two targeted elementary schools/Child Development Centers to work with the existing CSMs at Westlake and Frick middle schools. A major part of the CSMs role is outreach and relationship building with families, particularly those with the highest level of need. Schools and community-based partners have bilingual staff to assist with communication in the many languages spoken at our target schools.

The office of Community Schools and Student Supports also collaborates with OUSD's Office of Equity, established in 2016 to focus on improving systemic culture, conditions, and competencies across the district in order to better serve children and families situated furthest from opportunity. At OUSD, equity means providing each student with the academic, social and emotional supports they need to prepare for college, career, and community success in the future. The Office of Equity's initiatives include African American Female Excellence, African American Male Achievement, Asian Pacific Islander Student Achievement, Latino/a Student Achievement, Student, Family & Community Engagement, and LGBTQ programs.

Community Schools and Student Supports staff also includes the Transitional Students & Families Unit (TSF), which provides supplemental support services to foster youth, refugee and

asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless).

At each community school site, the CSM and COST team work together with teachers, staff, and partners to identify students and families with barriers to full access and participation, including students with Individual Education Plans, and come together to develop strategies and coordinate and allocate resources to support these students and families.

CSMs also work to ensure that English Learner students and family members with limited English Proficiency have full access to resources and voice in the creation of the community school's priorities. Community schools needs assessments include a focus on meeting translation and interpretation needs -- over 40 languages are spoken OUSD students' families -- whether through support from district or school staff, bilingual parents, or community partners. At all sites, written materials are translated into any language spoken as a primary language by more than 15% of students. All target schools will be implementing the Talking Points translation and messaging app which will allow teachers, CSMs, and COST members to text family members in their native languages.

OUSD's Office of Research, Assessment and Data (RAD) will monitor participation data to gauge the program's effectiveness in reaching underrepresented groups, and the Project Director, district staff, and CSMs will take corrective steps if necessary, to maximize their participation.

Curriculum materials, as well as instructional and support services, will be culturally sensitive to the needs of all learners to be served. Staff and community partners will deliver services based on the individual needs and challenges of program participants. Informational brochures and materials will be in multilingual, Braille, text to speech, and other accessible formats, as appropriate.

OUSD district staff, school site staff, and community partners all serve an academically, culturally, and racially diverse student population and are committed to equal access and treatment for all students, employees, and the community. With respect to this commitment, OUSD Board of Education's policy of nondiscrimination guides and governs decision making at all levels.

OUSD's Social Emotional Learning team also offers professional development to staff, community partners, and training to family members in recognizing and addressing implicit bias and in creating a safe and welcoming learning community for people from diverse backgrounds, cultures, and experiences. In accordance with the Americans with Disabilities Act, the applicant will provide appropriate accommodations so that the proposed program is accessible to students and staff with disabilities.

OUSD and its partners are committed to implementing the following specific strategies for ensuring equal access to and participation in the program for community members, staff of partnering agencies, and employees. The following steps will be implemented with the intent to reduce access barriers based on gender, race, national origin, color, disability, and age to maximize participation, as necessary:

1. CSMs will work with school and district staff, families, and partners, to identify special access requirements, such as wheelchair access, signers, and interpreters, as needed.
2. Project staff will address the identified special access needs indicated by potential participants prior to every family/community event and large group training/workshop/class sessions. All project-related sessions must be held in ADA accessible facilities.
3. Coordinate Social Emotional Learning and ADA training for project staff, as recommended by the OUSD Office of Community Schools and Student Supports.
4. Hire, recruit, and involve individuals from diverse racial, ethnic and cultural backgrounds, bilingual individuals, and individuals with disabilities to plan, implement, and evaluate project services.

5. Disseminate culturally relevant and sensitive informational materials that are understandable by and accessible to all potential participants, regardless of their unique challenges.
6. Offer interpretation services for family and community members and others as needed and appropriate.
7. Offer onsite childcare for individuals who must bring their children to program activities (as needed).
8. Arrange for assistive technology devices to translate materials for participants in need of such services.
9. Post information materials, schedules of events, and program assessments on the internet, which will enable assistive computer devices to interpret the materials for users.

Appendix

A. Resumes of Key Personnel

- Andrea Bustamante, Executive Director, Community Schools Student Services
- Ali Metzler, Community School Leadership Coordinator
- Moses Omolade, Community School Program Manager
- Jaymie Lollie, Community School Program Manager
- Maria Sujo, Kindergarten Readiness Program Manager
- Veronica Chew, Senior Strategic Fellow
- Program Manager Job Description, Community Schools – Community Schools & Student Services (CSSS)
- Kendra Fehrer, Senior Research Associate, John W. Gardner Center for Youth & Their Communities
- Jorge Ruiz de Velasco, Associate Director for Policy & Partnership Engagement, John W. Gardner Center for Youth and Their Communities
- Hedy Nai-Lin Chang, Executive Director, Attendance Works
- Christie Anderson, Executive Director, Early Learning
- Lisa Erickson, Early Childhood Strategies Administrator, First 5 Alameda County
- David Silver, Director of Education to Oakland Mayor Libby Schaaf, Oakland Promise
- Martin Young, Community Partnerships Manager

B. Memorandum of Understanding

- Attendance Works
- First 5 Alameda County
- Oakland Promise

C. Letters of Support

- Senator Kamala Harris (sent directly)
- Congresswoman Barbara Lee
- Alameda County Health Care Services Center for Healthy Schools and Communities
- First Chapter
- Tandem
- Oakland Literacy Coalition
- Gardner Center
- Oakland Starting Smart and Strong
- Oakland Public Education Fund
- OUSD Superintendent (Office of Equity/Family Engagement, Teaching & Learning)
- OUSD Early Childhood Education
- OUSD Expanded Learning
- Oakland Fund for Children and Youth



- Oakland Public Library
- Rogers Family Foundation
- Reading Partners
- Citizen Schools
- East Bay Asian Youth Center (EBAYC)
- Bay Area Community Resources

D. Other Attachments

- OUSD Community Schools and Student Services Organizational Chart
- Documentation of Nonprofit Status
- OUSD Roots of Community Schools
- OUSD Full-Service Community Schools Timeline
- OUSD and Gardner Center Full-Service Community Schools Draft Strategy Map
- Impact of Gardner Center and OUSD Partnership
- Attendance Works Teaching Attendance 2.0 Executive Summary
- Attendance Works: OUSD Addressing Early Chronic Absence Concepts
- Video: OUSD FSCS Initiatives and Partners

EXPERIENCE**OAKLAND UNIFIED SCHOOL DISTRICT**

Oakland, CA

Executive Director, Community Schools Student Services

July 2016 – Present

- Lead team of 100+ to implement Community Schools Vision in OUSD, including Behavioral Health, Restorative Justice, After School, Summer, Health & Wellness, Attendance & Discipline Programs.
- Manage department operations and budget of \$20M including federal, state, and local grants.
- Facilitate professional learning for diverse participants including principals, teachers, and department staff.

Director, Community School Partnerships

July 2012 – June 2016

- Managed OUSD Community Schools Implementation. Launched OUSD's Community School efforts. Expanded number of schools from 8 to 25.
- Developed Community Schools partnerships including Family Engagement, Extended Learning, & Health
- Facilitated professional learning opportunities for all stakeholders connected to community school efforts including supervision of Community School Managers, After School, Family Engagement & Partnership staff

Elev8 Coordinator

September 2009-June 2012

- Managed implementation of Atlantic Philanthropies' Elev8 Initiative at 5 Oakland Schools: a collaboration of city, county, schools district, and community partners. Monitor Elev8 Budget \$750,000
- Supervised and supported implementation of Family Engagement and Support Strategy at each school including selection, hiring, and supervision of Family Advocates.

Education Pioneers Fellow

Summer 2009

- Selected for leadership training program with graduates from business, law, policy, and education sectors.
- Researched and created a catalogue of summer learning opportunities for Oakland youth to be distributed online and in print to 30,000 Oakland families.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

San Francisco, CA

ExCEL Manager

2006 – 2008

- Managed and provided oversight of 90 state and federally funded after school programs promoting academic success and youth development for grades K-12.
- Collaborated with city and district departments and community-based organizations to create professional development systems to enhance after school program quality.
- Won \$10 Million in state and federal grants for expanded after school funds. Managed contracts to over 30 community partners

ExCEL District Coordinator

2001 – 2006

- Developed and implemented academic leadership component of SFUSD after school programs. Coordinated SFUSD's participation in a statewide learning community focused on best practices in after school programs.
- Supervised, trained, and evaluated 150 certificated, classified, contract, and volunteer staff.
- Collaborated with superintendents, principals, teachers, parents, students, community partners, and city/county offices on program planning and implementation.
- Managed the creation and development of the ExCEL After School Programs Resource Guide. Distributed to San Francisco and Greater Bay Area after school programs.

SAN JOSÉ UNIFIED SCHOOL DISTRICT

San José, CA

Elementary Spanish Bilingual Teacher

1999 – 2001

- Designed and implemented lesson plans for a bilingual third/fourth grade class in all academic areas,

EDUCATION**University of San Francisco**

San Francisco, CA.

Masters of Arts in Education with Preliminary Administrative Services Credential

2004 – 2008

- Master's Project: ExCEL After School Program District Coordinator Competencies: Identifying a Need

San José State University

San José, CA.

Bilingual Cross-cultural Language and Academic Development Credential – Spanish Emphasis

1999 – 2001

Pomona College

Claremont, CA.

Bachelor of Arts degree in Sociology

1995 – 1999

- Senior Thesis "Does Per Pupil Expenditure Affect Academic Achievement? An Analysis of the Factors that Contribute to Standardized Test Performance." *Awarded distinction.*

SUMMARY PROFILE

- Extensive knowledge of Community School best practices, operational systems and trends of school district-led and community-based models.
- Experienced in developing and facilitating professional development, conducting site-based coaching, and creating resources to support staff in leading high quality programs and managing district-wide systems.
- Accomplished in launching and maintaining large-scale district and city-wide initiatives that are inclusive of multiple stakeholders' needs and experience.

PROFESSIONAL EXPERIENCE

Oakland Unified School District (OUSD) – Oakland, CA

September 2015 – present

Community School Leadership Coordinator

- Lead Community School Program Manager initiative for OUSD including hiring, supervising and coaching classified administrators and community partners to fulfill OUSD Community School Priorities.
- Responsible for developing annual Community School priorities and developing programs, tools and professional development for Community School Managers to ensure successful adoption and alignment with OUSD strategic plan.
- Manage creation and integration of OUSD Community School systems including Transitions Process, Community School Awareness Practices, Restorative Community Schools and OUSD Community Partnerships process.
- Lead project management and advise research plan for OUSD's multi-year Community School impact evaluation in partnership with OUSD Research, Data and Accountability team and the John W. Gardner Center at Stanford University.
- Support Community School Manager initiative sustainability via local, state, federal and private grants management, fund development and school-based funding agreements.

San Francisco Beacon Initiative (SFBI) – San Francisco, CA

April 2010 – September 2015

Associate Director/Senior Director of Programs & Partnerships

- Developed and co-facilitated multiple learning communities for Beacon Initiative stakeholders. Relevant examples include serving on the design team of SFUSD Community School Incubator and co-facilitating middle and high school learning communities with SFUSD staff, Community School Coordinators and Beacon Directors to share best practices, discuss trends, data and policy; developed professional learning community for Program Directors and After School Site Coordinators in Stretching the Bench leadership initiative to build skills to step into advanced leadership roles; and youth and adult partners on the Beacon Youth Leadership Team to build skills to be leaders within their school community and for SFBI.
- Served as coach for Beacon Center staff, school Administrators, and CBO partners as part of the SFUSD Community School Incubator and SFUSD ExCEL Quality Action Planning and Assessment process to ensure effective collaboration for increasing quality of programs.
- Network lead for Weikart Center's Youth Program Quality Initiative (YPQI) to oversee Beacon pilot for Department of Children, Youth and Families (DCYF): led training, assessments, evaluation, provided coaching and technical assistance to Beacon Centers to increase quality of Out of School Time programs.
- Wrote policy for Beacon Initiative including Beacon Fees Policy, Satellite programs and co-developed the revised Beacon Program Model.
- Led Beacon Centers in the creation of tools and Beacon Promising Practice case studies to present to peers in multiple conferences, trainings and TED-like talks.
- Conducted fund development and grant management.
- Managed Beacon Initiative evaluation, focus groups, and survey development.
- Managed initiative partnerships to match needs and assets for Beacons and school partners for increased access to high quality academic, enrichment and leadership opportunities.

ExCEL District Coordinator

- Provided oversight to ExCEL After School Programs: monitored grant compliance; oversaw budgets, expenditures and financial contracts; provided site based technical assistance; wrote grants and reports; and worked with SFUSD Administrators, non-profit Executive Directors, and Youth Workers to support school and community-based partnerships.
- Coordinated and facilitated professional development and conferences to provide promising after school program practices for Youth Workers, Teachers and Community Based Organizations.
- Coordinated SFUSD School Climate initiatives including developing the *Creating a Positive School Climate Guide* provided to all schools district-wide, facilitated professional development to Administrators, Teachers and Student Support Staff and led site-based workshops on school safety, asset building, resiliency and youth development.
- Created the ExCEL Youth Involvement Cohort that worked with Program Directors to improve after school programs' involvement of young people on advisory boards, as peer tutors and contributors to their after school program. Developed the Youth Action Conference, a youth leadership and service learning conference for middle and high school students.
- Led the ExCEL Mentor Program that provided peer-led support to new Site Coordinators.
- Served on planning teams to coordinate health programs and district-wide initiatives for SFUSD secondary programs, city-wide Foster Youth Services, and the DCYF Wellness Initiative.

St. John's Educational Thresholds Center - San Francisco, CA**October 1997 – August 2003*****Urban Institute Director***

- Developed a youth leadership curriculum for programs that served youth ages 5-22. Youth learned skills in public speaking, meeting facilitation, consensus building and the negotiation process.
- Created a continuum of programs for youth to build leadership skills in elementary through high school incorporating leadership, public arts, youth-led event planning, youth evaluation, outdoor education and college and career preparation into programs for youth.
- Served on a non-profit management team and supervised, trained and evaluated staff.

St. John's Summer School Principal

- Directed SFUSD accredited summer program for middle school students at Community Bridges Beacon at Everett Middle School. Created curriculum, coordinated service learning and community art installations, planned community events and collaborations, managed program budgets, mediated conflicts and supported relationships with parents, case managers and probation officers.
- Hired, trained and supervised all staff including teachers, youth workers and peer leaders.

EDUCATION

University of Oregon - Eugene, OR Bachelor of Fine Arts graduated, 1996

FORMAL TRAINING

-
- Weikart Center Youth Program Quality Initiative (YPQI), External Assessors Reliability and Summer Learning YPQI Certification, 2014
 - Coaching Leadership, 2014, Compasspoint
 - Art of Leadership, 2013, Rockwood Institute
 - YPQA Youth Methods certification, 2012, Weikart Center
 - Facilitation in Chaotic Times, Spring 2009, Steve Zuieback
 - Social Norms Summer Institute, Summer 2007, Montana Most of Us Social Norms Summit
 - Mentor as Coach Training, Fall 2003/2004, Community Network for Youth Development
 - Youth Leadership Competencies Project, March 2002, Partners for Democratic Change-US
 - Supervision Development Training, May 2001, Compasspoint

VOLUNTEER WORK

-
- Alta Bates Summit Neonatal Intensive Care (NICU) Board, August 2014- present
 - Oakland Education Fund Advisory Board, August 2016-present

PROFILE

Passionate, analytical, dedicated advocate for social justice and equity. Strong leadership and decision-making skills, able to combine the discipline and persistence of a professional athlete with the desire to empower undervalued communities. Over six years of non-profit administrative, program management, and operations experience. Great intellectual flexibility, a quick study when tackling new responsibilities, experienced at performing varied tasks. Resourceful, responsible, organized, and welcomes challenges as well as situations involving pressure. Excellent interpersonal and relationship-building skills.

EXPERIENCE

Community School Program Manager, Oakland Unified School District (OUSD), Oakland, CA, Feb. 2017-Present.

Work collaboratively to develop and facilitate the implementation of resources in service of student and community school success. Ensure an integrated focus on academics, health and social services, youth development, and community engagement exists on site to improve students' holistic well-being, both presently and in the future.

- ✦ Manage and lead the development of a full service community school
- ✦ Facilitate and provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers
- ✦ Develop, manage, and oversee the implementation of an effective referral process including facilitating COST
- ✦ Conduct outreach to students and families about available resources and regularly assess effectiveness of outreach efforts
- ✦ Develop, manage, and sustain partnerships with city, county and nonprofit agencies to provide supports and opportunities to students and families that meet their identified needs
- ✦ Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs
- ✦ Assist school and partner agencies with resource management and development, including fund development and grant maintenance
- ✦ Assist with program evaluation, including data collection, analysis, and reporting
- ✦ Manage and lead the development of a seamless system of support services for students and families
- ✦ Maintain confidential student database of service provision.

Program Coordinator, Bay Area Community Resources (BACR), Richmond, CA, 2014-2017

Employed to coordinate and supervise an after-school program (ASP) that serves over 90 students from the Oakland community. Provided a safe environment and built healthy relationships with students as well as staff and community members. Provided quality after school programming while offering Markham Elementary School students and the community a safe space to be creative, build community, and nurture one another.

- ✦ Created and implemented daily operations for program to ensure compliance, while grounding seamless programmatic transitions from school day to extended day
- ✦ Developed and maintained a high level of open communication with all stakeholders, which include but not limited to community members, school administration, and partners
- ✦ Partnered with Markham principal to evaluate program impact, performance, and improve school wide culture

- ✦ Coached, supervised and and developed quality educators while carrying out HR procedures of recruitment, screening, hiring, and termination
- ✦ Participated in a Continuous Quality Improvement (CQI) assessment of program
- ✦ Oversee all administrative functions of the ASP, which include budget and expenditure tracking, student records, program records, etc.

OUSD ASP Quality Leadership Team

Selected to participate in a leadership think tank to strengthen the CQI process and improve professional community buy-in.

- ✦ Collaborated to create and implement more useful systems for the CQI process
- ✦ Led & facilitated trainings for over 50 colleagues on the self-assessment process, Building Intentional Communities curriculum, and CQI value
- ✦ Developed critical relationships with strong community leaders and ASP leaders
- ✦ Participated in a culture shift surrounding quality program improvement

BACR Leadership Team

Invited to join a team of rising leaders to improve organizational systems and best practices.

- ✦ Researched and presented on different non-profit organization models and their impact
- ✦ Participated in a year long think tank with the Chief Executive Officer of BACR
- ✦ Examined BACR's systemic processes and efficiency

Assistant Farm Manager & Education Coordinator, Sunnyvale, CA, 2012-2014

Recruited as an Urban Agriculture Specialist to creatively improve the capacity of an educational community farm. Responsible for facilitating daily operations and farm work, while developing outreach and educational programs to engage the community in understanding and appreciating urban agriculture.

Assistant Farm Manager

- ✦ Managed multiple distribution channels, including restaurant sales, farm stand, community-supported agriculture program, and farm-to-school sales
- ✦ Organized farm activities associated with crop planning and production, including machinery operation, repairs, and maintenance; agronomy, poultry maintenance; compost management
- ✦ Facilitated and engaged large groups of volunteers and corporate groups

Education Coordinator

- ✦ Designed and implemented educational programs, including tours, field trips, and garden classes
- ✦ Responsible for all outreach, marketing, and strategic planning to promote greater program participation

EDUCATION

- ✦ San Francisco State University, San Francisco, CA – M.A. in Ethnic Studies, 2017 (In progress)
- ✦ San Jose State University, San Jose, CA – B.A. in African American Studies, 2011

PROFESSIONAL SKILLS

Community organizing and outreach skills, specifically volunteer recruitment and management, and event planning and coordination. Exceptional leader, collaborator and team player. Research and evaluation, qualitative analysis, experience with systemically disenfranchised communities. Clear and straightforward communication skills and ability to motivate and inspire others. Detailed record keeper. Fluent in Yoruba. Avid bike enthusiast and lover of world music.

COMPUTER SKILLS

Proficient with Microsoft Office Package, Google Docs, Web-based survey programs (e.g. SurveyMonkey, Qualtrics), HTML

Objective

Supporting school communities and their larger networks, as they seek to meet the every changing needs of their students and families in the fast changing educational environment; all in an effort to support success now and in their longer term future. Leverage existing resources and sourcing new ones to increase equity in communities with the most need.

Experience

Oakland Unified School District; Oakland, California

11/2011-Present

Community School Manager

- Support site instruction leadership team, site professional development in academic and socio-emotional learning.
- Implementation and integration of both academic and behavioral tracking tools.
- Coordinating outreach activities with local feeder elementary schools and local high schools. Including in-class presentations, tabling and the coordination of an annual school options fair. Provide personalized assistance to families after open enrollment period with needed information on appeals, aptitude tests, and course selection.
- Manage a team of Americorps volunteers who provide academic intervention and youth development programming to high need student populations as they transition into middle school and then into high school.
- Assessing current climate and needs of community through various surveying methods.
- Locating partners to meet service needs for behavioral health, physical health, parent involvement and youth development of students. Create letters of agreement or memorandums of understanding with partners in alignment with district protocols.
- Collect and broker student service referrals to the most appropriate onsite or community service provider. Maintain confidential student database of service provision.
- Onboard partners to site and district via formal MOU process.
- Ensuring partners and site meet reporting requirements (for grants, funders, and local education agencies).
- Engage with local community based organizations to provide larger support structures to families.
- Volunteer management (individual and corporate)
- Ensure compliance with school district policies around attendance.
- Manage school site funds and some grant funding.
- New faculty recruitment team.
- Event coordination and management.

Oakland Unified School District; Oakland, California

11/2003-11/2011

Community Coordinator – Program Assistant

- Coordinated mental and social services at school site.
- Identified school site needs and identified appropriate solutions internally and externally.
- Effectively established relationships with local community based organizations to provide needed services to the school community.
- Created and maintained databases of students served and which service providers fulfilled their service need.
- Assisted in policy creation and implementation surrounding academics, attendance, behavior and climate.
- Compiled and disaggregated discipline data.
- Planned for and implemented school wide family events regarding targeted social and/or academic issues.
- Coordinated and implemented parent involvement efforts at school site, including monthly parent information events and bilingual parent training sessions with the California State Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Initiative and the Parent Institute for Quality Education (PIQE) Program.
- Developed a monthly email newsletter for parents, central office staff, partners at community based organization and some in local government. Distributed the newsletter via Constant Contact.
- Managed site subsidiary funds, tracking multiple cash streams.

**California Friday Night Live Partnership; Fremont, California
Advisor; Club Live (Contract)**

3/2003-6/2006

- Coordinated, recruited and managed a drug and alcohol prevention program after school at school site.
- Recruited at-risk students for program participation in various programs and tracked student records.
- Obtained parent consent for participation.
- Secured on-site space for program implementation.
- Maintained communication with program facilitator and county program manager.
- Coordinated of field trips, and community service projects.

**Oakland Unified School District; Oakland, California
College Mentor; ACE Mentor Program (Contract)**

6/2000-6/2003

- Academic mentor to low-performing students, helping them to focus on academics, attendance, and behavior improvements.
- Created templates for statistical reports and student contact documentation.
- Coordinated and implemented field trips and community service projects.
- Hosted parent conferences and conducted home site evaluations.

Education

University of Phoenix

11/2015

Masters of Business of Administration/Project Management

San Francisco State University; San Francisco, California

1/2003

Bachelor of Arts - Economics

Laney College; Oakland, California

12/2000

Associate of Arts - General Curriculum

Associate of Arts - Social Science

Skills

- **Medium to large scale policy development and implementation.**
- **Proficient both Windows and Macintosh operating systems.**
- **Proficient in office software include the Microsoft Office Suite and iWorks.**
- **Email marketing using web-based marketing solutions such as Constant Contact, iContact, Mailchimp, and GovLoop.**
- **Web site development and management.**
- **Social media management for school site.**
- **Event planning and coordination for student registration yearly, recruitment fairs, school choice fairs, end of year promotion ceremonies, large school student trips, and student expositions.**
- **Needs assessments for in class and out of class room site needs.**
- **Implementation of multiple academic and behavioral tracking systems.**
- **Volunteer mobilisation.**

Objective

To lend my leadership, academic and educational management skills to impact education, through meaningful pedagogical and administrative direction. I believe that well trained, supported, and connected educators are a key investment in the future of our community.

Education

Master of Arts in Education, Early Childhood Education 4.0 GPA 2015
Field Study: *Collaborating with early childhood teachers: A curricular transition toward PBL.*

Bachelors of Arts, Psychology and Latino Studies 2008
CCTC Director Permit

Experience

Merritt College, Adjunct Professor (Child Development) 2017

- Create syllabus materials relevant to English language learners of child development in diverse community
- Teach bilingual Spanish/English *Principles of Child Development*
- Coordinate course work and curriculum for student success based on understanding DAP and culturally responsive practices in early childhood education
- Administer student performance based on course deliverables commensurate with grading rubrics

Oakland Unified School District, Kindergarten Readiness Program Manager 2015-Present

- Oversees all operational aspects of implementation of grant funded Summer Pre-K program and Kinder-Readiness events
- Provides professional development and training support for Summer Pre-K teachers and support staff
- Created scope & sequence and delivers Kinder-Readiness family workshops in English and Spanish
- Facilitates collaboration between K5 and ECE leadership and teachers around Kinder-Readiness, family engagement and alignment
- Developed research-based Kinder Transition plans using Community School Model framework
- Designed systems of data sharing between ECE-K5 to support preschoolers' transition to K/TK
- Engages K-ECE collaboration across district and community based organizations
- Prepares comprehensive narrative and statistical reports on assessments, health screenings, attendance and demographics

Holy Family Day Home, Preschool Program Site Supervisor 2013-2015

- Managed operations of a preschool program of 96 three-to-six-year-old children and 23 teachers, and volunteers
- Led a culturally diverse staff and maintained systems for trustful and clear communication
- Recruited, trained and developed teaching staff, substitute pool and front desk managers
- Led weekly group and individual supervision with teaching staff
- Co-facilitated teacher trainings on trauma informed ECE practices with mental health consultant
- Created professional development trainings congruent to agency needs and individually tailored to diverse adult learners
- Introduced, implemented and trained teachers on a Project-Based Learning curriculum
- Facilitated Kindergarten Readiness family workshops in partnership with teachers for a diverse audience



- Maintained and administered preschool program budget

Holy Family Day Home, Head Teacher (Preschool)

2010-2013

- Planned, designed and facilitated a play-based emergent curriculum rooted in DAP best practices
- Mentored associate teachers in skill development and classroom functioning
- Incorporated various sensory modalities into curriculum to support children's unique learning and developmental needs
- Informed curriculum through observation, documentation and assessment
- Maintained culturally sensitive communication with families regarding their children's schooling experiences

Tree-house Pre-K, Teacher

2008-2010

- Collaborated with co-teachers to sustain an enriching play-based curriculum
- Established open relationships with staff and families and conduct parent teacher conferences
- Planned fieldtrips that complimented children's interests and provided learning opportunities

Hayward Unified School District, Youth Enrichment Program Leader

2001-2006

- Assisted children K-6 in afterschool program activities and led literacy curriculum
- Planned and supervised enrichment activities to support children's academic skills through play
- Communicated with family and school day teachers around student progress and learning needs for academic achievement

Hayward Unified School District, Substitute Para-Educator (Special Education)

2002-2006

- Facilitated small groups and one-on-one instruction to support academic and social skill development
- Implemented IEP's to help children attain individual learning goals
- Provided student support in self-care, self-regulation, academic skill-building and impulse control

Skills

- CSEFL, Pyramid tools (practitioner and school leadership modules) & PBIS
- Proficient in DRDP, DRDP-tech, ECERS & ITTERS, CLASS, and Common Core State Standards
- I3 Institute: Inquiry, Intention & Innovation: (Leadership Module)
- Working with diverse socio-economic and newcomer populations
- Bilingual & Bicultural, Spanish/English
- Trauma informed practices in ECE and family engagement
- Grant writing and management
- Knowledge of city & county early childhood landscape
- Word, excel and Google platforms proficient

VERONICA CHEW

626-617-0045 | veronicachew91@gmail.com

Skills Summary

- Data tools: Microsoft SQL Server, Tableau Desktop 10.5, Microsoft Excel, VBA, ArcGIS
- Research software: Dedoose, Atlas.ti, Social Explorer

Education

UNIVERSITY OF CALIFORNIA, BERKELEY | CLASS OF 2013

Bachelor's of Science in Society & Environment with Minors in Geography; Global Poverty & Practice

Experience

OAKLAND UNIFIED SCHOOL DISTRICT

SENIOR STRATEGIC FELLOW / MAR 2018 - PRESENT

- Conduct study on district-wide chronic absence reduction strategies
- Develop Community Schools Student Profile dashboard
- Maintain additional responsibilities listed below

DATA ANALYST II / JAN 2017 – MAR 2018

- Designed database schema within Microsoft SQL Server to house a multi-million row, multi-year dataset on student safety, health & wellness, school climate, and drug and tobacco use
- Clean, visualize, and analyze the above dataset annually, using Microsoft Excel and Tableau Software
- Developed a mapping tool to provide OUSD's Health Services team with a geographic representation of students in the district with chronic health conditions
- Other reports created: Summer Enrollment & Attendance, SART Dashboard, Monthly Chronic Absence, Chronic Illness Student List
- Lead department-wide training on Google products and Microsoft Excel to increase tech literacy
- Fulfill data requests from external partners and for grant reporting

ASPIRE PUBLIC SCHOOLS

DATA VISUALIZATION ANALYST / NOV 2014 – JAN 2017

- Designed, built and maintained Tableau dashboards to visualize student achievement, educator effectiveness, HR and talent, and performance management data
- Created stored procedures in data warehouse and wrote queries using MS SQL to automate processes and perform complex calculations on large datasets
- Managed data QA process for annual educator effectiveness outcomes
- Designed and ran a study on efficacy of internal teacher residency program, supporting a successful spin-off of Aspire University in July 2016
- Analyzed promotion and compensation data to support organizational equity goals



Program Manager, Community Schools – Community Schools & Student Services (CSSS)

BASIC FUNCTION

Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor to manage and lead the development of the full service community school, including assessment of the school community's needs and assets, coordination of all student and family support services and development of resources and partnerships.

REPRESENTATIVE DUTIES

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

Essential Functions:

- Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor.
- Manage and lead the development, in partnership with the Site Administrator, of a seamless system of support services for students and families.
- Facilitate and/or provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers.
- Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST).
- Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.
- Train and support service providers to understand and align programs with school structures, systems, curriculum and goals.
- Work with school staff and administration to integrate academic and non-academic supports.
- Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.
- Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.
- Develop, manage, and sustain partnerships with city, county and non-profit agencies to provide supports and opportunities to students and families that meet their identified needs.
- Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs.
- Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support and school nursing.
- Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.
- Design programs to support student transitions, including but not limited to transition between grades, re-entry from juvenile justice system or prolonged illness.



HUMAN RESOURCES SERVICES & SUPPORT

- Manage and lead the development of new programs, including service provider selection and program implementation and monitoring.
- Provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts.
- Assist school and partner agencies with resource management and development, including fund development and grant maintenance.
- Facilitate data and information sharing between school and agencies, in accordance with state and federal law.
- Assist with program evaluation, including data collection, analysis and reporting.
- Coordinate the allocation of space for student and family support services, and for special events.
- Participate in professional development opportunities around development of Full Service Community Schools provided by the Family, Schools, and Community Partnerships Department and other partners.
- Provide cross-training to other staff members within the department.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

- Bachelor's degree required and three years of relevant experience in one or more major student and/or family support areas, and the ability to meet the Essential Functions stated above.
- Experience working in an urban school setting preferred.

Licenses and other requirements:

- Valid California Driver's License
- Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

Knowledge of:

- Applicable laws, codes, regulations, policies, and procedures governing workscope
- Strategic direction of the District
- Social, emotional, health, and economic issues faced by Oakland youth and their families
- Diverse groups across race, ethnicity, religion, gender, class, and sexuality
- Local community-based organizations providing mental health services
- Research methods, report writing and record-keeping techniques
- Correct English usage, grammar, spelling, and punctuation
- Principles and practices of effective leadership
- Telephone techniques, systems and etiquette
- Interpersonal skills using tact, patience, and courtesy
- Principles and practices of supervision and evaluation



HUMAN RESOURCES SERVICES & SUPPORT

Ability to:

- Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing work scope
- Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope
- Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments
- Work successfully with diverse groups across race, ethnicity, religion, gender, class, and sexuality
- Identify and resolve school site health and safety issues in a timely manner
- Communicate effectively in English orally and in writing
- Plan and organize work
- Work confidentially and with discretion
- Work independently
- Meet schedules and timelines
- Manage multiple projects simultaneously
- Complete work as directed despite frequent interruptions
- Prepare and deliver clear and concise presentations to a variety of audiences
- Develop and implement training and evaluation programs
- Supervise and evaluate assigned staff
- Operate personal computer, related software, and other office equipment
- Cross-train department personnel

WORKING CONDITIONS

Environment:

Office environment, school sites, and off-site locations; driving a vehicle to conduct work; fast-paced work; constant interruptions

Physical demands:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling light to moderate weight objects; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

KENDRA C. FEHRER

Phone: (650) 724-8060
kcfhrer@stanford.edu

485 Lasuen Mall
Stanford, CA 94305-3096

My professional focus has been the study and promotion of change for children, families, and vulnerable communities. I am a qualitative researcher with a background in anthropology and community development. For over a decade, I have conducted social science research on policies and programs affecting low-income populations, both domestically and across Latin America. I bring a culturally-informed and community-oriented perspective to my work. In my current role as Senior Research Associate at the John W. Gardner Center for Youth and Their Communities, I lead research in family engagement, community schools, early childhood education, and positive youth development. I work with school districts, county offices, non-profits, and other youth-serving organizations to use research and data to support more equitable outcomes for youth, their families, and communities. Prior to joining the Gardner Center, I lived and worked in Latin America, supporting and studying poverty-alleviation programs for low-income urban and rural families.

EDUCATION

PhD	Brown University , Anthropology	May 2014
MA	Brown University , Anthropology	May 2008
MA	Clark University , International Development & Social Change	May 2005
BA	Clark University , International Development & Social Change	May 2003

RECENT PROFESSIONAL EXPERIENCE

John W. Gardner Center for Youth and Their Communities, Stanford University
2013 to present

Senior Research Associate

The Gardner Center partners with communities to develop leadership, conduct research, and effect change to improve the lives of youth. Targeted policy areas include college and career readiness, early childhood education, youth health and wellness, and youth development practices across community settings. The Center's partners include K-12 and community schools, community colleges, community-based organizations and health care providers, among others. The Center publishes and shares its work extensively, informing leaders who make policy decisions on the ground in communities throughout the country, and supporting practitioners with tools for school and community leaders to use in fostering youth participation. As Senior Research Associate, I lead research teams in all aspects of our work, including proposal development, research design, data collection and analysis, reporting, and publication.

SELECT PUBLICATIONS & PRESENTATIONS

Fehrer, K., & Leos-Urbel, J. (2018) "Partnership for Equity: Learning from Oakland's Full Service Community Schools". Policy blog in *EdWeek*. May 14, 2018.

Fehrer, K. & Metzler, A. (2018). "Becoming a Community School District." Policy blog in *EdWeek*. May 17, 2018.

Biag, M., Gerstein, A., Fehrer, K., Sanchez, M. & Sipes, L. (2017). "Data Use and Inquiry in Research-Practice Partnerships: Four Case Examples." Stanford, CA: John W. Gardner Center for Youth and Their Communities.

Fehrer, K., Messner, E. & Leos-Urbel, J. (2017). "Evolution of a Research-Practice Partnership in Oakland: Community Schools & Equity" presented at AERA 2017, in a peer-reviewed symposium, *Actionable Research to Advance Equity: Insights from Three Research-Practice Partnerships*. April 2017

Fehrer, K. & Leos-Urbel, J. (2017). "More and Better Learning in Community Schools: Lessons From Oakland" in *Learning Time: In Pursuit of Educational Equity*. (Eds.) Saunders, M., Ruiz de Velasco, J., and Oakes, J. Cambridge, MA: Harvard Education Press. 2017.

Fehrer, K. (2017) "Family Engagement in Community Schools: The Role of Partnerships in School-Home Connections" Presentation at the *National Family and Community Engagement Conference*, San Francisco, June 2017.

Fehrer, K. & Riley, N. (2017). "An Implementation Study of the Early Childhood Language Development Institute (ECLDI): Dual-Capacity Professional Development in San Mateo County." Stanford, CA: John W. Gardner Center for Youth and Their Communities.

Fehrer, K. & Ansari, S. (2017). "Dual-Capacity Professional Development: A Case Study of ECLDI." Presentation for the National Association for the Education of Young Children (NAEYC) Professional Learning Institute. June 2017.

Fehrer, K. & Leos-Urbel, J. (2016). "We're One Team": Examining Community School Implementation Strategies in Oakland. *Educ. Sci.* 6, 26.

Fehrer, K. (2016). "Lessons from OUSD Community Schools" Invited webinar for *Coalition for Community Schools*, Oct. 2016.

Fehrer, K. & Leos-Urbel, J. (2016)b "Becoming a Community School: A Study of Oakland Unified School District Community School Implementation 2015-16." Stanford, CA: John W. Gardner Center for Youth and Their Communities.

John W. Gardner Center for Youth and Their Communities (2016). “Aim High: Closing the Achievement Gap through Summer Learning.” Stanford, CA.
 Fehrer, K., and Leos-Urbel, J. (2015). “Oakland Unified School District Community Schools: Understanding Implementation Efforts to Support Students, Teachers, and Families.” Stanford, CA: John W. Gardner Center for Youth and Their Communities. (Series of briefs reporting on early outcomes and implementation progress of OUSD Community Schools.)

Fehrer, K. (2014). “Systemic, Integrated, and Sustainable Family Engagement across the Early Age Spectrum in San Mateo and Santa Clara Counties.” Stanford, CA: John W. Gardner Center for Youth and Their Communities.

PROFESSIONAL AFFILIATIONS

American Anthropology Association (2005 to present)
 American Educational Research Association (2013 to present)
 National Network of Research Practice Partnerships (2016 to present)

SELECT PROFESSIONAL SERVICE

Symposium Co-Organizer

- *AERA Actionable Research to Advance Equity: Insights from Three Research-Practice Partnerships*, 2016.

Conference Reviewer

- Coalition for Community Schools Annual Forum.

Peer-Reviewed Articles for:

- Review of Research in Education.

HONORS AND AWARDS

Fellow, Social Science Research Council International Research Dissertation Fellowship	2009-10
Fellow, National Science Foundation Dissertation Improvement Award	2009-10
Fellow, Wenner-Gren Foundation Graduate Dissertation Research Grant	2009-10
Fellow, Fullbright-Hayes Dissertation Grant	2009-10
Graduate Fellow, Watson Institute for International Studies Merit-based Graduate Fellowship	2006-11

Graduate Fellow, David L. Boren National Security Education Program 2003-4
Research Grant in Argentina

Phi Beta Kappa, Suma Cum Laude 2003
Clark University

LANGUAGES

English: Native Language

Spanish: Fully professionally proficient

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Jorge Ruiz de Velasco

EDUCATION

Stanford University

School of Humanities and Sciences
Ph.D., Political Science, January 1999

Graduate School of Education
MA, Administration and Policy Analysis, June 1994

University of California, Berkeley

School of Law
JD, June 1987

Harvard University

AB, *Cum Laude*, in Government, June 1984

CAREER BRIEF:

My professional focus is on the study and promotion of change in public schools, the implications of education reform for disadvantaged students, education law and policy, and the effect of immigration on schools and communities. Prior to my appointment at the John W. Gardner Center, I served as Education Program Director at the Earl Warren Institute on Law and Social Policy. I have also served terms as a Senior Program Officer at the Ford, James Irvine and William & Flora Hewlett Foundations, and as a Senior Research Associate at The Urban Institute in Washington, DC. Prior to my academic career, I was a lawyer and policy analyst for the U.S. Department of Education's Office for Civil Rights (OCR). Current policy studies focus on the application of continuous learning and improvement practices to support effective public sector implementation and scale-up of expanded learning opportunities. These include integrated after school and community school interventions (Oakland), Promise Neighborhoods (San Francisco), and high school redesign efforts (San Francisco, Oakland, and Los Angeles). As well, I am project director of a statewide policy advisory group for the California State Board of Education on accountability reforms for alternative high schools that serve credit-deficient, newcomer immigrant, and other youth vulnerable to dropping out of school.

CURRENT AND RECENT

John W. Gardner Center on Youth and Their Communities, Stanford, CA
Stanford Graduate School of Education

EMPLOYMENT:

Associate Director for Policy & Partnership Engagement

2013-present

The Gardner Center promotes research-practice partnerships to develop public, non-profit, and community sector leadership, conduct research, and effect change to improve the lives of youth. Targeted policy areas include college and career readiness, secondary school redesign, family and community engagement in public schools, and youth development practices across community settings. The Center's partners include K-12 school districts, community colleges, community-based non-profits, and youth-serving public agencies, among others. The Center publishes and shares its work extensively,

informing policymakers in communities throughout the country, and supporting practitioners with tools to guide efforts aimed at fostering better educational and social outcomes for youth.

PHILANTHROPY
EXPERIENCE:

Ford Foundation, New York, NY
Program Officer, Educational Opportunity & Scholarship
Senior Consultant (October, 2011 to August, 2012)

2010- 2012

Grantmaking to develop a portfolio of programs supporting expanded learning opportunities, academic persistence and achievement among low-income youth in communities of concentrated poverty. Emphasis was on projects in the urban neighborhoods of Philadelphia, Chicago, metropolitan Denver, and Los Angeles. Also managed a portfolio of grants to expand community-based education organizing and research and analysis to inform state and federal policy on strategies that aimed to improve instruction and youth academic engagement in public school systems.

James Irvine Foundation, San Francisco, CA
Senior Program Officer, Youth Program

2004-2006

Grantmaking for a portfolio of programs focused on promoting academic persistence and achievement among low-income youth, ages 14-24 in California. Emphasis was on projects that inform state policy and that aim to improve instruction and youth academic engagement in public school systems and community colleges.

William & Flora Hewlett Foundation, Menlo Park, CA,
Program Officer, Education Program

2002-2004

Grantmaking for a broad portfolio of programs supporting state education policy reform, and district-led efforts to improve instruction in urban public schools and community colleges. Managed all large-scale evaluations for the Education Program, including the multi-million dollar evaluation of the foundation's efforts in the San Diego Public Schools and evaluation of the Bay Area School Reform Collaborative (now Pivot Learning Partners).

RESEARCH &
EDUCATION
POLICY
EXPERIENCE:

Earl Warren Institute, Berkeley Law School, Berkeley, CA
Associate Director & Director, Education Initiatives

2008-2010
& 2011-2013

The Institute promotes multi-disciplinary, policy-relevant, research with a focus on the civil rights and social implications of reform in Education, Immigration, Voting Rights, and Criminal Justice in California and nationally. It is now an independent 501c3 organization, the Opportunity Institute.

Stanford School of Education, Stanford, CA
Director, Institute for Research on Education Policy and Practice

2006-2008

The Institute (now the Center for Education Policy Analysis (CEPA) at Stanford) promotes research on timely public K-12 education reform issues, with an emphasis on quantitative, empirical analyses of state policy and district practice.

	The Urban Institute , Washington, DC Senior Research Associate <ul style="list-style-type: none"> Education Policy Center & Immigrant Studies Program 	1997-2002
Legal Experience	U. S. Department of Education , Washington, DC Office for Civil Rights: Policy, Enforcement & Program Service <u>Attorney</u> <ul style="list-style-type: none"> Civil Rights Enforcement, Administrative Law & Policy Analysis 	1987-1992

SELECTED
PUBLICATIONS

Book Chapters & Edited Volumes:

Time to Learn: In Pursuit of Educational Equity. Harvard Education Press, Cambridge MA, November, 2017. An edited volume with Marisa J. Saunders and Jeannie Oakes.

Changing Places: How Communities will Improve the Health of Boys of Color (University of California Press: Berkeley, CA, 2010). An edited volume with Christopher Edley, Jr.

"Alternative Schools in California: Academic On-ramps or Exit Ramps for Black, Latino and Southeast Asian Boys?" in *Changing Places* (University of California Press, Berkeley, CA, 2010) (with Milbrey McLaughlin).

"Standards Based School Reform & the Federal Role in Helping Schools that Serve Language Minority Students" in Angela Valenzuela, ed., *Leaving Children Behind* (New York: SUNY Press, 2004).

"Limited-English Proficient Students & High Stakes Accountability Systems," in Citizens' Commission on Civil Rights (2002) *Rights at Risk: Equality in an Age of Terrorism*, (Washington, DC: Author), February, 2002 (with Michael Fix).

Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools (Washington DC: The Urban Institute Press, 2000) (with Michael Fix).

"Civil Rights in a Multicultural Society," in Bernard Grofman, ed., *Legacies of the 1964 Civil Rights Act* (University of Virginia Press: 2000) (with Luis Ricardo Fraga).

Papers & Reports:

Expanding Learning Opportunities for Youth and their Families in the Mission Promise Neighborhood: An Interim Assessment. Sipes, L., and Ruiz de Velasco, J. (2017), Stanford, CA: John W. Gardner Center for Youth and Their Communities.

Equitable Access by Design: A Conceptual Framework for Integrated Student Supports within Linked Learning Pathways. Ruiz de Velasco, J., Newman, E., and Borsato, G. (2016). Stanford, CA: John W. Gardner Center for Youth and their Communities.

The CORE Districts and Deeper Learning. Ruiz de Velasco, J. (2015). Stanford, CA: John W. Gardner Center for Youth and Their Communities.

College Access and Completion among Boys and Young Men of Color: Literature Review of Promising Practices. Dukakis, K.; Duong, N.; Ruiz de Velasco, J.; and Henderson, J. (2013). Stanford, CA: John W. Gardner Center for Youth and their Communities.

"Raising the Bar, Building Capacity: Lessons from the field about how a focus on accountability and incentives can drive improvement in California's Continuation high schools," (Earl Warren Institute, Berkeley) May, 2012.

"Alternative Education Options: A Descriptive Study of California Continuation High Schools," (Stanford University, Stanford CA), April, 2008 (with Greg Austin, Don Dixon, Joseph Johnson, Milbrey McLaughlin, & Lynne Perez).

"School Reform: The Demographic Challenge," prepared for the Annual Meeting of the *American Educational Research Association*, San Francisco, March 2006 (with Michael Fix and Jeffrey Passel).

MEMBERSHIPS

- California Bar Association
- American Educational Research Association
- California Collaborative on District-led Reform (American Institutes for Research)

Community & Professional Service

- Member, Board of Directors, Wallace Foundation, New York, NY, June 2017 to present
- Member, Board of Directors, California Education Partners, January 2013 to present
- External Member, Institutional Review Board, Public Policy Institute of California, 2012 to present.
- Chair, Forward Promise Advisory Board, Robert Wood Johnson Foundation, 2012-13
- Governing Board Member, Community School for Creative Education (a public urban Waldorf charter school) Oakland, Ca, 2009-2014
- Advisory Board Member, Office of Head Start, National Center on Cultural and Linguistic Responsiveness, 2012 to 2014.
- Member, Alternative Education Options Working Group, California Department of Education, 2008 - 2010
- Member, Task Force on Teaching and California's Future, 2007-2010
- Member, "Brokers of Expertise" Research Advisory Committee, California Department of Education, 2007 - 2010
- National Policy Advisory Group, "Achieving the Dream: Community Colleges Count" initiative, 2004-2010

Resume
Hedy Nai-Lin Chang
200 Granville Way
San Francisco, CA 94127
Business Phone: 415-505-6845
E-mail: hedy@attendanceworks.org

Professional Experience

- January 2010 - **Executive Director, Attendance Works**
Present
I am the founder and director of Attendance Works, a national initiative aimed at advancing student success by addressing chronic absence. Attendance Works promotes tracking chronic absence data for each student beginning in kindergarten, or ideally earlier, and partnering with families and community agencies to intervene when poor attendance is a problem for students or schools. This initiative emerged out of an Annie E Casey Foundation funded research project that began in 2006 and examined the prevalence, causes, consequences and potential responses to missing extended periods of school in the early grades.
- April 2005 - **Independent Consultant**
Dec 2010
As an independent consultant, my work focused on promoting two generational approaches to moving families out of poverty so that parents can gain economic security while also ensuring that their children are positioned to succeed in school and later in life. I paid special attention to ensuring strategies draw strength from ethnic, cultural and linguistic diversity while addressing barriers created by discriminatory practices and policies. Services included research, data analysis, facilitation, writing, strategic planning, program development, resource leveraging and public speaking. See list of clients.
- March 2001- **Senior Program Officer,**
March 2005 **Evelyn and Walter Haas Jr. Fund**
The Haas Jr. Fund is a local family foundation committed to improving the well-being of children, youth, families and communities, with a focus on San Francisco and Alameda counties. I was responsible for its Strengthening Families program area (approximately 2 million each year). During my tenure, I re-focused the grantmaking priorities to focus on helping families succeed economically and prepare their children for school through investments in selected low-income neighborhoods combined with local and state policy work. I also served as interim staff to the elderly and social justice grantmaking programs.
- April 2000 - **Independent Consultant**
February 2001
Key projects including serving as the technical assistance liaison for the Annie E. Casey Foundation *Making Connections* initiatives in Oakland and San Diego and supporting the Foundation Consortium for Children & Families, Results for Children Initiative.

- October 1989-
March 2000 **Co-Director / Senior Staff Member
California Tomorrow**
California Tomorrow is a non-profit organization dedicated to helping build a strong multiracial, multicultural, multilingual society that is equitable for everyone. Using a combination of research, technical assistance, coalition-building and advocacy, California Tomorrow helps practitioners, schools and other family-serving institutions to develop and use policies and practices which advance equal opportunity and promote the healthy development of children, youth and families in our increasingly diverse society.
- I held different staff positions with increasing levels of responsibility until I became Co- Executive Director in 1992. In September 1998, I shifted to Associate Director after returning from a maternity leave. In addition to sharing responsibilities for organization-wide fundraising, budgeting, personnel management and board development, I founded and directed the organization's efforts to explore the implications of diversity for early care and education and build the capacity of community-building initiatives to address issues of race, language, culture and class.
- Spring 1996 **Instructor, UC Berkeley Extension** Co-developed and taught "Strategies for Collaboration for Children and Families."
- Sept. 1998-
June 1989 **Teaching Assistant, Harvard University, Kennedy School of Government** Evaluated student work, provided individual tutoring and assisted with course development for Empirical Analysis and Poverty and Public Policy.
- Summer 1988 **Program Analyst, California Office of the Legislative Analyst**
Analyzed the availability and affordability of child care services in California. Assessed the impact of the state child care tax credits. Developed comprehensive budget for all programs providing child care in California.
- June 1986-
August 1987 **Watson Fellow**
Interviewed workers, factory management & academics to compare the double burden of domestic labor and factory work for Chinese women in Singapore, Taiwan, and the People's Republic of China.

Education

Kennedy School of Government, Harvard University. Master of Public Policy with an emphasis on human services, education and labor policy in June 1989. Thesis: Evaluating the Impact of Federal Welfare Reform Legislation in Indian Country: A Case Study of the Rosebud Sioux.

Occidental College. B.A. in Political Science and Psychology in June 1986. Graduated Summa Cum Laude, Phi Beta Kappa.

Honors and Awards

White House Champion of Change for Advancing Educational Excellence for African Americans February 2013

Emerging Leaders Fellowship 2006

Alfred P. Sloan Fellow 1987

Harry S. Truman Scholar 1984

Volunteer and Professional Affiliations

July 2007- Present Committee Member, Daniel Koshland Civic Unity Program, San Francisco Foundation

January 2005- 2011 Board Member, California Child Care Resource and Referral Network

Spring 2003- 2014 Chair, Afterschool Program Committee, Grattan Elementary School PTA

Fall 1993- Summer 2005 Board Member, National Funding Collaborative for Violence Prevention, Washington DC.

Spring 1995- Spring 2001 Founding Member, Former Steering Committee Member, Bay Area Network on Diversity Training in Early Childhood.

Fall 1995- Spring 1998 Technical Work Group, National Evaluation of Early Head Start Program, Washington DC

1991 – March 1998 Founding Board Member, Greater Bay Area Family Resource Network

1992 - 1996 Best Practices Steering Committee, Family Resource Coalition, Chicago, Illinois

1992-1995 Board Member, National Coalition of Advocates for Students.

Selected Publications

Books/ Reports

Chang, Hedy and Phyllis Jordan, Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference! Expanded Learning and Afterschool, 2012.

Chang, Hedy and Phyllis Jordan, Accountable for Absenteeism: 4 Ways that States Can Use Chronic Absence in NCLB Waiver Applications, Attendance Works, February 2012

- Bruner, Charles, Anne Discher and Hedy Chang, Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight, Child and Family Policy Center and Attendance Works, November 2011.
- Chang, Hedy with Mariajosé Romero, Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty, NY, NY: September, 2008.
- Chang, Hedy with Deborah Stipek and Nicolle Garza, Deepening the Dialogue: Key Considerations for Expanding Access to High Quality Preschool in California, Stanford School of Education, Stanford, CA : 2006.
- Chang, Hedy, Getting Ready for Quality: Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce, California Tomorrow, Oakland, CA: 2006.
- Chang, Hedy N. with Dora Tobiassen, *Nurturing Health Children in a Diverse Society: The Implications of Racial, Cultural and Linguistic Diversity for Proposition 10* in N Halfon, E Shulman, MShannon and M Hochstein, eds, Building Community Systems for Young Children, UCLA Center for Healthier Children, Families and Communities, 2000.
- Chang, Hedy N., Nguyen Louie, Ben Murdock, Elena Pell and Ted Scott Feminella, Walking the Walk: Building Community Capacity to Address Equity and Diversity, California Tomorrow, Oakland, CA: 2000.
- Chang, Hedy N. and Judy Chynoweth, Inclusive Governance: A Call to Action, *What Works Policy Brief*, Foundation Consortium, Sacramento, CA: 2000.
- Chang, Hedy N., Julie Olsen Edwards, Cecelia Alvarado, Dora Pulido Tobiassen with Christina Lopez Morgan, Transforming Curriculum, Empowering Faculty: Deepening Teachers' Understanding of Race, Class, Culture and Language, California Tomorrow, Oakland, CA: 1999.
- Chang, Hedy N., Community Building and Diversity: Principles for Action, *A California Tomorrow Working Paper* September 1997
- Chang, Hedy N., Amy Muckelroy and Dora Pulido Tobiassen Looking, Looking Out: Redefining Early Care and Education in a Diverse Society, California Tomorrow, San Francisco, CA: Summer 1996.
- Chang, Hedy N., Cecelia Leong, & Denise De La Rosa Salazar, Drawing Strength From Diversity: Effective Services to Children, Youth and Families California Tomorrow: San Francisco, CA: Summer 1994.
- Bruner, Charles; Karen Bell, Claire Brindis, Hedy Chang and William Scarborough, Charting a Course: Assessing a Community's Strengths and Needs National Center for Services Integration: Falls Church, VA: 1993.
- Chang, Hedy N., & Laura Sakai: Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education, California Tomorrow, San Francisco, CA: Fall 1992
- Chang, Hedy N., et. al. Fighting Fragmentation: Collaborative Efforts to Serve Children and Families in California's Counties. A joint publication of California Tomorrow and the UC-Berkeley Children and Youth Policy Project, San Francisco, CA: August 1991.
- Chang, Hedy N., Newcomer Program: Innovative Efforts to Meet the Educational Challenges of Immigrant Students, California Tomorrow, San Francisco, CA: 1991.

Christie Anderson

85 Glen Ave Oakland, CA 94611

925-548-4681

Christie.Anderson@ousd.org

EDUCATION

Mills College, Oakland, CA

Masters in Ed. Leadership, May 2010

Clear California Administrative Credential, June 2007

Holy Names University, Oakland CA

Level II Education Specialist Mild/Moderate & Moderate/Severe, Dec. 2009

Gonzaga University, Spokane, WA

Bachelor of Education Special Education, May 2003

Psychology Minor

ADMINISTRATIVE EXPERIENCE

Executive Director, Early Learning

Oakland Unified School District May 2017-Current

- Support the strategic directions for all Early Childhood Programs within the department to ensure all services provided are consistent with the District's Strategic Plan and equitable for all students
- Collaborate with other District departments and programs to develop effective and strategic instructional programs and to plan high quality professional development for site staff to improve learning and teaching in classrooms and to eliminate the achievement gap
- Lead OUSD efforts to work towards closing the achievement gap for students by Kindergarten
- Partner with appropriate staff to evaluate existing programs, services and practices and expand those that are most effective and reduce or eliminate those that are less effective; utilize resources to provide appropriate professional development and coaching for schools and site administrators
- Drive the gathering and analysis of data for internal and external reporting; evaluate, on quantitative and qualitative basis, effectiveness of programs and special projects towards meeting established goals and objectives

Director of Early Childhood

Oakland Unified School District July 2015-May 2017

- Ensure that ALL children are ready to enter TK or Kindergarten
- Guide the development and implementation of professional development for all staff
- Support centralized enrollment center and outreach.
- Manage daily and annual budgets for the California General Child Care and State Preschool
- Supervise and evaluate the performance of program staff
- Support school year and year round programs at multiple CDC or co-located sites.
- Serve as an administrator in the collective bargaining process with three different bargaining units representing the early childhood programs.
- Work collaboratively with Special Education to serve special education students
- Collaborate with Human Resources in the recruitment, development, interviewing, selection, assignment, transfer, and separation of early childhood education personnel.
- Support all site administrators and principals daily in early childhood programs
- Collaborate with organizations and agencies associated with early childhood development and education

Principal for Burbank Preschool Center and Special Education Coordinator

Oakland Unified School District, June 2010-July 2015

- Support an all-inclusive Birth to 5 Preschool Center for general and special needs student
- Monitor student's progress by collaborating with teachers and families through informal and formal IEPs
- Collaborate with local and state programs serving birth to five students
- Developed and implemented monthly parent trainings on topics requested from community and families
- Collaborate with teachers, staff, families and the community on fundraising activities and ideas
- Support and supervise all Special Education Preschool Teachers and Paraprofessionals
- Develop weekly professional development for Teachers and Paraprofessionals
- Provide support to families and agencies in the early childhood programs throughout Oakland Unified

Preschool to Elementary Special Education Coordinator

Oakland Unified School District, July 2007 to June 2010

- Oversee and coordinate District-wide special education programs in over 60 elementary schools
- Provide monthly staff development on issues relating to special education, assessments, and legal issues
- Supervise and evaluate Teachers on Special Assignment/Program Specialists
- Observe and evaluate (with Principals) special education teachers and Para-professionals at school sites
- Supervised and evaluated district speech and language pathologists
- Chaired difficult IEP meetings with District team members and families

TEACHING EXPERIENCE

Adjunct Professor in Education Leadership Program

Mills College, January 2016-current

Special Education Resource Teacher, Mild/Moderate Disabilities

Mount Diablo Unified School District August 2004- June 2007

Special Education Teacher, Moderate/ Severe Disabilities

Spectrum Center, Aug. 2003-Aug. 2004

Lisa Erickson, MA

(510) 410-2872 | lisaerickson925@gmail.com | [linkedin.com/in/erickson-lisa-a95a794/](https://www.linkedin.com/in/erickson-lisa-a95a794/)

Qualifications Summary

Over sixteen years of experience in:

Project Management. Led complex collective impact projects, involving a variety of partners and constituents, and have monitored multi-year contracts and grants with public and nonprofit organizations. This included developing evaluation measures and capacity building plans for grantees and contractors and ensuring project timelines and deliverables were met.

Program Development and Implementation. Developed and implemented a variety of early childhood strategies including quality improvement programs for early care and education providers, an early childhood place-based initiative, early childhood mental health supports for children ages birth to eight, and a school readiness strategy for the Oakland Unified School District.

Partnership Development. Led cross-sector advisory committees and collaborative governance structures to develop common goals and outcomes, and developed strong partnerships with community based organizations, community leaders, and public systems to implement social impact and place based initiatives.

Communication Strategy and Materials. Developed implementation guides, policy briefs, and communication materials for a variety of audiences, including early childhood providers, policy makers and community members. Examples include: *Effective Coaching in Early Care and Education Training Manual*, *Integrating Mental Health in Home Visiting Programs* (policy brief), and *Every Child Ready, Closing the School Readiness Gap in Alameda County* (policy brief).

Policy Development and Analysis. Coordinated and facilitated policy committees of diverse constituents, which focused on learning about early policies and systems, identifying policy priorities, and executing effective policy strategies.

Budget and Finance Management. Managed program and strategy budgets, and blended federal funding streams with private investment to ensure early childhood strategies were scalable and sustainable.

Work History

FIRST 5 ALAMEDA COUNTY, Alameda, CA

2001- Present

Early Childhood Strategies Administrator (2010- Present)

- Oversee and facilitate the Alameda County Early Childhood Policy Committee
- Coordinate, plan and implement the *Neighborhoods Ready for School* funding strategy
- Oversee an early childhood collective impact initiative in the Castlemont Neighborhood of East Oakland
- Developed an early childhood policy agenda for First 5 Alameda County

- Coordinated a Federal place based Substance Abuse and Mental Health Services Administration (SAMHSA) grant called Project Launch, which included facilitating a multi-sector advisory board, developing an implementation plan, and managing a nine hundred thousand dollar budget

Early Care and Education Administrator (2008-2010)

- Developed strategic plan for Early Care and Education programs
- Oversaw program implementation for a six million dollar budget
- Negotiated and monitored contracts that ranged between fifty and eight hundred thousand dollars
- Supervised Early Care and Education Program Managers
- Monitored and reported on impact of Early Care and Education programs
- Monitored public policy and legislation that impacts Early Care and Education
- Collaborated with external partners and agencies to develop programs and policies to improve the Early Care and Education system in Alameda County

Quality Improvement Initiative Manager (2001-2008)

- Developed and oversaw implementation of the Quality Counts program, a 6-8 month intensive on-site consultation program for child care providers
- Managed a team of consultants and staff responsible for delivering quality improvement services to early care and education providers
- Developed and conducted staff trainings on effective early care and education consultation strategies
- Designed and monitored a capital grant program for early care and education providers
- Provided technical assistance to grantees and borrowers on project implementation and meeting funding requirements
- Developed curriculum and taught a business class for child care professionals at three community colleges in Alameda County

MACROMEDIA, San Francisco, CA,

2000-2001

North American Sales Coordinator

- Created and maintained the North American Sales internal website
- Managed the Leads Database
- Edited and maintained sales collateral and presentations
- Coordinated sales trainings and events
- Compiled and edited bi-monthly sales reports

CHILD ABUSE PREVENTION CENTER, Redwood City, CA

2000

Development Director

- Planned and implemented a comprehensive development program, including annual and planned giving campaigns
- Planned the annual fundraising event, raising over one hundred thousand dollars
- Marketed the agency mission and programs to the business community
- Recruited and managed a team of volunteers to assist with various fund development activities

VOICES FOR ILLINOIS CHILDREN, Chicago, IL

1998-1999

Project Coordinator

- Conducted research and policy analysis pertaining to education and child and family issues

- Coordinated the Illinois Community Schools Partnership: a collaboration of government, business, human services, and education, working toward building a network of community schools throughout Illinois

EISENBERG BOYS AND GIRLS CLUB, Chicago, IL

1996-1997

Education Director

- Developed all educational and social development activities
- Supervised education staff and volunteers
- Managed and maintained Chicago Department of Human Services grant
- Coordinated and recruited volunteers

UNITED STATES PEACE CORPS Ulaanbaatar, Mongolia,

1994-1996

English Teacher

- Taught English to elementary age children
- Trained Mongolian English teachers in teaching methodology and curriculum development
- Raised funds to establish an English resource library for teacher and student use

Education

Master of Arts in Social Service Administration
University of Chicago, Chicago, IL, June, 1999

Bachelor of Arts in Political Science with a Minor in Latin American Studies
California State University Chico, Chico, CA, June 1994

Affiliations

Alameda County Building Blocks Collaborative Steering Committee Member

DAVID SILVER

Oakland, California

Selected Experience

Director of Education for Oakland Mayor Libby Schaaf

July 2015 – Present

As Director of Education to the Mayor of Oakland, I work in partnership with students, families, educators, partners, the city, OUSD and Mayor Schaaf to realize a vision of educational equity for all students in Oakland.

In particular, I work with our partners to lead the Oakland Promise, a cradle to career initiative with the goal of tripling the number of college graduates from Oakland within a decade. The Mayor's Office, Oakland Unified School District, East Bay College Fund, the Oakland Public Education Fund, and other implementing partners, champions, and ambassadors work together to realize the Mayor and Superintendent's vision of every Oakland public school student graduating high school with the expectations, resources, and skills to complete college and be successful in the career of his or her choice.

Chief Executive Officer, Senior Advisor

College Track, Oakland, CA

Jan 2011 – Jun 2015

College Track (CT) is a national non-profit organization that empowers students from underserved communities to graduate from college. CT recruits students and works continuously with them for 10 years - from the summer before 8th grade through college graduation.

I joined CT in January 2011 as CEO after several years as the founding principal of Think College Now (TCN). When I came on board as CEO in 2011, I pledged to drive CT to unprecedented results and recruit outstanding people to join the team. Thanks to our resilient students, dedicated staff, incredible partners, and tremendous Board, we did just that. Specifically: we grew at existing CT sites in the Bay Area and New Orleans; expanded to CO, Los Angeles, and Sacramento; increased our staff from 30 to 90; tripled our budget from \$4.5M to \$15M; produced our first Annual Report; refreshed our logo and website, and secured the largest, multi-year grants in CT's history across foundation, corporate, and individual giving donor segments. Most importantly, we strengthened our quality as we scaled: our 4-year college acceptance and matriculation rates (94% and 89%, respectively) are the highest in CT's 17 year history, and our college graduation rate is more than 2.5x the national average for students in low-income communities.

Leading CT gave me the chance to deliver on the promise I had made to TCN students and families, and it was thrilling to see former students enter college in 2014 and thrive there through the support of TCN and CT.

Founder and Founding Principal

Think College Now Elementary School, Oakland, CA

Jan 2002 – Jan 2011

"We start out with 4,000 (students) ... only 200 of them meet the requirements to get into the University of California college system. The system isn't working for them." ~ Former Oakland Superintendent Dennis Chaconas.

In 2001, this disturbing quote inspired me to launch a genuine grassroots effort to bring community members together to support my vision of creating a viable path for under-resourced elementary students to attend and graduate from college. I assembled and partnered with a group of extraordinary educators, students, families, and community groups, co-authored an implementation plan, and in 2003 we opened Think College Now (TCN) - a college-prep, public elementary school in a low-income area of Oakland that is focused on closing the achievement gap and giving all students an equal opportunity to attend college and pursue their dreams.

I led TCN for over nine years. During my tenure, we dramatically increased overall student performance. Specifically, student proficiency grew from 8% at grade-level to 66% in English Language Arts (ELA), and 23% to 81% in math and students ranked as far below and below basic ELA declined from 69% to 9%. Additionally, our Academic Performance Indicator (API) grew from 573 to 848 within five years. As Principal, I managed a staff that grew from 6 teachers to 25 teachers and supporting staff and oversaw the management of a \$2 million budget with results-based budgeting. Finally, I led development efforts that exceeded our \$250,000 annual goal.

Selected Education

Harvard University Master's Degree, Education, 2001

Harvard Graduate School of Education: Pre-Commencement Speaker

University of California, Los Angeles

Bachelor's Degree, Sociology, 1995

Multicultural Society: Co-Founder Senior Thesis "Does Diversity Work?" Sociology

Honors, College Honors, Summa Cum Laude

CSU-Dominguez Hills

Teaching Credential, BLCAD Spanish, 1997

Selected Volunteer Experience

- Vice President of the Board, National Equity Project, 2008-Present
- Advisory Board Member, Youth Law Academy

MARTIN C. YOUNG

168 Tamarack Drive, Union City, CA 94587 | youngm@uchastings.edu | (510) 414-9305

EDUCATION

University of California, Hastings College of the Law, San Francisco, CA
Juris Doctor, 2015

Youngstown State University, Youngstown, OH
Bachelor of Science, *Summa Cum Laude*, Finance/Accounting, 2000

EXPERIENCE

Oakland Unified School District, Oakland, CA November 2015-Present
Community Partnerships Manager

- Promote cohesion between the district, school sites and community-based partners.
- Develop strategy to uplift, position and sustain district efforts to manage community partnerships shifting control from schools in a bureaucratic environment where new initiatives often face resistance.
- Design, implement and continuously streamline partnership process maximizing limited resources and balancing burdens and needs. Process began manually and evolving into software automation.
- Develop strategic relationships and consolidate requirements. Listening and contemplating stakeholder feedback.
- Manage community partner database; support upgrades and design of new Salesforce application.
- Create language for website, contracts and document templates for district wide utilization.
- Screening, steering and connecting community partners with district resources and stakeholders.
- Support multiple teams and manage changing priorities and interruptions.
- Receive and ameliorate complaints that accompany the growing pains of new systems and procedures.
- Increase student safety by hardening the requirements for compliance with California Education Code fingerprinting with subsequent arrest notifications.

ACOE Digital LLC, Atlanta, GA December 2012-September 2015
Advisory Board

- Supported development of digital education technology addressing the growing illiteracy epidemic among at-risk youth.
- Generated key funding and marketing opportunities for startup.

Oakland Unified School District, Oakland, CA June 2014-August 2014
Education Pioneers Graduate School Fellowship

- Assisted the Data Team by researching the district configuration and utilization of CALPADS - the statewide student data system.
- Mapped data points across multiple departments and systems to foster increased understanding and utilization of CALPADS by the Data Team.
- Secured the assistance of critical players outside of the department with the complex transition of CALPADS responsibility within the district.

Hub International formerly Fort Point Insurance, San Francisco, CA June 2009-August 2012
Personal Lines Insurance Account Manager

- Managed 150 to 200 personal insurance accounts for high net worth individuals.
- Analyzed insurance contract provisions to place accounts with the appropriate carrier; aligned clients' risk profiles with insurance companies' underwriting guidelines; reviewed contract language and coverage for claims management.
- Maintained relationships with the underwriting and marketing agents of insurance carriers.

MARTIN C. YOUNG

168 Tamarack Drive, Union City, CA 94587 | youngm@uchastings.edu | (510) 414-9305

Insurance by Allied Brokers, Palo Alto, CA

May 2008-June 2009

Personal Lines Insurance Producer

- Promoted and sold personal insurance for multiple carriers.
- Analyzed clients' risk profiles and insurance companies' underwriting guidelines.

Farmers Insurance Group, San Ramon, CA

June 2006-March 2008

Insurance Agency Owner Program

- Marketed and sold personal insurance for direct writer.

Magtech, Chicago, IL & Oakland, CA

June 1998-March 2005

Startup Co-Founder

- Developed business model from one-time revenue transaction per unit to perpetual revenue transactions per unit.
- Researched to construct formal business plan including pro forma financial statements.
- Prepared financial models, which positioned the company to evaluate funding options.
- Secured venture capital and bank funding.

Mobile Mini Inc. formerly A Royal Wolf P. S., Hayward, CA

May 2001-August 2004

Fleet Control Financial Analyst

- Produced and maintained crucial operations records and reports for executives.
- Completed financial analysis projects for CFO; developed financial models for capital projects.
- Managed equipment purchasing activity; reduced average days sales inventory by 50%, which increased available cash flow by \$2.4 million annually.
- Audited field operations and reporting; reconciled historical inventory variance.

MEMORANDUM OF UNDERSTANDING
OAKLAND UNIFIED SCHOOL DISTRICT
FULL-SERVICE COMMUNITY SCHOOLS GRANT PROJECT

This Memorandum of Understanding, herein referred to as “MOU,” is entered into by Oakland Unified School District (OUSD) and the other parties referenced on the attached signature pages for the purpose of strengthening OUSD’s and the community’s continuing implementation of districtwide Full-Service Service Community Schools. This MOU pertains to OUSD’s application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education, targeted at two OUSD Child Development Centers (CDCs), two elementary schools, and two middle schools.

With support from the FSCS grant, OUSD is seeking to develop two new K-8 Full-Service Community Schools pipelines between Pre-K, elementary and middle schools, that will (1) implement a comprehensive Full-Service Community School (FSCS) model at two of the district’s high-need TK-5 elementary schools, and the Child Development Centers (CDCs) that feed into them; (2) expand and strengthen FSCS at the middle schools into which they feed; (3) establish pipeline services and coordinated partnerships for attendance, literacy, mentoring, family engagement and more to ensure a continuum of robust support from Pre-K through middle school; and (4) extend pipeline service through the transition to high school, and (5) develop an articulated Pre-K/elementary/middle school FSCS model that will inform the scaling of this model throughout OUSD and in other school districts.

Lead Agency Roles and Responsibilities

As the lead applicant, OUSD is committed to the overall implementation of the grant project, including but not limited to:

- Providing leadership and staffing to ensure fiscal and administrative compliance and fidelity to evidence-based solutions used throughout the FSCS pipeline.
- Implementation planning with OUSD staff, school staff and community, and public and community-based partners
- Fiscal and programmatic reporting to the US Department of Education (ED) and OUSD leadership and board.
- Convening partners in accordance with our existing FSCS protocols and as needed to carry out the program and ensure continuous improvement
- Providing a full-time Community Schools Manager for each FSCS school site named in the grant proposal
- Providing the district- and site-level matching and leveraged resources outlined in the grant proposal
- Reporting on progress, celebrating successes, and finding solutions for challenges in concert with partners and community stakeholders

The signature of the OUSD Superintendent on this application commits the District to providing

the FSCS resources and supports listed above.

Collective Commitments

We, the undersigned, affirm our commitment to improving the academic, health, and economic outcomes for all children and families who are part of the community of schools targeted in the FSCS Grant. Our collective commitments include:

- Supporting the overall design of FSCS and a Pre-K to middle school pipeline as a member of the FSCS partnership
- Participating in regular partnership meetings, to be determined upon receipt of grant award;
- Delivering services and contributing resources as described in the grant application and letters of agreement;
- Reducing service silos, pooling resources, and strengthening collective capacity to more effectively serve children and families and achieve the desired results;
- Cultivating a person-centered, family-friendly, and culturally-inclusive pipeline of services that spans home, school, and community contexts;
- Genuinely engaging children and families as drivers of change and continuous improvement;
- Tracking and reporting of students, families and community members served provided to OUSD.
- Sharing accountability for outcomes for children and families.
- Building organizational and collective capacity to achieve the desired outcomes.
- Helping identify and engage additional partners that can address children's and families' needs and advance our collective work in FSCS.
- Working with evaluators, including providing access to all relevant program and project data sources, and submitting data as requested by the Department of Education.

The signatories to this MOU agree to work with OUSD over the five-year Full-Service Community Schools Grant period that we anticipate will begin in January 2020. While our initiative and collaborative work encompasses the entire FSCS footprint, we will utilize funding from the FSCS Grant, and matching resources documented in our grant application, to support children and families attending the targeted OUSD school sites. OUSD and our partners intend to institutionalize personnel and resources so that the FSCS initiative can continue and become self-sustaining in the years beyond the federal grant period.

Individual Partner Commitments

Each of the FSCS partners agree to the terms and conditions described herein, including the collective commitments outlined above. In the forms below, each partner's vision, mission, theory of action, and current activities will be clearly articulated and aligned with the FSCS vision, mission, theory of change, and theory of action. Partners also express their financial and programmatic commitments, which appear with the signature of each agency's authorized signatory.

<p>Organization Name</p> <p>Hedy N. Chang Executive Director</p>	<p>Attendance Works</p> <p>Officially established in 2010, Attendance Works is the nation’s “go to” resource for best practices and policies for reducing chronic absence. We seek to ensure every school district in the country not only tracks chronic absence data beginning in kindergarten - or earlier - but also partners with families and community agencies to intervene as soon as poor attendance becomes a problem for children or particular schools. Since our founding in 2010, Attendance Works has successfully moved chronic absence from a little known term to a broadly adopted metric in the federal Every Student Succeeds Act (ESSA). We emphasize reducing chronic absence early in a child’s academic career and for our most vulnerable children and neighborhoods because they are most adversely affected. We build national awareness and political will, equip state policymakers and advocates to advance better policies and foster local action and innovation by offering easy-to-use web-based tools (see www.attendanceworks.org), organizing inspiring peer learning opportunities, and providing high-quality technical assistance.</p> <p>We are strongly committed to OUSD’s mission and vision for district-wide Full-Service Community Schools and are excited to have a role in fulfilling the initiative’s promises.</p> <p>Program Commitment: Attendance Works will offer professional development to help school, district and community partner staff at the two preK-8 transition pipelines a) adopt effective practice for improving attendance among children and families starting in preschool, b) work as a team to promote a tiered approach to improving attendance and b) leverage our Teaching Attendance on-line curriculum to support a whole school, prevention-oriented approach.</p> <p>Financial Commitment: OUSD’s investment of \$35,000 over two years (25,000 in year 1 and \$10,000 in year 2 leverages our on-line Teaching Attendance Curriculum modules which were created with the support of \$600,000 grant from the Thomas Long Foundation) our new <u>Early Matters: Integrating Attendance Into Kindergarten Transition</u>, created with an estimated investment of \$45,000 from the Evelyn and Walter Haas Jr. Fund.</p> <p><i>Hedy N. Chang</i></p> <p>Executive Director</p> <p>Date: 4/5/2019</p>
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March 25, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

First 5 Alameda County helps young children grow up healthy and ready to learn during the most important time in their development. We have nearly two decades of experience funding innovative programs and advocating for policies that produce better futures for our children.

Our Vision - Every child in Alameda County will have optimal health, development and wellbeing to reach his or her greatest potential.

Our Mission - In partnership with the community, we support a county-wide continuous prevention and early intervention system that promotes optimal health and development, narrows disparities and improves the lives of children 0 to 5 and their families.

We are strongly committed to OUSD's mission and vision for district-wide Full-Service Community Schools and are excited to have a role in fulfilling the initiative's promises.

Program Commitment: First 5 Alameda County will support the Community School initiative by funding the Kindergarten Readiness position, by sponsoring the Kinder Transition Teacher Leader work; teacher led kindergarten transition practices (Allendale, Hoover) aimed at connecting and engaging the child, family and community to the school the year before kindergarten entry. There will be a focus on best practices in early learning professional development and community engagement at the elementary sites to ensure that the school community has the capacity to engage families of young children in early school success as part of this collaborative.

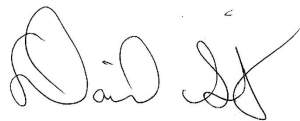
Financial Commitment: First 5 of Alameda County will contribute a total of \$202,000 in matching resources to provide these services as part of First 5 of Alameda County's and community schools development over the next three years (the duration of our First 5 Alameda County 20017-2021 Strategic Plan).

Sincerely,

A handwritten signature in black ink that reads "Kristin Spanos". The signature is written in a cursive, flowing style.

Kristin Spanos
Chief Executive Officer
First 5 Alameda County



Organization Name	Oakland Promise
Contact Name, Title	<p>The Oakland Promise is a Cradle to Career initiative, launched in January 2016 in partnership with the City of Oakland Mayor’s Office, the Oakland Unified School District (OUSD), East Bay College Fund, the Oakland Public Education Fund, and over 30 implementation partners for the four strategies including partnerships with First 5 Alameda County, UCSF Benioff Children's Hospital, Unity Council, Kaiser Permanente, Salesforce, Alameda County Health Home Visiting, Brighter Beginnings, Early Head Start, the Joint Powers Authority, and over 31 colleges & universities--including Peralta, California State University, University of California & seven Historically Black Colleges and Universities. The Oakland Promise weaves together multiple initiatives already in place, and strengthens their impact by supporting students from an early age on their path to college and providing need-based scholarships and persistence support in college. Our goal is to dramatically increase the number of college graduates from Oakland and ensure that all students, regardless of background, hold a college-bound identity.</p> <p>Our Vision: We as a community will ensure every child in Oakland graduates high school with the expectations, resources, and skills to complete college and be successful in the career of his or her choice.</p> <p>We are strongly committed to OUSD’s mission and vision for district-wide Full-Service Community Schools and are excited to have a role in fulfilling the initiative’s promises.</p> <p>Program Commitment: The Oakland Promise Pipeline of 3 key services will continue to partner and as part of this project and work to expand through the following programs and school sites: Brilliant Baby (Arroyo Viejo, Harriet Tubman), Kindergarten to College (Hoover, Markham) and Future Centers (Frick, Westlake) to benefit students and families served by the Oakland Unified School District’s Full Service Community Schools Grant, as part of this collaborative.</p> <p>Financial Commitment: Oakland Promise programs represent a total of \$2,500,000 in matching resources to provide these services as part of alignment of program services over the next five years.</p>
Signature	 David Silver Director of Education, Oakland Mayor Libby Schaaf
Date	April 1, 2019

BARBARA LEE
13TH DISTRICT, CALIFORNIA
**DEMOCRATIC STEERING
AND POLICY COMMITTEE**
Vice Chair

COMMITTEE ON APPROPRIATIONS

Member, Subcommittee on
Labor, Health and Human Services, Education,
and Related Agencies

Member, Subcommittee on
State, Foreign Operations, and Related Programs

Member, Subcommittee on
Military Construction-Veterans Affairs

COMMITTEE ON THE BUDGET



Congress of the United States
House of Representatives
Washington, D.C. 20515-0509

REPLY TO OFFICE CHECKED

☐ **WASHINGTON OFFICE**
2267 Rayburn House Office Building
Washington, D.C. 20515
Phone: (202) 225-2661
Fax: (202) 225-9817

☐ **DISTRICT OFFICE**
1301 Clay Street, Suite 1000N
Oakland, CA 94612
Phone: (510) 763-0370
Fax: (510) 763-6538

website: lee.house.gov

April 11, 2019

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
LBJ Education Building
Washington, DC 20202

It is my pleasure to write in support of the Oakland Unified School District's grant application for the Full-Service Community School's grant to develop two new K-8 Full Service Community Schools (FSCS) pipelines, that will provide comprehensive services to students, engage families and community members, and improve educational outcomes.

As the Representative for California's 13th Congressional District, I am committed to supporting projects that seek to level the playing field by ensuring access to high-quality education and essential academic and social services. Since 2011, Oakland Unified School District has led the nation by announcing their intent to become the first Full Service Community School District. Oakland continues to lead the way with its nationally recognized model for serving the whole child, ensuring that every student gains the skills and knowledge they need to succeed both in and out of the classroom: to graduate College, Career, & Community ready.

With this critical funding, the Oakland Unified School District will be able to provide the social, emotional, and academic support needed to ensure all children, and their families are able to reach their fullest potential. The grant would help provide supportive transitions from Pre-K to elementary and elementary to middle schools for our children. Through peer mentorship, family counseling and coordinated, ongoing efforts to creating "while-school, whole-child" approach to regular school attendance, the Oakland Unified School District's FSCS pipelines will be a model that school districts in the Bay Area and around the nation can follow and implement.

Therefore, I strongly encourage you to give full and fair consideration to OUSD's grant application for the Full-Service Community Schools grant as they work to ensure every child has equal access and opportunity to learn.

Sincerely,

Barbara Lee
Member of Congress



April 5, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD) the community's implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education.

Alameda County Health Care Services Agency (ACHCSA) encompasses Behavioral Health Care Services, Public Health, and Environmental Health for Alameda County as well as the Center for Healthy Schools and Communities and Indigent Care. ACHCSA has extensive experience in broad-based systems integration and, through its Center for Healthy Schools and Communities (CHSC), is committed to addressing health and education inequities and improving the social-emotional, health and education outcomes of children and youth in the county. A strategic goal of the agency is to actively support school districts in the development of full service community schools, with special focus on schools that serve a high proportion of students of color and low income families, by providing technical assistance and financing to create a continuum of integrated health and wellness services.

For more than three decades, ACHCSA has partnered with OUSD to create health and wellness services in schools. In 2016-2017 alone, ACHCSA invested over \$22 million in funding and dedicated staff to support the FSCS Initiative, and provide school-based health care, behavioral health, public health, and youth and family wellness services to children, youth and their families in OUSD. ACHCSA's longstanding partnership with OUSD will be further strengthened through this initiative of establishing two Pre-K through 8th grade pathways.

Through CHSC, we will support the delivery of comprehensive health services at these schools by providing funding, oversight, and evaluation to: the school-based health center lead agency at Frick Middle School; behavioral health care providers at Markham and Hoover Elementary, and Westlake Middle School; the Healthy Teeth Healthy Family dental care initiative; and the Central Family Resource Center. In addition, ACHCSA will continue to support the development and rollout of the FSCS Initiative. These services represent a total committed investment of \$1,560,000 per year.

Signature

Lisa Warhuus, Director

Print Name

Date

Alameda County Center for Healthy
Schools and Communities

Agency



First Chapter

March 26, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD) the community's implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education. First Chapter has been a close collaborator with OUSD's FSCS efforts since 2016, growing our partnership year-over-year by providing early childhood literacy events to more schools in the district.

First Chapter is a Bay Area organization with a mission to work with families to build a foundation of language and literacy from birth. For the past three years, First Chapter has partnered with OUSD to provide a multi-faceted approach to supporting families in creating a literacy-rich home for their child(ren) by (a) inviting Pre-K, TK and Kindergarten families to attend literacy events at numerous district elementary schools where literacy comes to life through music and storytelling, (b) at the events, parents are invited to attend a workshop which models various ways of boosting language skills at home, empowering parents as their child's first and most important teacher, and (c) First Chapter provides free books for all attending children and parents to grow their home libraries. Currently, our programs are offered at Brookfield Elementary, Bridges Academy, MLK Elementary, Emerson Elementary, Allendale Elementary, Rise Academy and New Highland Elementary schools.

We plan to continue this work as part of OUSD's districtwide effort to implement Full-Service Community Schools by offering these events year-over-year and expanding our work to include additional schools like Burbank Elementary School.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Sandra Forrester
Co-Founder and Executive Director

April 1, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD) the community's implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education. Tandem, Partners in Early Learning has collaborated with the district in its FSCS efforts since its inception by providing family engagement and early literacy support

The mission of Tandem, Partners in early learning is to engage the whole community to ensure **all** families have the resources, skills, and confidence they need to support their children's kindergarten readiness.

We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools through a family engagement workshops and our StoryCycles book access program.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,



Sara Rizik-Baer, Deputy Director



Learn. Collaborate. Champion.

April 8, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our enthusiastic support for and participation in Oakland Unified School District's (OUSD) implementation of Full-Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education.

The Oakland Literacy Coalition (OLC) exists to connect and amplify the impact of Oakland's literacy providers with the mission of working together to ensure that every Oakland child learns and loves to read. We create opportunities for literacy providers to learn, collaborate, and champion literacy as part of a collective, citywide effort. We have partnered with OUSD since our inception 2008. Our work with OUSD has included:

- Serving as a liaison and information hub between OUSD and community organizations that provide literacy services to promote alignment and effective partnership.
- Coordinating Literacy Zone pilots at three East Oakland elementary schools to provide additional literacy intervention and family engagement programming (2010-2014).
- Sponsoring family reading celebrations at OUSD sites through our Oakland Reads mini grants campaign to promote family engagement, bridge learning from school and home, and increase access to books.
- Hosting volunteer trainings at OUSD sites to offer volunteer services such as TB testing and fingerprinting to increase the accessibility and training of parent and community volunteers.
- Facilitating a data share project with OUSD and community partners that provide reading intervention services to systematize how information is shared and enable deeper evaluation and learning that strengthen programs and results in more effective literacy services reaching Oakland students.
- Creating an interactive mapping tool of early literacy resources in Oakland to enable more strategic collaboration among the various literacy stakeholders in Oakland.

We plan to continue this work as part of OUSD's districtwide effort to implement Full-Service Community Schools. We also commit to working with other partners in the FSCS consortium to enhance coordination of a continuum of services for children, youth, families and community members; seek resources and methods to sustain and grow FSCS work; and to share data on our work as appropriate with OUSD and federal evaluators.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Cassie Perham
Co-Director, Oakland Literacy Coalition

April 9, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community School Program


To Whom It May Concern:

I am writing to express the Gardner Center's support for and participation in the Oakland Unified School District (OUSD) and the community's continuing implementation of districtwide Full-Service Service Community Schools (FSCS). This letter specifically supports the OUSD application for a 2019 Full-Service Community Schools grant from the U.S. Department of Education, targeted at two OUSD Child Development Centers, two elementary schools, and two middle schools.

Since 2014, the Gardner Center has worked closely with OUSD to assess, enhance, and scale their FSCS work. The partnership between OUSD and the Gardner Center has produced learning that informs implementation and continuous improvement at both the district and school site levels. The partnership and the research itself aims to improve the district's understanding of how this initiative works in practice and for whom; and continues to evolve in response to district priorities and lessons learned, incorporating a range of stakeholder perspectives and data sources. In so doing, we attend to both the nuances of everyday experience and the Oakland context, as well as informing researchers and practitioners more broadly about the promise and challenges of community schools. We look forward to continuing this important work with OUSD.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,



Amy Gerstein
Executive Director



**Oakland Starting
Smart & Strong**

PO Box 71005, Oakland CA 94612 | 510-879-2902

info@oaklandsmartandstrong.org | www.oaklandsmartandstrong.org

April 8, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD) community's continuing implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education, targeted at two OUSD Child Development Centers (CDCs), two elementary schools, and two middle schools. OUSD's Early Childhood Education (ECE) department has been a close collaborator in the district's FSCS efforts since its inception.

OUSD ECE is a key partner in Oakland Starting Smart and Strong (OSSS), along with city and county leaders, early childhood educators, and community groups. Oakland is one of three communities selected in California to participate in this initiative. The overarching goal of OSSS is to create universal access to high-quality early learning experiences that promote healthy development, so that all kids are ready for kindergarten. We believe early childhood education is a catalyst for the healthy development and happiness of children, leading to high student achievement.

We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools through a deepened cross-department and sector coordination and collaboration. Oakland Unified School District believes school readiness entails the combined efforts of families, the community and schools to come together to support student achievement both in school and in the community. We commit to working with other community partners in the FSCS consortium to enhance coordination of a continuum of services for children, youth, families and community members; seek resources and methods to sustain and grow FSCS work; and to share data on our work as appropriate with OUSD and federal evaluators.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Priya Jagannathan, Manager



EXECUTIVE STAFF
Joel Mackey
Executive Director

Jonathan Osler
Development Director

Alexandria Medina
Director of Programs

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April 3, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express my enthusiastic support for and participation in Oakland Unified School District (OUSD) continuing implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education, targeted at two OUSD Child Development Centers (CDCs), two elementary schools, and two middle schools. The Oakland Public Education Fund has been a close collaborator in the district's FSCS efforts for many years.

A core element of the mission of Oakland Public Education Fund is to partner with OUSD to ensure that schools have the resources they need to meet the needs of our children. The Community Schools department has been a key partner in helping to realize this mission and have done excellent work that truly improves the lives and outcomes for our children.

We commit to working with other community partners in the FSCS consortium to seek resources and methods to sustain and grow FSCS work.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Jonathan Osler
Development Director
Oakland Public Education Fund

PO Box 71005 Oakland, CA 94612
www.oaklandedfund.org



OFFICE OF THE SUPERINTENDENT

April 8, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

Dear Secretary DeVos:

Oakland Unified School District's Mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers every day. Our model brings schools, city and county agencies, and community partners together to plan and implement a robust set of supports & opportunities for Oakland's Families, Students, Community, and Staff.

I am writing this letter of support to outline some of the ways in which our district will support the implementation of Full Service Community Schools at the schools included in our proposal – Frick Middle School, Markham Elementary School, Arroyo Viejo/Burbank Child Development Centers, Westlake Middle School, Hoover Elementary School, and Harriet Tubman Child Development Center.

The following details ways in which OUSD will support implementation:

- Support collaboration and alignment between the early childhood, elementary and middle school networks to implement pathways of support for students and families.
- Resources from our College & Career Readiness Department, such as support for middle schools to implement elements of our high school pathways and college readiness efforts.
- Enhanced partnerships with the OUSD after school programs to facilitate increased enrollment and alignment between the school day and after school.
- Continued support of School-based health centers and school-linked health services providing students with a range of health and wellness services including health screenings, immunizations, diagnosis and treatment of medical conditions, mental health services, dental screenings, health insurance enrollment, and health education.
- Behavioral health services and social and emotional learning (SEL) supports including: case management training, Restorative Justice training and on-site facilitation, crisis response, mental health referrals, support with Coordination of Services Teams, training on trauma-informed pedagogy, and support with implementation of Positive Behavioral Intervention Supports (PBIS), provided by OUSD Behavioral Health Unit and Social and Emotional Learning Unit.
- Youth leadership and family engagement curriculum and training, including facilitation of communities of practice for parent liaisons and parent education curriculum provided by the OUSD Student and Family Engagement Unit.
- Support and training on literacy techniques and coordination with literacy programs and partners to increase the literacy skills of students and families at participating schools.

We appreciate the Department of Education's consideration of OUSD's Full Service Community Schools grant application, and look forward to continued partnership with your division.

Sincerely,

Dr. Kyla Johnson-Trammel
Superintendent



EARLY CHILDHOOD EDUCATION

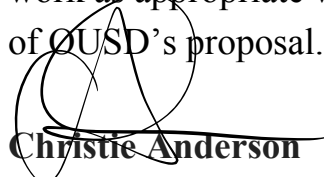
March 25, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

I am issuing this letter in demonstration of full support and participation in Oakland Unified School District (OUSD) the community's continuing implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education, targeted at two OUSD Child Development Centers (CDCs), two elementary schools, and two middle schools. OUSD's Early Childhood department has been a close collaborator in the district's FSCS efforts since its inception.

The mission of Oakland Unified School District Early Childhood Education (ECE) department is to build a solid foundation of success for all children and their families. We believe early childhood education is a catalyst to high student achievement. We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools through a deepened cross-department coordination and collaboration.

Oakland Unified School District believes school readiness entails the combined efforts of families, the community and schools to come together to support student achievement both in school and in the community. We commit to working with other community partners in the FSCS consortium to enhance coordination of a continuum of services for children, youth, families and community members; seek resources and methods to sustain and grow FSCS work; and to share data on our work as appropriate with OUSD and federal evaluators. Thank you for your thoughtful consideration of OUSD's proposal.



Christie Anderson

Executive Director of Early Learning
Early Childhood Education Department
Oakland Unified School District
chrstie.anderson@ousd.org



THE OFFICE OF EXPANDED LEARNING

March 28, 2018

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD) the community's continuing implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2018 Full-Service Community Schools (FSCS) grant from the US Department of Education. The Expanded Learning Office has been a strong collaborator of Community Schools efforts since its inception.

The mission of Oakland Unified School District Expanded Learning Office is to build a solid foundation of success for all children and their families. We believe after-school programs cultivate transformative experiences for youth on their journey as they become thriving, productive leaders.

We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools through a deepened cross-department coordination and collaboration.

The Expanded Learning Office provides safe and supportive spaces for operating after-school programs (ASPs) during the school year and in the summer. These spaces help students become college, career, and community ready. ASPs are critical components of OUSD's overarching Full-Service Community Schools (FSCS) strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students, while serving as service hubs. Schools partner with community service providers to give students and their families access to needed services on-site, such as after-school programs, health and mental health care, and other supports. Fifteen After-School Lead Agencies providing after-school programing across 76 school sites. Each program currently serves over 80 OUSD youth each year. As a result, each child receives an equivalent to 90 additional days of school. In these valuable after-school hours, students engage in youth development activities that foster their physical health, social-emotional learning, and well-being, and support their academic success in school.

Oakland Unified School District believes school readiness entails the combined efforts of families, the community and schools to come together to support student achievement both in school and in the community. We commit to working with other community partners in the FSCS consortium to enhance coordination of a continuum of services for children, youth, families and community members; seek resources and methods to sustain and grow FSCS work; and to share data on our work as appropriate with OUSD and federal evaluators.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Martha Pena, OUSD After-School Coordinator

CITY OF OAKLAND



LIONEL J WILSON BUILDING • 150 FRANK H. OGAWA PLAZA, SUITE 4216 OAKLAND, CALIFORNIA 946 12

Department of Human Services
Children & Youth Services Division

(510) 238-63 79
FAX (5 10) 238-497 1
TOO (510) 238-3254

April 10, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express my enthusiastic support for and participation in Oakland Unified School District (OUSD) the community's continuing implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education, targeted at two OUSD Child Development Centers (CDCs), two elementary schools, and two middle schools. OUSD's Early Childhood department has a been a close collaborator in the district's FSCS efforts since its inception.

The mission of Oakland Unified School District Early Childhood Education (ECE) department is to build a solid foundation of success for all children and their families. We believe early childhood education is a catalyst to high student achievement.

We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools through a deepened cross-department coordination and collaboration.

Oakland Unified School District believes school readiness entails the combined efforts of families, the community and schools to come together to support student achievement both in school and in the community. We commit to working with other community partners in the FSCS consortium to enhance coordination of a continuum of services for children, youth, families and community members; seek resources and methods to sustain and grow FSCS work; and to share data on our work as appropriate with OUSD and federal evaluators.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,



Sandra Taylor

Manager, Children & Youth Services Division
City of Oakland, Human Services Department



CITY OF OAKLAND

OAKLAND PUBLIC LIBRARY • 125 14TH STREET • OAKLAND, CALIFORNIA 94612

April 1, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD)'s implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education.

The Oakland Public Library has a deep and longstanding relationship with OUSD and has been a collaborator in the district's FSCS efforts since its inception. We're excited about the plans to develop two new Pre-K-8 Full-Service Community Schools pipelines between Pre-K, elementary and middle schools.

The mission of OPL is to empower all people to explore, connect, and grow. In our work with OUSD, this means we work closely with students and families at the transition points between Pre-K and elementary, and elementary to middle school, as it is a time families are seeking information and access to new networks. OPL and OUSD believe together that school readiness entails the combined efforts of families, the community and schools to come together to support student achievement both in school and in the community. We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

Nina Lindsay

Associate Director, Oakland Public Library

ROGERS
FAMILY
FOUNDATION

10 Clay Street, Suite 200
Oakland, CA 94607

March 22, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

Please accept this letter as the Rogers Family Foundation's expression of support for Oakland Unified School District (OUSD) continued implementation of districtwide Full-Service Service Community Schools. This letter is in conjunction with OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education, targeted at two Pre-K through 8th grade pathways and funding two Community School Managers. In alignment with the Foundation's long-standing commitment to early literacy for Oakland's youngest learners, we have been witness to OUSD's Early Childhood Education Department and Community Schools and Student Services close and integral collaboration in the district's FSCS efforts since its inception. With a mission to build a solid foundation of success for all children and their families, we strongly believe early childhood learning and strong pipelines are catalysts to quality school development and high student achievement.

The district's Full-Service Community Schools has been a guiding strategic thread for Oakland public schools through several transitions in superintendent and board of education leadership. In many ways, its consistency and stability represent a deepened cross-department approach to serving Oakland's students and families furthest from opportunity, particularly from a holistic and whole child frame.

This work is important and essential, serving as a galvanizing point to work together to support student achievement both in school *and* community. As a local philanthropic partner, the Rogers Family Foundation stands ready to offer our staff's expertise to enhance coordination of a continuum of services for children, youth, families, and community members.

Thank you for your thoughtful consideration of OUSD's proposal. If you have any additional questions or would like to discuss the work in Oakland in greater detail, please do not hesitate to call me at 510.899.7905, or reach out by email, rsotelo@rogersfoundation.org. I wish you well with your selection process.

Sincerely,



Rhonnel Sotelo
Executive Director

Go out and do good!



April 1, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD) implementation of districtwide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education. Reading Partners has been partnering with OUSD schools since 2008, and has been a close collaborator in the district's community school efforts throughout that time.

The mission of Reading Partners is to help children become lifelong readers by empowering communities to provide individualized instruction with measurable results. We recruit community volunteers to serve as reading tutors for students who are below grade level in reading, and provide those students with supplemental literacy support to improve their reading skills.

We plan to continue this work as part of OUSD's districtwide effort to implement Full-Service Community Schools through collaboration with community school managers at schools to ensure strong volunteer recruitment/ training and coordination among partner organizations to ensure maximum impact for students.

Thank you for your thoughtful consideration of OUSD's proposal.

Sincerely,

A handwritten signature in blue ink that reads "Aarika Riddle".

Aarika Riddle
Executive Director, San Francisco Bay Area
Reading Partners



April 8, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for, and participation in, Oakland Unified School District (OUSD) community's implementation of districtwide Full-Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education.

Citizen Schools has been working in partnership with Oakland middle schools since 2008 and has long supported the efforts of OUSD in creating Full Service Community Schools. Our mission is to close the achievement gap by providing, at a very critical time, middle school, the opportunities of mentorship through 10 week, community volunteer lead, hands on projects along with academic support during the school day.. We want to provide the skills, beliefs and access that students need to be successful.

We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools through a close partnership in Westlake Middle School in the Fy 2020 school year.

Thank you for your consideration of te OUSD proposal,

Sincerely,

A handwritten signature in dark ink, appearing to read 'Maria Sparagna-Drake', with a large, stylized loop at the end.

Maria Sparagna-Drake
Executive Director, Citizen Schools California



April 1, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

Re: Oakland Unified School District

To Whom It May Concern:

Please accept this letter as confirmation of the East Bay Asian Youth Center's (EBAYC) support for and participation in the Oakland Unified School District's (OUSD) implementation of its districtwide Full-Service Service Community Schools strategy. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education.

Founded in 1976, EBAYC is a non-profit youth development organization serving a racially and culturally diverse membership of over 2,500 children, youth, and their families who reside in Oakland's Chinatown, Eastlake, San Antonio, Fruitvale, and Frick neighborhoods. EBAYC and OUSD have worked closely together to design, develop, and implement Full-Service Community Schools continuously since 1996.

EBAYC is deeply committed to the FSCS model. We plan to contribute our time, our people, and our leadership to building the FSCS model at Frick Impact Academy, aligned to OUSD's proposed FSCS grant proposal.

Thank you very much for your careful consideration.

Sincerely,

David Kakishiba
Executive Director



**Bay Area
Community
Resources**

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California 94903-2005

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Shannon Vincent

April 1, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

I am writing to express our support for and participation in Oakland Unified School District (OUSD) community's implementation of district-wide Full-Service Service Community Schools. This letter specifically supports OUSD's application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education. Bay Area Community Resources (BACR) has provided expanded learning programs in Oakland Unified School District (OUSD) since 2004 and has collaborated in the FSCS efforts since its inception.

BACR is a regional nonprofit agency founded in 1976 whose mission is to promote healthy development among youth and families, encourage service and volunteerism, and build communities.

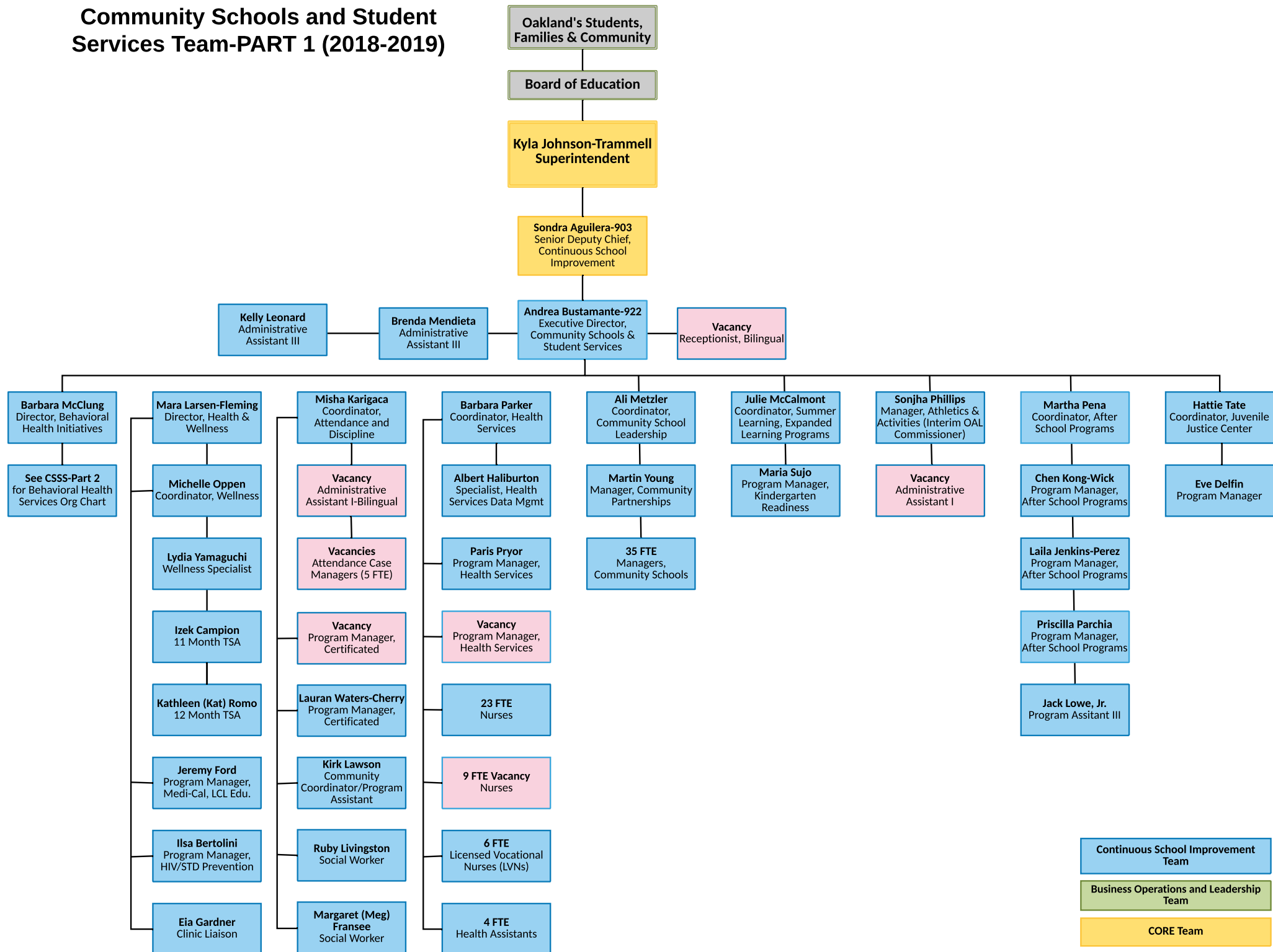
We plan to continue this work as part of OUSD's district wide effort to implement Full-Service Community Schools through a collaborative approach in providing partnerships, resources, and intentional quality academic and enrichment activities for student success.

Thank you in advance for your thoughtful consideration of OUSD's proposal.

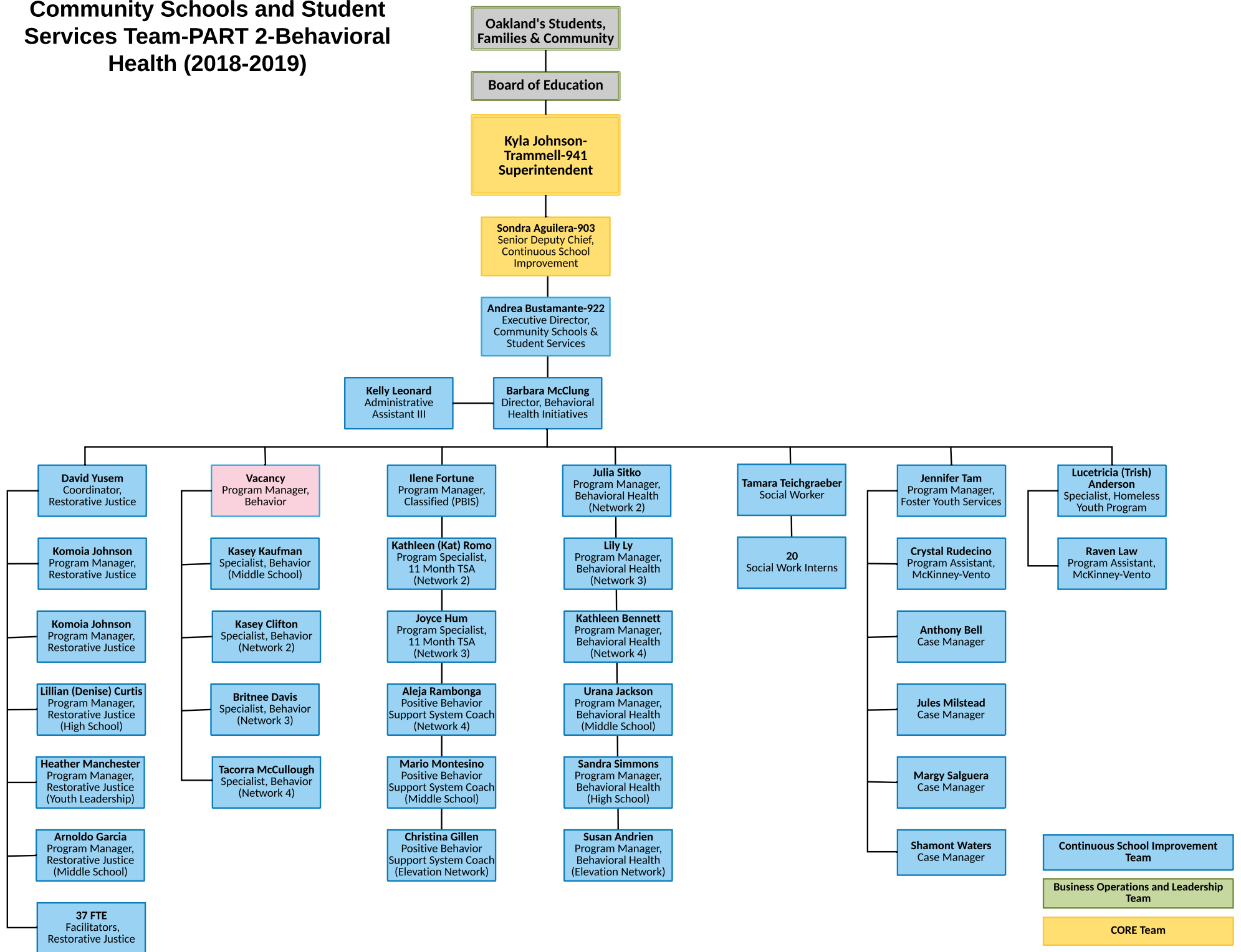
Sincerely,

Marisa Ramirez, Program Director
mr Ramirez@bacr.org

Community Schools and Student Services Team-PART 1 (2018-2019)



Community Schools and Student Services Team-PART 2-Behavioral Health (2018-2019)





COMMUNITY SCHOOL STUDENT SERVICES

July 8, 2018

To Whom It May Concern:

Please accept this letter as certification that Oakland Unified School District qualifies as a not-for-profit organization. We are a state educational institution, which is considered a political subdivision of the State of California. Because of this, we are considered a non-profit state entity under IRC Section 170(c)(3). The majority of our funding comes from state and federal sources.

Sincerely,
Kyla Johnson-Trammell
Superintendent

We want every student in Oakland to have a safe and welcoming place to learn in order for them to graduate college, career, and community ready. Our schools aim to give young people a sense of belonging and the strong foundation they need for a lifetime of opportunity and success, and to provide each of our teachers and principals the tools and support they need to create healthy, rigorous, equitable, and vibrant classrooms.

Why Community Schools?

In Oakland, high quality community schools empower students, families, school staff, and the community to create a healthy, safe, hopeful and supportive community within and around the school. This is the way we will build and sustain a district of community schools that extends beyond individual schools to a concern for how

we, as a community, come together in the service of all of our children. To this end, the Community Schools approach ensures all Oakland students and their families are healthy, civically engaged, college and career ready, successful in school and life, and part of a thriving, safe community.



Foundational Elements
(i.e., environmental conditions in the soil needed for a healthy tree)

Equity

Community schools eliminate historical inequities and disparities in school achievement, discipline, and attendance by creating a range of supports, opportunities, and partnerships to build a strong school culture that sets high expectations for all students and gives them the tools and support necessary to achieve them.

Coordination

Coordination is at the core of community school effectiveness. At a minimum, this usually means a dedicated site coordinator, or Community School Manager, and a coordination of services team (COST). The Manager works with OUSD Central Office, local nonprofit partners, and city, state and federal agencies to ensure that student and family supports are integrated with each other, and with the school’s instructional program as well as daily life.

Evaluation and Learning

Community schools use data to inform decisions, identify and prioritize needs, guide resources, measure success, and strengthen both services and partnerships. Schools and partners have agreements and processes in place to share and use data to these ends.

Collaboration

Partners and schools work hand-in-hand to align vision, goals and outcomes to best meet the needs of the school community, including creating a positive school culture, and meeting the varied academic, health, and social emotional needs of students and families.

Leadership

Community schools and the district have collaborative leadership structures with many opportunities for engagement. Partners, students, families, and the community are at the table—sharing their perspectives, looking at data, planning and improving the quality of the school, and participating in key decisions. Together they hold the community school vision.



Partnerships

Oakland Community Schools leverage partnerships with local non-profits, businesses, foundations and other entities at the State and Federal level to support positive outcomes for students, families and the broader community; this goal is at the center of every partnership and drives the planning process and the day-to-day work.

Relationships

Relationships are the backbone of Community Schools work. All stakeholders work to find common ground, communicate effectively and maintain respectful, reciprocal relationships at all levels of interaction: between teachers and students, students and their peers, and amongst all adults at the site, with partners, and the community.

Diversity

OUSD Community Schools celebrate the rich cultural, linguistic, ethnic, religious and geographic diversity of our staff, students, families and community. It is one of our greatest assets. Community Schools ensure people of all backgrounds and languages have access to materials and pathways to engagement, and are represented in the academic curriculum.

Roots of Success

Academic

Community Schools are equipped with innovative and effective instruction, curriculum that is meaningful and challenging, and differentiated strategies, such as diverse Linked Learning pathways and Personalized Learning plans to support high standards and expectations for all, from preK through 12th grade.

Social Emotional Learning

Community Schools also explicitly teach youth and adults social and emotional competencies and skills, so that we can handle ourselves, our relationships, and our work effectively and ethically in the 21st century.

School Culture and Climate

Community Schools embrace positive school discipline strategies and restorative practices to create safe and healthy centers of learning. These schools actively promote an inclusive, welcoming and caring environment, foster communication that values individual and cultural differences, encourage behaviors that build community, cultivate caring relationships, and result in a positive school climate.

Youth Leadership

Community Schools create a thriving school culture that encourages youth leadership and listens to student perspectives and acts on their recommendations. At the secondary level, youth are decision-makers and drivers of school culture change.

Health and Wellness

Community Schools serve the whole child, providing a range of on-site health and wellness programs and services that address barriers to learning, and create a safe and positive school climate. Families are engaged around supporting their children’s health as well as their own, and staff wellness is actively fostered.

Expanding Learning

Community Schools build on a strong after school infrastructure, deepening integration with the school and offering students and families learning opportunities before and after school, on weekends, and during summer. The school and community work together to bring learning to life and give students the chance to explore subjects, careers, and passions.



Family Engagement and Support

Community schools partner with families to understand and support their child’s academic and social emotional learning, and the overall success of the school by empowering parents to tap into their own leadership potential and offering opportunities to engage and volunteer. Schools and partners also support families’ education and basic needs so that they can best nurture their children’s overall development.

School Readiness and Transitions

Community Schools work with a wide array of partners to create educational pathways from cradle to career for all students. Students get a strong start in high quality, aligned early childhood programs, followed by innovative, well-developed Linked Learning career pathways and are supported the interim by bridge programs designed to facilitate these transitions and ensure the ultimate success of our students in college, career, and their community.

TIMELINE OF OAKLAND UNIFIED SCHOOL DISTRICT COMMUNITY SCHOOLS

For the past decade, the Oakland Unified School District has committed to building Full-Service Community Schools, making our campuses the hub for wraparound services that support the whole child.

While great services have always existed in our schools, OUSD's Community Schools work brings together intentionality, coordination, and collaboration. This timeline lays out many of the milestones we have achieved along the way in helping every student thrive.



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

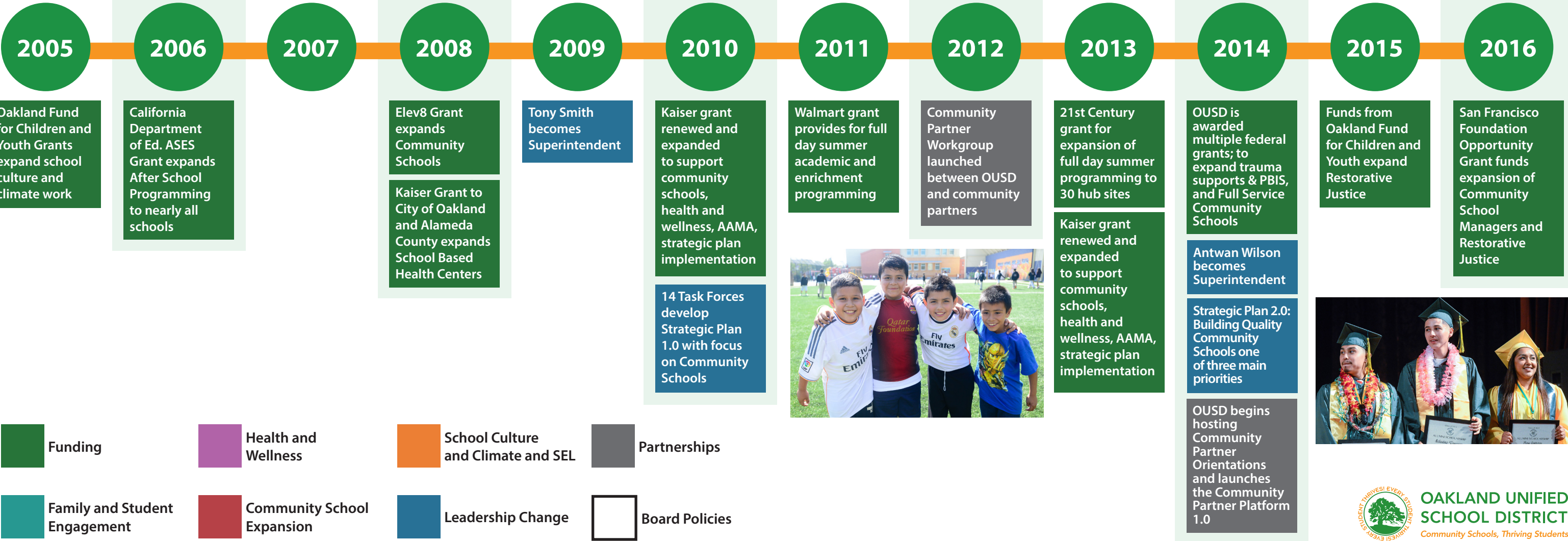
FULL SERVICE COMMUNITY SCHOOLS
communityschools@ousd.org
www.ousd.org/communityschools



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

TIMELINE OF OAKLAND UNIFIED SCHOOL DISTRICT COMMUNITY SCHOOLS

Community Schools work has a long history in Oakland. Beginning with the first school based health center in the late 1980s, OUSD has partnered with the Alameda County Health Care Services Agency and several other partners to bring a wide range of Health Services to students. Partnerships with the California Department of Education followed, which provided funding for after school programs. Building on this work, along with developing deep relationships with community partner organizations in the late 1990s and early 2000s, led to Full Service Community Schools as we know them today.



PROBLEM STATEMENT: Persistent inequalities, institutional racism, and a lack of culturally appropriate educational opportunities have contributed to inequitable academic and life outcomes for Oakland students and their families.

GOALS: To ensure that every OUSD Community School: 1) offers each student the culturally relevant and appropriate services and opportunities they need to learn and thrive; 2) provides a safe, supportive, and engaging environment for teaching and learning; and 3) is staffed by adults who are culturally competent, collaborative, and actively working towards equity ... so that each student graduates college, career, and community-ready.

CS PROGRAMS

- Health & Wellness
- School Culture & Climate
- Family & Youth Engagement
- Expanded Learning
- Social & Emotional Learning
- Academics
- School Readiness
- Equity & Responsiveness

DISTRICT STRATEGIES

- Partner with community to administer and develop community school programs.
- Provide site-level staff with goal-aligned professional development and support.
- Communicate district-wide standards of practice, structures, and systems.
- Drive equity-focused resource allocation, continuous improvement. Align CS efforts with other district initiatives.

STAKEHOLDERS

- Students
- Principals
- Teachers
- CSMs
- Partners
- Families/Community
- District Staff

SCHOOL SITE STRATEGIES

- Develop strategic partnerships to support school/student goals
- Coordinate & integrates student services and supports
- Include partners, families, students & community in collaborative leadership
- Use data to inform priorities and programs

NECESSARY CONDITIONS

- (1) Teachers have resources and support to provide quality instruction
- (2) Ongoing resource allocation and prioritization at by district, schools, and community
- (3) Collaborative partnerships with Alameda County, City of Oakland, public & private funders, and community organizations

Oakland Full Service Community Schools System Strategy Map

DRAFT

LONG TERM OUTCOMES

- Schools have the conditions to support high quality teaching and learning.
- Improved social-emotional and academic learning for students.
- Families are partners in student's success in high school, college, and beyond.

SHORT-TERM OUTCOMES

DISTRICT:

- District training is accessible to school-site staff
- District communication is effective and systematic
- District programs and tools are in place and responsive to school-site needs & district priorities.

SCHOOLS:

- Schools provide culturally responsive services, opportunities, and supports that meet student needs.
- Schools have high quality community school systems and practices.
- Principals and teachers access services and understand their roles in developing community schools.
- School staff have capacity to meaningfully engage families in student learning, school improvement.
- Partners provide resources aligned with student needs and school goals.

STUDENTS/FAMILIES:

- Students know how to access supports, services, and opportunities to help them succeed.
- Families feel welcomed, valued, supported to participate in their student's learning.
- Students and families have the confidence and opportunity to engage in school site improvement efforts, advocacy, and decision-making.

INTERMEDIATE OUTCOMES

DISTRICT:

- Distribution of district (and community) resources reflects school and student needs.
- District strategy, accountability, and decision-making reflects cultural responsiveness and equity-orientation.
- Community school workstreams are integrated into and fully funded in LCAP & district plan.

SCHOOLS:

- Seamless integration of services and opportunities to support learning.
- Conditions allow teachers and principal to focus on high quality instruction
- Adults at the school work together to support students.
- Climate of high expectations and high support for student learning.

STUDENTS/FAMILIES:

- Students feel valued, are engaged in school every day.
- Students and families consistently access supports, services, and opportunities to help them succeed.
- Students and families participate in school governance and district policy.

District**SHORT-TERM OUTCOMES (1-3 years)**

- District training (e.g. PD, coaching) is accessible to school-site staff.
- District communication is effective and systematic.
- District programs (e.g. health, after school) and tools (e.g. rubrics, data systems) are in place and responsive to school-site needs & district priorities.

INTERMEDIATE OUTCOMES (3-5 years)

- Distribution of district (and community) resources reflects school and student needs.
- District strategy, accountability frameworks, and decision-making reflects cultural responsiveness and equity-orientation.
- Community school workstreams are integrated into and fully funded in LCAP and district strategic plan.

LONG TERM OUTCOMES (5-10 years)

- Scaled and sustainable community schools support equitable outcomes for all OUSD students.

Schools

- Schools provide culturally responsive services, opportunities, and supports that meet student needs.
- Schools have high quality community school systems and practices.
- Principals and teachers access services and understand their roles in developing community schools.
- School staff have capacity to meaningfully engage families in student learning, school improvement.
- Partners provide resources aligned with student needs and school goals.

- Seamless integration of services and opportunities to support learning.
- Conditions allow teachers and principal to focus on high quality instruction.
- Adults at the school work together to support students (e.g. trusting relationships, alignment).
- Climate of high expectations and high support for student learning.

- Schools have the conditions they need to support high quality teaching and learning.

Students/Families

- Students know how to access supports, services, and opportunities to help them succeed.
- Families feel welcomed, valued, supported to participate in their student's learning.
- Students and families have the confidence and opportunity to engage in school site improvement efforts, advocacy, and decision-making.

- Students and families consistently access supports, services, and opportunities to help them succeed.
- Students feel valued, are engaged in school every day.
- Students and families participate in school governance and district policy.

- Improved social-emotional and academic learning for students.
- Families are partners in student's success in high school, college, and beyond.



Impact of Gardner Center and OUSD Partnership

OUSD's partnership with the John W. Gardner Center at Stanford University has made valuable contributions to education research. During the course of our research practice partnership, in addition to providing rigorous research to inform program planning and community school development, we have produced multiple publications to inform the education field at large. During 2015-17, the Gardner Center published findings from OUSD's Community School work in peer-reviewed sources, including a journal article in *Education Sciences* (Fehrer & Leos-Urbel 2016) and an invited book chapter in *Harvard Education Press* (Fehrer & Leos-Urbel 2017).

Additionally, the Gardner Center has made numerous peer reviewed and invited presentations to practitioners and academic audiences. These include a presentation at the American Educational Research Association (AERA), (Fehrer et al 2017), a webinar for researchers and practitioners facilitated by Coalition for Community Schools (Fehrer 2016), and a presentation at the National Family and Community Engagement conference (Fehrer 2017). These presentations and papers have helped to inform the field more broadly about Oakland's particular innovations in the community schools approach, such as standards around quality partnerships, culturally responsive student and family services, family and youth engagement, district supports to facilitate community school implementation and scale-up, effects on teaching and learning, and research practice partnerships.

The OUSD-Gardner Center collaboration has developed into a powerful research-practice partnership. (We recently co-authored a pair of short public-facing articles detailing the research practice partnership for *EdWeek*, circulation 14,000+) (Fehrer & Leos-Urbel 2018; Fehrer & Metzler 2018). Our research-practice partnership not only provides the district with rigorous and actionable research, but it also allows OUSD's work to inform emerging education scholarship and policy. For example, we recently (April 2018) participated in an invited convening by the Coalition for Community Schools, to help set a research agenda for community schools work nationally. OUSD's innovative work aligning community school supports to specific school-site teaching and learning goals is helping to push the field forward in terms of the potential of community schools to effect equitable outcomes for students. Please see below for bibliography.

Publications & Presentations:

Fehrer, K, & Leos-Urbel, J. (2018) "Partnership for Equity: Learning from Oakland's Full Service Community Schools". Policy blog in *EdWeek*. May 14, 2018.

Fehrer, K. & Metzler, A. (2018). "Becoming a Community School District." Policy blog in *EdWeek*. May 17, 2018.

Fehrer, K., Messner, E. & Leos-Urbel, J. (2017). “Evolution of a Research-Practice Partnership in Oakland: Community Schools & Equity” presented at AERA 2017, in a peer-reviewed symposium, *Actionable Research to Advance Equity: Insights from Three Research-Practice Partnerships*. April 2017

Fehrer, K. & Leos-Urbel, J. (2017). “More and Better Learning in Community Schools: Lessons From Oakland” in *Learning Time: In Pursuit of Educational Equity*. (Eds.) Saunders, M., Ruiz de Velasco, J., and Oakes, J. Cambridge, MA: Harvard Education Press. 2017.

Fehrer, K. (2017) “Family Engagement in Community Schools: The Role of Partnerships in School-Home Connections” Presentation at the *National Family and Community Engagement Conference*, San Francisco, June 2017.

Fehrer, K. & Leos-Urbel, J. (2016). “We’re One Team”: Examining Community School Implementation Strategies in Oakland. *Educ. Sci.* 6, 26.

Fehrer, K. (2016). “Lessons from OUSD Community Schools” Invited webinar for *Coalition for Community Schools*, Oct. 2016.

Fehrer, K., and Leos-Urbel, J. (2015). “Oakland Unified School District Community Schools: Understanding Implementation Efforts to Support Students, Teachers, and Families.” Stanford, CA: John W. Gardner Center for Youth and Their Communities. (Series of briefs reporting on early outcomes and implementation progress of OUSD Community Schools.)

TEACHING ATTENDANCE 2.0 SUMMARY



**Strategies to help educators
infuse attendance into
everyday activities**





Introduction

Every day a student is absent is a lost opportunity for learning. Too many absences can affect achievement not just for the absent student but can also disrupt learning for the entire class. While teachers play a key role, [everyone in the school building](#)— from the principal to the front office to the cafeteria— can teach attendance.

Teaching attendance involves taking steps that build awareness about how many absences are too many, encourage students to come to school every day even when it is hard and engage them once they are in the school building.

Chronic absence is a national issue in every state and at every grade level. National data show that at least 6.8 million students missed three or more weeks of school in 2013-14. Chronic absenteeism (missing just 2 days per month or 18 days over the school year) can be an early warning sign that a student will have academic trouble starting as early as kindergarten and preschool. Missing too many days can lead to a child who struggles to read proficiently by the end of third grade, fails courses in middle school and drops out in high school. Read this [research summary](#) for more details.

The good news is that educators don't need to solve the problem of chronic absence alone. When educators review student attendance data and notice absences adding up, they can encourage families to partner with other school staff, such as social workers or nurses, as well as community agencies to get needed supports.

[Teaching Attendance 2.0](#) was developed in collaboration with our partners American Federation of Teachers (AFT), National Education Association (NEA) and Parent Teacher Home Visits (PTHV). It is filled with tips, scripts, and a variety of free tools that you can tailor to the needs of your school and community. This toolkit summary offers an overview of the four basic steps for incorporating attendance into day-to-day activities.

- 1 Create a welcoming environment that engages students and families
- 2 Engage families at parent-teacher or student-led conferences
- 3 Use data to ensure early intervention and secure needed supports
- 4 Advocate for a school-wide approach

Step-by-Step Process

Step 1

Create a welcoming environment that engages students and families

Creating positive and trusting relationships with students and their families is key to promoting good attendance. Offering a warm and welcoming environment, enriching lessons and information about the impact of too many absences are essential for developing relationships. You can make a difference without adding to an already full work load by strategically infusing attention to attendance and the power of positive relationships into everyday interactions with students and families.

Here are four key steps for creating a welcoming environment at school. Click on the linked titles for details, tools and resources:

1. Build positive relationships

Take roll in a positive manner and welcome families at the start of the school year to lay the foundation for a relationship that motivates students to come to school. Consider meeting with families on their home turf to open lines of communication.

2. Use effective messaging

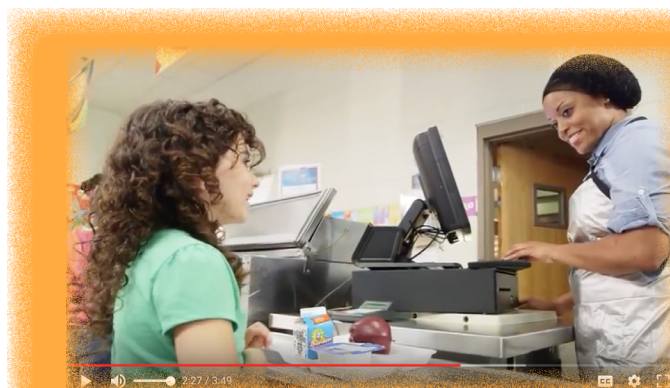
Many families and students don't understand how quickly absences can add up and how much classroom learning time is lost. Kindergarten registration, back-to-school nights or high school orientations are opportunities to raise awareness and engage families in dialogue about why attendance is important.

3. Recognize good and improved attendance

Offer positive recognition and incentives to help students internalize the value of showing up every day. Simple things, such as certificates, extra recess time, or dancing in the hallways can motivate students to attend.

4. Emphasize attendance strategically throughout the year

Use data to identify when absences increase, such as on Mondays or Fridays, or before or after holidays when some parents extend vacations. Plan hands-on lessons and special incentives or activities for families to strategically address dips in attendance.



This video created for the Atlanta Speech School shows how small changes in adult behavior can create a welcoming environment.

Click here to view the video.

Step 2

Engage families at parent-teacher or student-led conferences

Parent-teacher conferences—or student-led conferences facilitated by teachers—are an ideal time to talk about the importance of regular attendance, as early as kindergarten and even in prekindergarten. Talking about attendance during these meetings should be as routine as discussing academic performance and classroom behavior.



Teachers can use parent-teacher conferences to help establish and maintain ongoing two-way communication with parents. Explore the reasons behind a student's aversion to attending school and help parents to identify any barriers to being in school, such as transportation, health or bullying. Use this opportunity to inform families about resources, programs or school activities that promote attendance.

Use these materials to discuss attendance during regular parent-teacher conferences:

- » [Making the Most of Your Parent Teacher Conference – A Step by Step Guide](#)
- » [Student Attendance Success Plan](#)
- » Attendance Works' simple [Classroom Attendance Calculator](#)
- » [Get Schooled Attendance Calculator](#)

EVERYONE CAN TEACH ATTENDANCE

Schools that successfully reduce chronic absenteeism have created a school wide culture of attendance that involves everyone in the building. Teachers are key to this, especially certificated classroom teachers, resource specialists, and instructional aides. Other professionals who interact with students and their families daily—school secretaries, bus drivers and kitchen staff—can also make a difference in helping students get to school every day.



Step 3

Use data to ensure early intervention and secure needed supports

The good news is chronic absence can be turned around when educators use attendance data to identify and connect at-risk students—as early as possible—with supports that address barriers and motivate them to attend. Once at-risk students are identified, social workers, counselors or other staff can help to find relevant resources in the school or community. Did you know that [research](#) shows that the best predictor of chronic absence is a history of poor attendance during the prior school year?

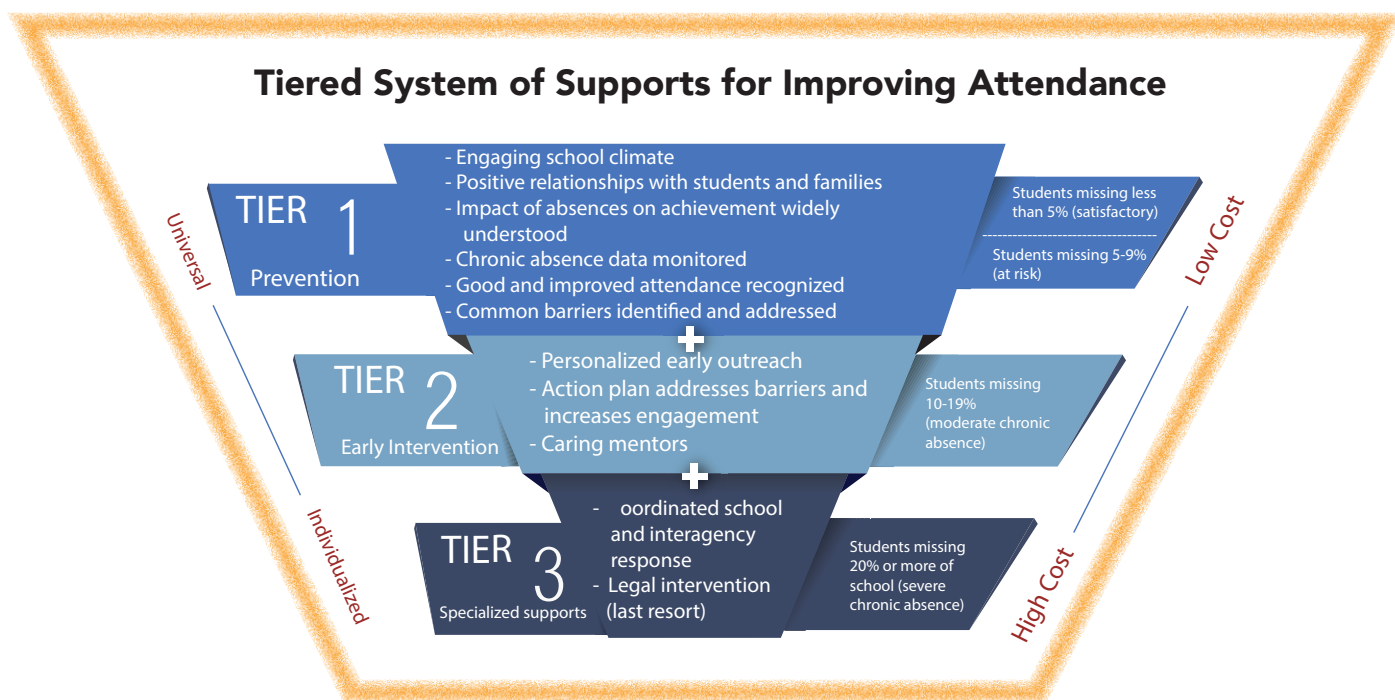
Educators can play an important role in identifying at risk students and ensuring early intervention occurs. Here are four strategies:

1. Monitor chronic absence data

Monitoring chronic absence data is essential to ensuring educators are equipped to support their students. Ask staff for attendance records in the electronic Student Information System, look at student report cards from prior years, or use our simple [Classroom Attendance Calculator](#) to obtain your students' attendance data.

2. Anticipate needed supports

Once you know which students are at risk due to poor attendance, take stock of what you know about their situations. This worksheet on [Understanding the Causes of Student Absences](#) can help organize what you have learned from regular interactions and teaching the student. Consider seeking input from members of your school community as you engage in this analysis.



3.

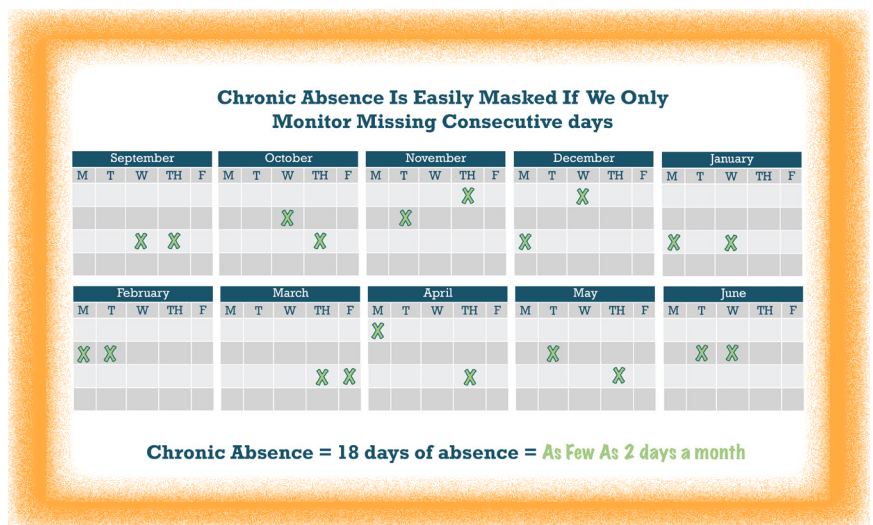
4.

[Research](#) shows that the best approaches are highly personalized and build upon the hopes and dreams families have for their children to succeed. If you don't have a strong relationship with the family, consult with a school staff member who has past experiencing working with the family.

step 4

If you have made every effort and still more needs to be done in order for your students to attend school, it's time to advocate for a school-wide approach. Approach your principal to see how he or she can help. Our [Leading Attendance: A Toolkit for Principals](#) has ideas to help principals initiating a school-wide attendance strategy.

All of the tools, templates and resources in this toolkit can be [found in this section](#).



This document is just a summary, for the full toolkit with links to many more resources, visit: <http://www.attendanceworks.org/teaching-attendance-2-0-introduction/>

Production of Teaching Attendance 2.0 was made possible by the contributions of partners American Federation of Teachers, National Education Association and Parent Teacher Home Visits, and by the generous support of the Stuart Foundation.

Addressing Chronic Early Absence as part of OUSD's Full Service Schools

7/4/18

Problem Statement: Chronic absence is one of the strongest variables affecting early school performance and an especially promising area for intervention. Studies have shown that children missing 10 percent or more of preschool or kindergarten for any reason, are less ready for school and more likely to fall behind in reading and math by the end of 3rd grade. Unfortunately, preschool programs are frequently unaware of the impact of chronic absence, rarely track absence data and frequently lack informed strategies to successfully intervene. This [study on preschool attendance by the Chicago Consortium for School Research](#) provides a wealth of information about the widespread nature of chronic early absence in preschool and its adverse impact on early learning.

While chronic absence is widespread, it tends to be concentrated in lower income schools, neighborhoods and districts, where families face significant barriers to getting to preschool/school – whether that is a matter of transportation, housing, chronic disease or health care. Children in poverty also tend to experience higher levels of chronic absence at younger ages.

The Opportunity For Change: Recent evidence indicates that participation in ECE programs can reduce chronic absenteeism in later year grades especially when it is high quality. [This national analysis of data from the Early Childhood Longitudinal Study](#) found participation in preschool the year before preschool was associated with lower chronic absence in kindergarten. This [Baltimore study](#) found that students with low attendance in both PreK and K often continued to have low attendance, are more likely to be retained by grade 3 and on average have lower academic outcomes than peers with better attendance. The impact could be minimized, however, by improved attendance in later grades. Head Start students began with and maintained high rates of attendance compared with comparable students. They initially underperformed in reading and math but by Grade 3, they performed as well as their peers on the state assessment. [A study of Tulsa Community Action Program's](#) universal preschool program resulted in lower chronic absence as far forward as middle school!

The Chicago Research Consortium study suggests that participation in high quality preschools makes a difference because it can create an opportunity for families to learn about the value of early education so they make showing up every day a priority and it also helps families forge bonds of mutual support which improves attendance. Attendance Work has also found that early childhood programs can do an even better job of supporting attendance by paying explicit attention to reducing chronic absence. Programs can work with families to monitor attendance, develop strong routines of showing up every day and address take steps to avoid and prevent illness-related absences. Our recommended strategies are described in our web-based toolkit: [Early and Often](#). We are also now working

on a web-based toolkit specifically focused on transition to K opportunities. This toolkit will be available sometime early 2019.

In our work with early childhood programs, however, we have found that the ability of agencies to address attendance is heavily affected by the extent to which they have the infrastructure to do so. Head Start programs, for example, with their more robust data systems, family support and health staff have had the most successes. District preschool programs have traditionally found it more challenging especially given their part-day nature, limited data capacity as well as the lack of administrative support and other types of family engagement and health related staff. The good news is that community schools approach to supporting a preschool through middle school pipeline offers the ability to make up for these capacity gaps that typically exist.

OUSD Uniquely Positioned: Oakland Unified is especially positioned to make a difference because, as a district, it already produces excellent chronic absence reports including for its preschool programs. Oakland Unified School District was, in fact, the very first district in the country to partner with the staff of Attendance Works to produce chronic absence reports. This partnership, which began in 2009 with the founder of Attendance Works, Hedy Chang, actually preceded the establishment of Attendance Works as a national initiative. Oakland's dedication to the data has resulted in especially robust data analysis which is even available in aggregate form on the web-site to the general public. Moreover, OUSD then used its data expertise to expand reporting to preschool programs. In most districts in California, such data does not exist especially since attendance data for children in state funded preschool is kept on a different student information system and not part of the overall district student information system. OUSD is now positioned to significantly advance the work armed with the data and expanded capacity to organize a preK-8, community wide-approach to reducing chronic absence.

Attendance Works Commitment: Attendance Works is committed to helping OUSD not only build upon our preschool strategies but also our blended learning Teaching Attendance Curriculum and our guidance for supporting principal-supported attendance teams who can advance a whole school approach. Created with support from the Thomas J. Long Foundation, the purpose of the Teaching Attendance modules is to a) give school leaders a quick way to equip teachers and school staff with evidence-based strategies to improve attendance, b) rally school staff to act as the first line of prevention and early intervention and c) Inspire better attendance practices that are positive, proactive and problem-solving. The curriculum includes 3 modules: Why We Teach Attendance; Creating a Culture of Attendance and Using Data for Intervention and Support. Each requires approximately 40 minutes for an individual to complete. They can also be watched as a group with facilitated discussion though a group approach requires somewhat longer to complete. These modules can serve as a mainstay for ensuring every member of the staff at the pipeline schools understand chronic absence and their role in supporting improved attendance. They can also be used to orient new staff or community partners especially when the broader work of

the school is coordinated by a strong, effective attendance team. We would ensure that the principal and the community school coordinator for the pipeline schools are well equipped to use the modules for capacity-building purposes and can draw upon the resources and materials we have to support effective attendance teams.

The first year of work, would focus on delivering professional development to the two pre-k-8 pipelines and exploring how these strategies can be inform the work of other related district initiatives. The second year would focus on building the district's capacity to offer ongoing support. This grant leverages significant in-kind resources because these materials were made available through other grant funds including a \$600,000 grant to fund the creation of the Teaching Attendance Modules, and a grant from the Haas Jr Fund to support the creation of a new transition to K toolkit (estimated cost \$45,000).

Video: OUSD FSCS Initiatives and Partners

[Oakland Promise](#)



[OUSD Community Schools](#)



[OUSD Restorative Justice](#)



[School Day Concerts](#)



EXPERIENCE**OAKLAND UNIFIED SCHOOL DISTRICT**

Oakland, CA

Executive Director, Community Schools Student Services

July 2016 – Present

- Lead team of 100+ to implement Community Schools Vision in OUSD, including Behavioral Health, Restorative Justice, After School, Summer, Health & Wellness, Attendance & Discipline Programs.
- Manage department operations and budget of \$20M including federal, state, and local grants.
- Facilitate professional learning for diverse participants including principals, teachers, and department staff.

Director, Community School Partnerships

July 2012 – June 2016

- Managed OUSD Community Schools Implementation. Launched OUSD's Community School efforts. Expanded number of schools from 8 to 25.
- Developed Community Schools partnerships including Family Engagement, Extended Learning, & Health
- Facilitated professional learning opportunities for all stakeholders connected to community school efforts including supervision of Community School Managers, After School, Family Engagement & Partnership staff

Elev8 Coordinator

September 2009-June 2012

- Managed implementation of Atlantic Philanthropies' Elev8 Initiative at 5 Oakland Schools: a collaboration of city, county, schools district, and community partners. Monitor Elev8 Budget \$750,000
- Supervised and supported implementation of Family Engagement and Support Strategy at each school including selection, hiring, and supervision of Family Advocates.

Education Pioneers Fellow

Summer 2009

- Selected for leadership training program with graduates from business, law, policy, and education sectors.
- Researched and created a catalogue of summer learning opportunities for Oakland youth to be distributed online and in print to 30,000 Oakland families.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

San Francisco, CA

ExCEL Manager

2006 – 2008

- Managed and provided oversight of 90 state and federally funded after school programs promoting academic success and youth development for grades K-12.
- Collaborated with city and district departments and community-based organizations to create professional development systems to enhance after school program quality.
- Won \$10 Million in state and federal grants for expanded after school funds. Managed contracts to over 30 community partners

ExCEL District Coordinator

2001 – 2006

- Developed and implemented academic leadership component of SFUSD after school programs. Coordinated SFUSD's participation in a statewide learning community focused on best practices in after school programs.
- Supervised, trained, and evaluated 150 certificated, classified, contract, and volunteer staff.
- Collaborated with superintendents, principals, teachers, parents, students, community partners, and city/county offices on program planning and implementation.
- Managed the creation and development of the ExCEL After School Programs Resource Guide. Distributed to San Francisco and Greater Bay Area after school programs.

SAN JOSÉ UNIFIED SCHOOL DISTRICT

San José, CA

Elementary Spanish Bilingual Teacher

1999 – 2001

- Designed and implemented lesson plans for a bilingual third/fourth grade class in all academic areas,

EDUCATION**University of San Francisco**

San Francisco, CA.

Masters of Arts in Education with Preliminary Administrative Services Credential

2004 – 2008

- Master's Project: ExCEL After School Program District Coordinator Competencies: Identifying a Need

San José State University

San José, CA.

Bilingual Cross-cultural Language and Academic Development Credential – Spanish Emphasis

1999 – 2001

Pomona College

Claremont, CA.

Bachelor of Arts degree in Sociology

1995 – 1999

- Senior Thesis "Does Per Pupil Expenditure Affect Academic Achievement? An Analysis of the Factors that Contribute to Standardized Test Performance." *Awarded distinction.*

SUMMARY PROFILE

- Extensive knowledge of Community School best practices, operational systems and trends of school district-led and community-based models.
- Experienced in developing and facilitating professional development, conducting site-based coaching, and creating resources to support staff in leading high quality programs and managing district-wide systems.
- Accomplished in launching and maintaining large-scale district and city-wide initiatives that are inclusive of multiple stakeholders' needs and experience.

PROFESSIONAL EXPERIENCE

Oakland Unified School District (OUSD) – Oakland, CA

September 2015 – present

Community School Leadership Coordinator

- Lead Community School Program Manager initiative for OUSD including hiring, supervising and coaching classified administrators and community partners to fulfill OUSD Community School Priorities.
- Responsible for developing annual Community School priorities and developing programs, tools and professional development for Community School Managers to ensure successful adoption and alignment with OUSD strategic plan.
- Manage creation and integration of OUSD Community School systems including Transitions Process, Community School Awareness Practices, Restorative Community Schools and OUSD Community Partnerships process.
- Lead project management and advise research plan for OUSD's multi-year Community School impact evaluation in partnership with OUSD Research, Data and Accountability team and the John W. Gardner Center at Stanford University.
- Support Community School Manager initiative sustainability via local, state, federal and private grants management, fund development and school-based funding agreements.

San Francisco Beacon Initiative (SFBI) – San Francisco, CA

April 2010 – September 2015

Associate Director/Senior Director of Programs & Partnerships

- Developed and co-facilitated multiple learning communities for Beacon Initiative stakeholders. Relevant examples include serving on the design team of SFUSD Community School Incubator and co-facilitating middle and high school learning communities with SFUSD staff, Community School Coordinators and Beacon Directors to share best practices, discuss trends, data and policy; developed professional learning community for Program Directors and After School Site Coordinators in Stretching the Bench leadership initiative to build skills to step into advanced leadership roles; and youth and adult partners on the Beacon Youth Leadership Team to build skills to be leaders within their school community and for SFBI.
- Served as coach for Beacon Center staff, school Administrators, and CBO partners as part of the SFUSD Community School Incubator and SFUSD ExCEL Quality Action Planning and Assessment process to ensure effective collaboration for increasing quality of programs.
- Network lead for Weikart Center's Youth Program Quality Initiative (YPQI) to oversee Beacon pilot for Department of Children, Youth and Families (DCYF): led training, assessments, evaluation, provided coaching and technical assistance to Beacon Centers to increase quality of Out of School Time programs.
- Wrote policy for Beacon Initiative including Beacon Fees Policy, Satellite programs and co-developed the revised Beacon Program Model.
- Led Beacon Centers in the creation of tools and Beacon Promising Practice case studies to present to peers in multiple conferences, trainings and TED-like talks.
- Conducted fund development and grant management.
- Managed Beacon Initiative evaluation, focus groups, and survey development.
- Managed initiative partnerships to match needs and assets for Beacons and school partners for increased access to high quality academic, enrichment and leadership opportunities.

ExCEL District Coordinator

- Provided oversight to ExCEL After School Programs: monitored grant compliance; oversaw budgets, expenditures and financial contracts; provided site based technical assistance; wrote grants and reports; and worked with SFUSD Administrators, non-profit Executive Directors, and Youth Workers to support school and community-based partnerships.
- Coordinated and facilitated professional development and conferences to provide promising after school program practices for Youth Workers, Teachers and Community Based Organizations.
- Coordinated SFUSD School Climate initiatives including developing the *Creating a Positive School Climate Guide* provided to all schools district-wide, facilitated professional development to Administrators, Teachers and Student Support Staff and led site-based workshops on school safety, asset building, resiliency and youth development.
- Created the ExCEL Youth Involvement Cohort that worked with Program Directors to improve after school programs' involvement of young people on advisory boards, as peer tutors and contributors to their after school program. Developed the Youth Action Conference, a youth leadership and service learning conference for middle and high school students.
- Led the ExCEL Mentor Program that provided peer-led support to new Site Coordinators.
- Served on planning teams to coordinate health programs and district-wide initiatives for SFUSD secondary programs, city-wide Foster Youth Services, and the DCYF Wellness Initiative.

St. John's Educational Thresholds Center - San Francisco, CA**October 1997 – August 2003*****Urban Institute Director***

- Developed a youth leadership curriculum for programs that served youth ages 5-22. Youth learned skills in public speaking, meeting facilitation, consensus building and the negotiation process.
- Created a continuum of programs for youth to build leadership skills in elementary through high school incorporating leadership, public arts, youth-led event planning, youth evaluation, outdoor education and college and career preparation into programs for youth.
- Served on a non-profit management team and supervised, trained and evaluated staff.

St. John's Summer School Principal

- Directed SFUSD accredited summer program for middle school students at Community Bridges Beacon at Everett Middle School. Created curriculum, coordinated service learning and community art installations, planned community events and collaborations, managed program budgets, mediated conflicts and supported relationships with parents, case managers and probation officers.
- Hired, trained and supervised all staff including teachers, youth workers and peer leaders.

EDUCATION

University of Oregon - Eugene, OR Bachelor of Fine Arts graduated, 1996

FORMAL TRAINING

-
- Weikart Center Youth Program Quality Initiative (YPQI), External Assessors Reliability and Summer Learning YPQI Certification, 2014
 - Coaching Leadership, 2014, Compasspoint
 - Art of Leadership, 2013, Rockwood Institute
 - YPQA Youth Methods certification, 2012, Weikart Center
 - Facilitation in Chaotic Times, Spring 2009, Steve Zuieback
 - Social Norms Summer Institute, Summer 2007, Montana Most of Us Social Norms Summit
 - Mentor as Coach Training, Fall 2003/2004, Community Network for Youth Development
 - Youth Leadership Competencies Project, March 2002, Partners for Democratic Change-US
 - Supervision Development Training, May 2001, Compasspoint

VOLUNTEER WORK

-
- Alta Bates Summit Neonatal Intensive Care (NICU) Board, August 2014- present
 - Oakland Education Fund Advisory Board, August 2016-present

PROFILE

Passionate, analytical, dedicated advocate for social justice and equity. Strong leadership and decision-making skills, able to combine the discipline and persistence of a professional athlete with the desire to empower undervalued communities. Over six years of non-profit administrative, program management, and operations experience. Great intellectual flexibility, a quick study when tackling new responsibilities, experienced at performing varied tasks. Resourceful, responsible, organized, and welcomes challenges as well as situations involving pressure. Excellent interpersonal and relationship-building skills.

EXPERIENCE

Community School Program Manager, Oakland Unified School District (OUSD), Oakland, CA, Feb. 2017-Present.

Work collaboratively to develop and facilitate the implementation of resources in service of student and community school success. Ensure an integrated focus on academics, health and social services, youth development, and community engagement exists on site to improve students' holistic well-being, both presently and in the future.

- ✦ Manage and lead the development of a full service community school
- ✦ Facilitate and provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers
- ✦ Develop, manage, and oversee the implementation of an effective referral process including facilitating COST
- ✦ Conduct outreach to students and families about available resources and regularly assess effectiveness of outreach efforts
- ✦ Develop, manage, and sustain partnerships with city, county and nonprofit agencies to provide supports and opportunities to students and families that meet their identified needs
- ✦ Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs
- ✦ Assist school and partner agencies with resource management and development, including fund development and grant maintenance
- ✦ Assist with program evaluation, including data collection, analysis, and reporting
- ✦ Manage and lead the development of a seamless system of support services for students and families
- ✦ Maintain confidential student database of service provision.

Program Coordinator, Bay Area Community Resources (BACR), Richmond, CA, 2014-2017

Employed to coordinate and supervise an after-school program (ASP) that serves over 90 students from the Oakland community. Provided a safe environment and built healthy relationships with students as well as staff and community members. Provided quality after school programming while offering Markham Elementary School students and the community a safe space to be creative, build community, and nurture one another.

- ✦ Created and implemented daily operations for program to ensure compliance, while grounding seamless programmatic transitions from school day to extended day
- ✦ Developed and maintained a high level of open communication with all stakeholders, which include but not limited to community members, school administration, and partners
- ✦ Partnered with Markham principal to evaluate program impact, performance, and improve school wide culture

- ✦ Coached, supervised and and developed quality educators while carrying out HR procedures of recruitment, screening, hiring, and termination
- ✦ Participated in a Continuous Quality Improvement (CQI) assessment of program
- ✦ Oversee all administrative functions of the ASP, which include budget and expenditure tracking, student records, program records, etc.

OUSD ASP Quality Leadership Team

Selected to participate in a leadership think tank to strengthen the CQI process and improve professional community buy-in.

- ✦ Collaborated to create and implement more useful systems for the CQI process
- ✦ Led & facilitated trainings for over 50 colleagues on the self-assessment process, Building Intentional Communities curriculum, and CQI value
- ✦ Developed critical relationships with strong community leaders and ASP leaders
- ✦ Participated in a culture shift surrounding quality program improvement

BACR Leadership Team

Invited to join a team of rising leaders to improve organizational systems and best practices.

- ✦ Researched and presented on different non-profit organization models and their impact
- ✦ Participated in a year long think tank with the Chief Executive Officer of BACR
- ✦ Examined BACR's systemic processes and efficiency

Assistant Farm Manager & Education Coordinator, Sunnyvale, CA, 2012-2014

Recruited as an Urban Agriculture Specialist to creatively improve the capacity of an educational community farm. Responsible for facilitating daily operations and farm work, while developing outreach and educational programs to engage the community in understanding and appreciating urban agriculture.

Assistant Farm Manager

- ✦ Managed multiple distribution channels, including restaurant sales, farm stand, community-supported agriculture program, and farm-to-school sales
- ✦ Organized farm activities associated with crop planning and production, including machinery operation, repairs, and maintenance; agronomy, poultry maintenance; compost management
- ✦ Facilitated and engaged large groups of volunteers and corporate groups

Education Coordinator

- ✦ Designed and implemented educational programs, including tours, field trips, and garden classes
- ✦ Responsible for all outreach, marketing, and strategic planning to promote greater program participation

EDUCATION

- ✦ San Francisco State University, San Francisco, CA – M.A. in Ethnic Studies, 2017 (In progress)
- ✦ San Jose State University, San Jose, CA – B.A. in African American Studies, 2011

PROFESSIONAL SKILLS

Community organizing and outreach skills, specifically volunteer recruitment and management, and event planning and coordination. Exceptional leader, collaborator and team player. Research and evaluation, qualitative analysis, experience with systemically disenfranchised communities. Clear and straightforward communication skills and ability to motivate and inspire others. Detailed record keeper. Fluent in Yoruba. Avid bike enthusiast and lover of world music.

COMPUTER SKILLS

Proficient with Microsoft Office Package, Google Docs, Web-based survey programs (e.g. SurveyMonkey, Qualtrics), HTML

Objective

Supporting school communities and their larger networks, as they seek to meet the every changing needs of their students and families in the fast changing educational environment; all in an effort to support success now and in their longer term future. Leverage existing resources and sourcing new ones to increase equity in communities with the most need.

Experience

Oakland Unified School District; Oakland, California

11/2011-Present

Community School Manager

- Support site instruction leadership team, site professional development in academic and socio-emotional learning.
- Implementation and integration of both academic and behavioral tracking tools.
- Coordinating outreach activities with local feeder elementary schools and local high schools. Including in-class presentations, tabling and the coordination of an annual school options fair. Provide personalized assistance to families after open enrollment period with needed information on appeals, aptitude tests, and course selection.
- Manage a team of Americorps volunteers who provide academic intervention and youth development programming to high need student populations as they transition into middle school and then into high school.
- Assessing current climate and needs of community through various surveying methods.
- Locating partners to meet service needs for behavioral health, physical health, parent involvement and youth development of students. Create letters of agreement or memorandums of understanding with partners in alignment with district protocols.
- Collect and broker student service referrals to the most appropriate onsite or community service provider. Maintain confidential student database of service provision.
- Onboard partners to site and district via formal MOU process.
- Ensuring partners and site meet reporting requirements (for grants, funders, and local education agencies).
- Engage with local community based organizations to provide larger support structures to families.
- Volunteer management (individual and corporate)
- Ensure compliance with school district policies around attendance.
- Manage school site funds and some grant funding.
- New faculty recruitment team.
- Event coordination and management.

Oakland Unified School District; Oakland, California

11/2003-11/2011

Community Coordinator – Program Assistant

- Coordinated mental and social services at school site.
- Identified school site needs and identified appropriate solutions internally and externally.
- Effectively established relationships with local community based organizations to provide needed services to the school community.
- Created and maintained databases of students served and which service providers fulfilled their service need.
- Assisted in policy creation and implementation surrounding academics, attendance, behavior and climate.
- Compiled and disaggregated discipline data.
- Planned for and implemented school wide family events regarding targeted social and/or academic issues.
- Coordinated and implemented parent involvement efforts at school site, including monthly parent information events and bilingual parent training sessions with the California State Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Initiative and the Parent Institute for Quality Education (PIQE) Program.
- Developed a monthly email newsletter for parents, central office staff, partners at community based organization and some in local government. Distributed the newsletter via Constant Contact.
- Managed site subsidiary funds, tracking multiple cash streams.

California Friday Night Live Partnership; Fremont, California

3/2003-6/2006

Advisor; Club Live (Contract)

- Coordinated, recruited and managed a drug and alcohol prevention program after school at school site.
- Recruited at-risk students for program participation in various programs and tracked student records.
- Obtained parent consent for participation.
- Secured on-site space for program implementation.
- Maintained communication with program facilitator and county program manager.
- Coordinated of field trips, and community service projects.

Oakland Unified School District; Oakland, California

6/2000-6/2003

College Mentor; ACE Mentor Program (Contract)

- Academic mentor to low-performing students, helping them to focus on academics, attendance, and behavior improvements.
- Created templates for statistical reports and student contact documentation.
- Coordinated and implemented field trips and community service projects.
- Hosted parent conferences and conducted home site evaluations.

Education

University of Phoenix

11/2015

Masters of Business of Administration/Project Management

San Francisco State University; San Francisco, California

1/2003

Bachelor of Arts - Economics

Laney College; Oakland, California

12/2000

Associate of Arts - General Curriculum

Associate of Arts - Social Science

Skills

- **Medium to large scale policy development and implementation.**
- **Proficient both Windows and Macintosh operating systems.**
- **Proficient in office software include the Microsoft Office Suite and iWorks.**
- **Email marketing using web-based marketing solutions such as Constant Contact, iContact, Mailchimp, and GovLoop.**
- **Web site development and management.**
- **Social media management for school site.**
- **Event planning and coordination for student registration yearly, recruitment fairs, school choice fairs, end of year promotion ceremonies, large school student trips, and student expositions.**
- **Needs assessments for in class and out of class room site needs.**
- **Implementation of multiple academic and behavioral tracking systems.**
- **Volunteer mobilisation.**

Objective

To lend my leadership, academic and educational management skills to impact education, through meaningful pedagogical and administrative direction. I believe that well trained, supported, and connected educators are a key investment in the future of our community.

Education

Master of Arts in Education, Early Childhood Education 4.0 GPA 2015
Field Study: *Collaborating with early childhood teachers: A curricular transition toward PBL.*

Bachelors of Arts, Psychology and Latino Studies 2008
CCTC Director Permit

Experience

Merritt College, Adjunct Professor (Child Development) 2017

- Create syllabus materials relevant to English language learners of child development in diverse community
- Teach bilingual Spanish/English *Principles of Child Development*
- Coordinate course work and curriculum for student success based on understanding DAP and culturally responsive practices in early childhood education
- Administer student performance based on course deliverables commensurate with grading rubrics

Oakland Unified School District, Kindergarten Readiness Program Manager 2015-Present

- Oversees all operational aspects of implementation of grant funded Summer Pre-K program and Kinder-Readiness events
- Provides professional development and training support for Summer Pre-K teachers and support staff
- Created scope & sequence and delivers Kinder-Readiness family workshops in English and Spanish
- Facilitates collaboration between K5 and ECE leadership and teachers around Kinder-Readiness, family engagement and alignment
- Developed research-based Kinder Transition plans using Community School Model framework
- Designed systems of data sharing between ECE-K5 to support preschoolers' transition to K/TK
- Engages K-ECE collaboration across district and community based organizations
- Prepares comprehensive narrative and statistical reports on assessments, health screenings, attendance and demographics

Holy Family Day Home, Preschool Program Site Supervisor 2013-2015

- Managed operations of a preschool program of 96 three-to-six-year-old children and 23 teachers, and volunteers
- Led a culturally diverse staff and maintained systems for trustful and clear communication
- Recruited, trained and developed teaching staff, substitute pool and front desk managers
- Led weekly group and individual supervision with teaching staff
- Co-facilitated teacher trainings on trauma informed ECE practices with mental health consultant
- Created professional development trainings congruent to agency needs and individually tailored to diverse adult learners
- Introduced, implemented and trained teachers on a Project-Based Learning curriculum
- Facilitated Kindergarten Readiness family workshops in partnership with teachers for a diverse audience



- Maintained and administered preschool program budget

Holy Family Day Home, Head Teacher (Preschool)

2010-2013

- Planned, designed and facilitated a play-based emergent curriculum rooted in DAP best practices
- Mentored associate teachers in skill development and classroom functioning
- Incorporated various sensory modalities into curriculum to support children's unique learning and developmental needs
- Informed curriculum through observation, documentation and assessment
- Maintained culturally sensitive communication with families regarding their children's schooling experiences

Tree-house Pre-K, Teacher

2008-2010

- Collaborated with co-teachers to sustain an enriching play-based curriculum
- Established open relationships with staff and families and conduct parent teacher conferences
- Planned fieldtrips that complimented children's interests and provided learning opportunities

Hayward Unified School District, Youth Enrichment Program Leader

2001-2006

- Assisted children K-6 in afterschool program activities and led literacy curriculum
- Planned and supervised enrichment activities to support children's academic skills through play
- Communicated with family and school day teachers around student progress and learning needs for academic achievement

Hayward Unified School District, Substitute Para-Educator (Special Education)

2002-2006

- Facilitated small groups and one-on-one instruction to support academic and social skill development
- Implemented IEP's to help children attain individual learning goals
- Provided student support in self-care, self-regulation, academic skill-building and impulse control

Skills

- CSEFL, Pyramid tools (practitioner and school leadership modules) & PBIS
- Proficient in DRDP, DRDP-tech, ECERS & ITTERS, CLASS, and Common Core State Standards
- I3 Institute: Inquiry, Intention & Innovation: (Leadership Module)
- Working with diverse socio-economic and newcomer populations
- Bilingual & Bicultural, Spanish/English
- Trauma informed practices in ECE and family engagement
- Grant writing and management
- Knowledge of city & county early childhood landscape
- Word, excel and Google platforms proficient

VERONICA CHEW

626-617-0045 | veronicachew91@gmail.com

Skills Summary

- Data tools: Microsoft SQL Server, Tableau Desktop 10.5, Microsoft Excel, VBA, ArcGIS
- Research software: Dedoose, Atlas.ti, Social Explorer

Education

UNIVERSITY OF CALIFORNIA, BERKELEY | CLASS OF 2013

Bachelor's of Science in Society & Environment with Minors in Geography; Global Poverty & Practice

Experience

OAKLAND UNIFIED SCHOOL DISTRICT

SENIOR STRATEGIC FELLOW / MAR 2018 - PRESENT

- Conduct study on district-wide chronic absence reduction strategies
- Develop Community Schools Student Profile dashboard
- Maintain additional responsibilities listed below

DATA ANALYST II / JAN 2017 – MAR 2018

- Designed database schema within Microsoft SQL Server to house a multi-million row, multi-year dataset on student safety, health & wellness, school climate, and drug and tobacco use
- Clean, visualize, and analyze the above dataset annually, using Microsoft Excel and Tableau Software
- Developed a mapping tool to provide OUSD's Health Services team with a geographic representation of students in the district with chronic health conditions
- Other reports created: Summer Enrollment & Attendance, SART Dashboard, Monthly Chronic Absence, Chronic Illness Student List
- Lead department-wide training on Google products and Microsoft Excel to increase tech literacy
- Fulfill data requests from external partners and for grant reporting

ASPIRE PUBLIC SCHOOLS

DATA VISUALIZATION ANALYST / NOV 2014 – JAN 2017

- Designed, built and maintained Tableau dashboards to visualize student achievement, educator effectiveness, HR and talent, and performance management data
- Created stored procedures in data warehouse and wrote queries using MS SQL to automate processes and perform complex calculations on large datasets
- Managed data QA process for annual educator effectiveness outcomes
- Designed and ran a study on efficacy of internal teacher residency program, supporting a successful spin-off of Aspire University in July 2016
- Analyzed promotion and compensation data to support organizational equity goals



Program Manager, Community Schools – Community Schools & Student Services (CSSS)

BASIC FUNCTION

Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor to manage and lead the development of the full service community school, including assessment of the school community's needs and assets, coordination of all student and family support services and development of resources and partnerships.

REPRESENTATIVE DUTIES

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

Essential Functions:

- Work in partnership under the direction of the Site Administrator and assigned Family, Schools, and Community Partnerships Supervisor.
- Manage and lead the development, in partnership with the Site Administrator, of a seamless system of support services for students and families.
- Facilitate and/or provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers.
- Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST).
- Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.
- Train and support service providers to understand and align programs with school structures, systems, curriculum and goals.
- Work with school staff and administration to integrate academic and non-academic supports.
- Establish systems to manage and maintain quality partnerships, including, but not limited to: development of MOUs, facilitation of regular meetings, planning sessions, joint work plans and collaborative problem-solving/conflict resolution.
- Provide support and guidance for school staff and partners in resolving issues related to service delivery, access and coordination.
- Develop, manage, and sustain partnerships with city, county and non-profit agencies to provide supports and opportunities to students and families that meet their identified needs.
- Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs.
- Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support and school nursing.
- Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts.
- Design programs to support student transitions, including but not limited to transition between grades, re-entry from juvenile justice system or prolonged illness.



HUMAN RESOURCES SERVICES & SUPPORT

- Manage and lead the development of new programs, including service provider selection and program implementation and monitoring.
- Provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts.
- Assist school and partner agencies with resource management and development, including fund development and grant maintenance.
- Facilitate data and information sharing between school and agencies, in accordance with state and federal law.
- Assist with program evaluation, including data collection, analysis and reporting.
- Coordinate the allocation of space for student and family support services, and for special events.
- Participate in professional development opportunities around development of Full Service Community Schools provided by the Family, Schools, and Community Partnerships Department and other partners.
- Provide cross-training to other staff members within the department.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

- Bachelor's degree required and three years of relevant experience in one or more major student and/or family support areas, and the ability to meet the Essential Functions stated above.
- Experience working in an urban school setting preferred.

Licenses and other requirements:

- Valid California Driver's License
- Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

Knowledge of:

- Applicable laws, codes, regulations, policies, and procedures governing workscope
- Strategic direction of the District
- Social, emotional, health, and economic issues faced by Oakland youth and their families
- Diverse groups across race, ethnicity, religion, gender, class, and sexuality
- Local community-based organizations providing mental health services
- Research methods, report writing and record-keeping techniques
- Correct English usage, grammar, spelling, and punctuation
- Principles and practices of effective leadership
- Telephone techniques, systems and etiquette
- Interpersonal skills using tact, patience, and courtesy
- Principles and practices of supervision and evaluation



HUMAN RESOURCES SERVICES & SUPPORT

Ability to:

- Interpret and implement applicable laws, codes, policies, procedures, and District regulations governing work scope
- Maintain current knowledge of applicable laws, codes, regulations, policies, procedures and District regulations related to work scope
- Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments
- Work successfully with diverse groups across race, ethnicity, religion, gender, class, and sexuality
- Identify and resolve school site health and safety issues in a timely manner
- Communicate effectively in English orally and in writing
- Plan and organize work
- Work confidentially and with discretion
- Work independently
- Meet schedules and timelines
- Manage multiple projects simultaneously
- Complete work as directed despite frequent interruptions
- Prepare and deliver clear and concise presentations to a variety of audiences
- Develop and implement training and evaluation programs
- Supervise and evaluate assigned staff
- Operate personal computer, related software, and other office equipment
- Cross-train department personnel

WORKING CONDITIONS

Environment:

Office environment, school sites, and off-site locations; driving a vehicle to conduct work; fast-paced work; constant interruptions

Physical demands:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling light to moderate weight objects; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

KENDRA C. FEHRER

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kcfhrer@stanford.edu

485 Lasuen Mall
Stanford, CA 94305-3096

My professional focus has been the study and promotion of change for children, families, and vulnerable communities. I am a qualitative researcher with a background in anthropology and community development. For over a decade, I have conducted social science research on policies and programs affecting low-income populations, both domestically and across Latin America. I bring a culturally-informed and community-oriented perspective to my work. In my current role as Senior Research Associate at the John W. Gardner Center for Youth and Their Communities, I lead research in family engagement, community schools, early childhood education, and positive youth development. I work with school districts, county offices, non-profits, and other youth-serving organizations to use research and data to support more equitable outcomes for youth, their families, and communities. Prior to joining the Gardner Center, I lived and worked in Latin America, supporting and studying poverty-alleviation programs for low-income urban and rural families.

EDUCATION

PhD	Brown University , Anthropology	May 2014
MA	Brown University , Anthropology	May 2008
MA	Clark University , International Development & Social Change	May 2005
BA	Clark University , International Development & Social Change	May 2003

RECENT PROFESSIONAL EXPERIENCE

John W. Gardner Center for Youth and Their Communities, Stanford University
2013 to present

Senior Research Associate

The Gardner Center partners with communities to develop leadership, conduct research, and effect change to improve the lives of youth. Targeted policy areas include college and career readiness, early childhood education, youth health and wellness, and youth development practices across community settings. The Center's partners include K-12 and community schools, community colleges, community-based organizations and health care providers, among others. The Center publishes and shares its work extensively, informing leaders who make policy decisions on the ground in communities throughout the country, and supporting practitioners with tools for school and community leaders to use in fostering youth participation. As Senior Research Associate, I lead research teams in all aspects of our work, including proposal development, research design, data collection and analysis, reporting, and publication.

SELECT PUBLICATIONS & PRESENTATIONS

Fehrer, K. & Leos-Urbel, J. (2018) “Partnership for Equity: Learning from Oakland's Full Service Community Schools”. Policy blog in *EdWeek*. May 14, 2018.

Fehrer, K. & Metzler, A. (2018). “Becoming a Community School District.” Policy blog in *EdWeek*. May 17, 2018.

Biag, M., Gerstein, A., Fehrer, K., Sanchez, M. & Sipes, L. (2017). “Data Use and Inquiry in Research-Practice Partnerships: Four Case Examples.” Stanford, CA: John W. Gardner Center for Youth and Their Communities.

Fehrer, K., Messner, E. & Leos-Urbel, J. (2017). “Evolution of a Research-Practice Partnership in Oakland: Community Schools & Equity” presented at AERA 2017, in a peer-reviewed symposium, *Actionable Research to Advance Equity: Insights from Three Research-Practice Partnerships*. April 2017

Fehrer, K. & Leos-Urbel, J. (2017). “More and Better Learning in Community Schools: Lessons From Oakland” in *Learning Time: In Pursuit of Educational Equity*. (Eds.) Saunders, M., Ruiz de Velasco, J., and Oakes, J. Cambridge, MA: Harvard Education Press. 2017.

Fehrer, K. (2017) “Family Engagement in Community Schools: The Role of Partnerships in School-Home Connections” Presentation at the *National Family and Community Engagement Conference*, San Francisco, June 2017.

Fehrer, K. & Riley, N. (2017). “An Implementation Study of the Early Childhood Language Development Institute (ECLDI): Dual-Capacity Professional Development in San Mateo County.” Stanford, CA: John W. Gardner Center for Youth and Their Communities.

Fehrer, K. & Ansari, S. (2017). “Dual-Capacity Professional Development: A Case Study of ECLDI.” Presentation for the National Association for the Education of Young Children (NAEYC) Professional Learning Institute. June 2017.

Fehrer, K. & Leos-Urbel, J. (2016). “We’re One Team”: Examining Community School Implementation Strategies in Oakland. *Educ. Sci.* 6, 26.

Fehrer, K. (2016). “Lessons from OUSD Community Schools” Invited webinar for *Coalition for Community Schools*, Oct. 2016.

Fehrer, K. & Leos-Urbel, J. (2016)b “Becoming a Community School: A Study of Oakland Unified School District Community School Implementation 2015-16.” Stanford, CA: John W. Gardner Center for Youth and Their Communities.

John W. Gardner Center for Youth and Their Communities (2016). “Aim High: Closing the Achievement Gap through Summer Learning.” Stanford, CA.
 Fehrer, K., and Leos-Urbel, J. (2015). “Oakland Unified School District Community Schools: Understanding Implementation Efforts to Support Students, Teachers, and Families.” Stanford, CA: John W. Gardner Center for Youth and Their Communities. (Series of briefs reporting on early outcomes and implementation progress of OUSD Community Schools.)

Fehrer, K. (2014). “Systemic, Integrated, and Sustainable Family Engagement across the Early Age Spectrum in San Mateo and Santa Clara Counties.” Stanford, CA: John W. Gardner Center for Youth and Their Communities.

PROFESSIONAL AFFILIATIONS

American Anthropology Association (2005 to present)
 American Educational Research Association (2013 to present)
 National Network of Research Practice Partnerships (2016 to present)

SELECT PROFESSIONAL SERVICE

Symposium Co-Organizer

- *AERA Actionable Research to Advance Equity: Insights from Three Research-Practice Partnerships*, 2016.

Conference Reviewer

- Coalition for Community Schools Annual Forum.

Peer-Reviewed Articles for:

- Review of Research in Education.

HONORS AND AWARDS

Fellow, Social Science Research Council International Research Dissertation Fellowship	2009-10
Fellow, National Science Foundation Dissertation Improvement Award	2009-10
Fellow, Wenner-Gren Foundation Graduate Dissertation Research Grant	2009-10
Fellow, Fullbright-Hayes Dissertation Grant	2009-10
Graduate Fellow, Watson Institute for International Studies Merit-based Graduate Fellowship	2006-11

Graduate Fellow, David L. Boren National Security Education Program 2003-4
Research Grant in Argentina

Phi Beta Kappa, Suma Cum Laude 2003
Clark University

LANGUAGES

English: Native Language

Spanish: Fully professionally proficient

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Phone: 415-653-3399 (mobile)
Email: jorge@stanford.edu

Jorge Ruiz de Velasco

EDUCATION

Stanford University

School of Humanities and Sciences
Ph.D., Political Science, January 1999

Graduate School of Education
MA, Administration and Policy Analysis, June 1994

University of California, Berkeley

School of Law
JD, June 1987

Harvard University

AB, *Cum Laude*, in Government, June 1984

CAREER BRIEF:

My professional focus is on the study and promotion of change in public schools, the implications of education reform for disadvantaged students, education law and policy, and the effect of immigration on schools and communities. Prior to my appointment at the John W. Gardner Center, I served as Education Program Director at the Earl Warren Institute on Law and Social Policy. I have also served terms as a Senior Program Officer at the Ford, James Irvine and William & Flora Hewlett Foundations, and as a Senior Research Associate at The Urban Institute in Washington, DC. Prior to my academic career, I was a lawyer and policy analyst for the U.S. Department of Education's Office for Civil Rights (OCR). Current policy studies focus on the application of continuous learning and improvement practices to support effective public sector implementation and scale-up of expanded learning opportunities. These include integrated after school and community school interventions (Oakland), Promise Neighborhoods (San Francisco), and high school redesign efforts (San Francisco, Oakland, and Los Angeles). As well, I am project director of a statewide policy advisory group for the California State Board of Education on accountability reforms for alternative high schools that serve credit-deficient, newcomer immigrant, and other youth vulnerable to dropping out of school.

CURRENT AND RECENT

John W. Gardner Center on Youth and Their Communities, Stanford, CA
Stanford Graduate School of Education

EMPLOYMENT:

Associate Director for Policy & Partnership Engagement

2013-present

The Gardner Center promotes research-practice partnerships to develop public, non-profit, and community sector leadership, conduct research, and effect change to improve the lives of youth. Targeted policy areas include college and career readiness, secondary school redesign, family and community engagement in public schools, and youth development practices across community settings. The Center's partners include K-12 school districts, community colleges, community-based non-profits, and youth-serving public agencies, among others. The Center publishes and shares its work extensively,

informing policymakers in communities throughout the country, and supporting practitioners with tools to guide efforts aimed at fostering better educational and social outcomes for youth.

PHILANTHROPY
EXPERIENCE:

Ford Foundation, New York, NY
Program Officer, Educational Opportunity & Scholarship
Senior Consultant (October, 2011 to August, 2012)

2010- 2012

Grantmaking to develop a portfolio of programs supporting expanded learning opportunities, academic persistence and achievement among low-income youth in communities of concentrated poverty. Emphasis was on projects in the urban neighborhoods of Philadelphia, Chicago, metropolitan Denver, and Los Angeles. Also managed a portfolio of grants to expand community-based education organizing and research and analysis to inform state and federal policy on strategies that aimed to improve instruction and youth academic engagement in public school systems.

James Irvine Foundation, San Francisco, CA
Senior Program Officer, Youth Program

2004-2006

Grantmaking for a portfolio of programs focused on promoting academic persistence and achievement among low-income youth, ages 14-24 in California. Emphasis was on projects that inform state policy and that aim to improve instruction and youth academic engagement in public school systems and community colleges.

William & Flora Hewlett Foundation, Menlo Park, CA,
Program Officer, Education Program

2002-2004

Grantmaking for a broad portfolio of programs supporting state education policy reform, and district-led efforts to improve instruction in urban public schools and community colleges. Managed all large-scale evaluations for the Education Program, including the multi-million dollar evaluation of the foundation's efforts in the San Diego Public Schools and evaluation of the Bay Area School Reform Collaborative (now Pivot Learning Partners).

RESEARCH &
EDUCATION
POLICY
EXPERIENCE:

Earl Warren Institute, Berkeley Law School, Berkeley, CA
Associate Director & Director, Education Initiatives

2008-2010
& 2011-2013

The Institute promotes multi-disciplinary, policy-relevant, research with a focus on the civil rights and social implications of reform in Education, Immigration, Voting Rights, and Criminal Justice in California and nationally. It is now an independent 501c3 organization, the Opportunity Institute.

Stanford School of Education, Stanford, CA
Director, Institute for Research on Education Policy and Practice

2006-2008

The Institute (now the Center for Education Policy Analysis (CEPA) at Stanford) promotes research on timely public K-12 education reform issues, with an emphasis on quantitative, empirical analyses of state policy and district practice.

	The Urban Institute , Washington, DC Senior Research Associate <ul style="list-style-type: none"> Education Policy Center & Immigrant Studies Program 	1997-2002
Legal Experience	U. S. Department of Education , Washington, DC Office for Civil Rights: Policy, Enforcement & Program Service <u>Attorney</u> <ul style="list-style-type: none"> Civil Rights Enforcement, Administrative Law & Policy Analysis 	1987-1992

SELECTED PUBLICATIONS

Book Chapters & Edited Volumes:

Time to Learn: In Pursuit of Educational Equity. Harvard Education Press, Cambridge MA, November, 2017. An edited volume with Marisa J. Saunders and Jeannie Oakes.

Changing Places: How Communities will Improve the Health of Boys of Color (University of California Press: Berkeley, CA, 2010). An edited volume with Christopher Edley, Jr.

"Alternative Schools in California: Academic On-ramps or Exit Ramps for Black, Latino and Southeast Asian Boys?" in *Changing Places* (University of California Press, Berkeley, CA, 2010) (with Milbrey McLaughlin).

"Standards Based School Reform & the Federal Role in Helping Schools that Serve Language Minority Students" in Angela Valenzuela, ed., *Leaving Children Behind* (New York: SUNY Press, 2004).

"Limited-English Proficient Students & High Stakes Accountability Systems," in Citizens' Commission on Civil Rights (2002) *Rights at Risk: Equality in an Age of Terrorism*, (Washington, DC: Author), February, 2002 (with Michael Fix).

Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools (Washington DC: The Urban Institute Press, 2000) (with Michael Fix).

"Civil Rights in a Multicultural Society," in Bernard Grofman, ed., *Legacies of the 1964 Civil Rights Act* (University of Virginia Press: 2000) (with Luis Ricardo Fraga).

Papers & Reports:

Expanding Learning Opportunities for Youth and their Families in the Mission Promise Neighborhood: An Interim Assessment. Sipes, L., and Ruiz de Velasco, J. (2017), Stanford, CA: John W. Gardner Center for Youth and Their Communities.

Equitable Access by Design: A Conceptual Framework for Integrated Student Supports within Linked Learning Pathways. Ruiz de Velasco, J., Newman, E., and Borsato, G. (2016). Stanford, CA: John W. Gardner Center for Youth and their Communities.

The CORE Districts and Deeper Learning. Ruiz de Velasco, J. (2015). Stanford, CA: John W. Gardner Center for Youth and Their Communities.

College Access and Completion among Boys and Young Men of Color: Literature Review of Promising Practices. Dukakis, K.; Duong, N.; Ruiz de Velasco, J.; and Henderson, J. (2013). Stanford, CA: John W. Gardner Center for Youth and their Communities.

"Raising the Bar, Building Capacity: Lessons from the field about how a focus on accountability and incentives can drive improvement in California's Continuation high schools," (Earl Warren Institute, Berkeley) May, 2012.

"Alternative Education Options: A Descriptive Study of California Continuation High Schools," (Stanford University, Stanford CA), April, 2008 (with Greg Austin, Don Dixon, Joseph Johnson, Milbrey McLaughlin, & Lynne Perez).

"School Reform: The Demographic Challenge," prepared for the Annual Meeting of the *American Educational Research Association*, San Francisco, March 2006 (with Michael Fix and Jeffrey Passel).

MEMBERSHIPS

- California Bar Association
- American Educational Research Association
- California Collaborative on District-led Reform (American Institutes for Research)

Community & Professional Service

- Member, Board of Directors, Wallace Foundation, New York, NY, June 2017 to present
- Member, Board of Directors, California Education Partners, January 2013 to present
- External Member, Institutional Review Board, Public Policy Institute of California, 2012 to present.
- Chair, Forward Promise Advisory Board, Robert Wood Johnson Foundation, 2012-13
- Governing Board Member, Community School for Creative Education (a public urban Waldorf charter school) Oakland, Ca, 2009-2014
- Advisory Board Member, Office of Head Start, National Center on Cultural and Linguistic Responsiveness, 2012 to 2014.
- Member, Alternative Education Options Working Group, California Department of Education, 2008 - 2010
- Member, Task Force on Teaching and California's Future, 2007-2010
- Member, "Brokers of Expertise" Research Advisory Committee, California Department of Education, 2007 - 2010
- National Policy Advisory Group, "Achieving the Dream: Community Colleges Count" initiative, 2004-2010

Resume
Hedy Nai-Lin Chang
200 Granville Way
San Francisco, CA 94127
Business Phone: 415-505-6845
E-mail: hedy@attendanceworks.org

Professional Experience

- January 2010 - **Executive Director, Attendance Works**
Present
I am the founder and director of Attendance Works, a national initiative aimed at advancing student success by addressing chronic absence. Attendance Works promotes tracking chronic absence data for each student beginning in kindergarten, or ideally earlier, and partnering with families and community agencies to intervene when poor attendance is a problem for students or schools. This initiative emerged out of an Annie E Casey Foundation funded research project that began in 2006 and examined the prevalence, causes, consequences and potential responses to missing extended periods of school in the early grades.
- April 2005 - **Independent Consultant**
Dec 2010
As an independent consultant, my work focused on promoting two generational approaches to moving families out of poverty so that parents can gain economic security while also ensuring that their children are positioned to succeed in school and later in life. I paid special attention to ensuring strategies draw strength from ethnic, cultural and linguistic diversity while addressing barriers created by discriminatory practices and policies. Services included research, data analysis, facilitation, writing, strategic planning, program development, resource leveraging and public speaking. See list of clients.
- March 2001- **Senior Program Officer,**
March 2005 **Evelyn and Walter Haas Jr. Fund**
The Haas Jr. Fund is a local family foundation committed to improving the well-being of children, youth, families and communities, with a focus on San Francisco and Alameda counties. I was responsible for its Strengthening Families program area (approximately 2 million each year). During my tenure, I re-focused the grantmaking priorities to focus on helping families succeed economically and prepare their children for school through investments in selected low-income neighborhoods combined with local and state policy work. I also served as interim staff to the elderly and social justice grantmaking programs.
- April 2000 - **Independent Consultant**
February 2001
Key projects including serving as the technical assistance liaison for the Annie E. Casey Foundation *Making Connections* initiatives in Oakland and San Diego and supporting the Foundation Consortium for Children & Families, Results for Children Initiative.

- October 1989-
March 2000 **Co-Director / Senior Staff Member
California Tomorrow**
California Tomorrow is a non-profit organization dedicated to helping build a strong multiracial, multicultural, multilingual society that is equitable for everyone. Using a combination of research, technical assistance, coalition-building and advocacy, California Tomorrow helps practitioners, schools and other family-serving institutions to develop and use policies and practices which advance equal opportunity and promote the healthy development of children, youth and families in our increasingly diverse society.
- I held different staff positions with increasing levels of responsibility until I became Co- Executive Director in 1992. In September 1998, I shifted to Associate Director after returning from a maternity leave. In addition to sharing responsibilities for organization-wide fundraising, budgeting, personnel management and board development, I founded and directed the organization's efforts to explore the implications of diversity for early care and education and build the capacity of community-building initiatives to address issues of race, language, culture and class.
- Spring 1996 **Instructor, UC Berkeley Extension** Co-developed and taught "Strategies for Collaboration for Children and Families."
- Sept. 1998-
June 1989 **Teaching Assistant, Harvard University, Kennedy School of Government** Evaluated student work, provided individual tutoring and assisted with course development for Empirical Analysis and Poverty and Public Policy.
- Summer 1988 **Program Analyst, California Office of the Legislative Analyst**
Analyzed the availability and affordability of child care services in California. Assessed the impact of the state child care tax credits. Developed comprehensive budget for all programs providing child care in California.
- June 1986-
August 1987 **Watson Fellow**
Interviewed workers, factory management & academics to compare the double burden of domestic labor and factory work for Chinese women in Singapore, Taiwan, and the People's Republic of China.

Education

Kennedy School of Government, Harvard University. Master of Public Policy with an emphasis on human services, education and labor policy in June 1989. Thesis: Evaluating the Impact of Federal Welfare Reform Legislation in Indian Country: A Case Study of the Rosebud Sioux.

Occidental College. B.A. in Political Science and Psychology in June 1986. Graduated Summa Cum Laude, Phi Beta Kappa.

Honors and Awards

White House Champion of Change for Advancing Educational Excellence for African Americans February 2013

Emerging Leaders Fellowship 2006

Alfred P. Sloan Fellow 1987

Harry S. Truman Scholar 1984

Volunteer and Professional Affiliations

July 2007- Present Committee Member, Daniel Koshland Civic Unity Program, San Francisco Foundation

January 2005- 2011 Board Member, California Child Care Resource and Referral Network

Spring 2003- 2014 Chair, Afterschool Program Committee, Grattan Elementary School PTA

Fall 1993- Summer 2005 Board Member, National Funding Collaborative for Violence Prevention, Washington DC.

Spring 1995- Spring 2001 Founding Member, Former Steering Committee Member, Bay Area Network on Diversity Training in Early Childhood.

Fall 1995- Spring 1998 Technical Work Group, National Evaluation of Early Head Start Program, Washington DC

1991 – March 1998 Founding Board Member, Greater Bay Area Family Resource Network

1992 - 1996 Best Practices Steering Committee, Family Resource Coalition, Chicago, Illinois

1992-1995 Board Member, National Coalition of Advocates for Students.

Selected Publications

Books/ Reports

Chang, Hedy and Phyllis Jordan, Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference! Expanded Learning and Afterschool, 2012.

Chang, Hedy and Phyllis Jordan, Accountable for Absenteeism: 4 Ways that States Can Use Chronic Absence in NCLB Waiver Applications, Attendance Works, February 2012

- Bruner, Charles, Anne Discher and Hedy Chang, Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight, Child and Family Policy Center and Attendance Works, November 2011.
- Chang, Hedy with Mariajosé Romero, Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty, NY, NY: September, 2008.
- Chang, Hedy with Deborah Stipek and Nicolle Garza, Deepening the Dialogue: Key Considerations for Expanding Access to High Quality Preschool in California, Stanford School of Education, Stanford, CA : 2006.
- Chang, Hedy, Getting Ready for Quality: Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce, California Tomorrow, Oakland, CA: 2006.
- Chang, Hedy N. with Dora Tobiassen, *Nurturing Health Children in a Diverse Society: The Implications of Racial, Cultural and Linguistic Diversity for Proposition 10* in N Halfon, E Shulman, MShannon and M Hochstein, eds, Building Community Systems for Young Children, UCLA Center for Healthier Children, Families and Communities, 2000.
- Chang, Hedy N., Nguyen Louie, Ben Murdock, Elena Pell and Ted Scott Feminella, Walking the Walk: Building Community Capacity to Address Equity and Diversity, California Tomorrow, Oakland, CA: 2000.
- Chang, Hedy N. and Judy Chynoweth, Inclusive Governance: A Call to Action, *What Works Policy Brief*, Foundation Consortium, Sacramento, CA: 2000.
- Chang, Hedy N., Julie Olsen Edwards, Cecelia Alvarado, Dora Pulido Tobiassen with Christina Lopez Morgan, Transforming Curriculum, Empowering Faculty: Deepening Teachers' Understanding of Race, Class, Culture and Language, California Tomorrow, Oakland, CA: 1999.
- Chang, Hedy N., Community Building and Diversity: Principles for Action, *A California Tomorrow Working Paper* September 1997
- Chang, Hedy N., Amy Muckelroy and Dora Pulido Tobiassen Looking, Looking Out: Redefining Early Care and Education in a Diverse Society, California Tomorrow, San Francisco, CA: Summer 1996.
- Chang, Hedy N., Cecelia Leong, & Denise De La Rosa Salazar, Drawing Strength From Diversity: Effective Services to Children, Youth and Families California Tomorrow: San Francisco, CA: Summer 1994.
- Bruner, Charles; Karen Bell, Claire Brindis, Hedy Chang and William Scarborough, Charting a Course: Assessing a Community's Strengths and Needs National Center for Services Integration: Falls Church, VA: 1993.
- Chang, Hedy N., & Laura Sakai: Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education, California Tomorrow, San Francisco, CA: Fall 1992
- Chang, Hedy N., et. al. Fighting Fragmentation: Collaborative Efforts to Serve Children and Families in California's Counties. A joint publication of California Tomorrow and the UC-Berkeley Children and Youth Policy Project, San Francisco, CA: August 1991.
- Chang, Hedy N., Newcomer Program: Innovative Efforts to Meet the Educational Challenges of Immigrant Students, California Tomorrow, San Francisco, CA: 1991.

Christie Anderson

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Christie.Anderson@ousd.org

EDUCATION

Mills College, Oakland, CA

Masters in Ed. Leadership, May 2010

Clear California Administrative Credential, June 2007

Holy Names University, Oakland CA

Level II Education Specialist Mild/Moderate & Moderate/Severe, Dec. 2009

Gonzaga University, Spokane, WA

Bachelor of Education Special Education, May 2003

Psychology Minor

ADMINISTRATIVE EXPERIENCE

Executive Director, Early Learning

Oakland Unified School District May 2017-Current

- Support the strategic directions for all Early Childhood Programs within the department to ensure all services provided are consistent with the District's Strategic Plan and equitable for all students
- Collaborate with other District departments and programs to develop effective and strategic instructional programs and to plan high quality professional development for site staff to improve learning and teaching in classrooms and to eliminate the achievement gap
- Lead OUSD efforts to work towards closing the achievement gap for students by Kindergarten
- Partner with appropriate staff to evaluate existing programs, services and practices and expand those that are most effective and reduce or eliminate those that are less effective; utilize resources to provide appropriate professional development and coaching for schools and site administrators
- Drive the gathering and analysis of data for internal and external reporting; evaluate, on quantitative and qualitative basis, effectiveness of programs and special projects towards meeting established goals and objectives

Director of Early Childhood

Oakland Unified School District July 2015-May 2017

- Ensure that ALL children are ready to enter TK or Kindergarten
- Guide the development and implementation of professional development for all staff
- Support centralized enrollment center and outreach.
- Manage daily and annual budgets for the California General Child Care and State Preschool
- Supervise and evaluate the performance of program staff
- Support school year and year round programs at multiple CDC or co-located sites.
- Serve as an administrator in the collective bargaining process with three different bargaining units representing the early childhood programs.
- Work collaboratively with Special Education to serve special education students
- Collaborate with Human Resources in the recruitment, development, interviewing, selection, assignment, transfer, and separation of early childhood education personnel.
- Support all site administrators and principals daily in early childhood programs
- Collaborate with organizations and agencies associated with early childhood development and education

Principal for Burbank Preschool Center and Special Education Coordinator

Oakland Unified School District, June 2010-July 2015

- Support an all-inclusive Birth to 5 Preschool Center for general and special needs student
- Monitor student's progress by collaborating with teachers and families through informal and formal IEPs
- Collaborate with local and state programs serving birth to five students
- Developed and implemented monthly parent trainings on topics requested from community and families
- Collaborate with teachers, staff, families and the community on fundraising activities and ideas
- Support and supervise all Special Education Preschool Teachers and Paraprofessionals
- Develop weekly professional development for Teachers and Paraprofessionals
- Provide support to families and agencies in the early childhood programs throughout Oakland Unified

Preschool to Elementary Special Education Coordinator

Oakland Unified School District, July 2007 to June 2010

- Oversee and coordinate District-wide special education programs in over 60 elementary schools
- Provide monthly staff development on issues relating to special education, assessments, and legal issues
- Supervise and evaluate Teachers on Special Assignment/Program Specialists
- Observe and evaluate (with Principals) special education teachers and Para-professionals at school sites
- Supervised and evaluated district speech and language pathologists
- Chaired difficult IEP meetings with District team members and families

TEACHING EXPERIENCE

Adjunct Professor in Education Leadership Program

Mills College, January 2016-current

Special Education Resource Teacher, Mild/Moderate Disabilities

Mount Diablo Unified School District August 2004- June 2007

Special Education Teacher, Moderate/ Severe Disabilities

Spectrum Center, Aug. 2003-Aug. 2004

Lisa Erickson, MA

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Qualifications Summary

Over sixteen years of experience in:

Project Management. Led complex collective impact projects, involving a variety of partners and constituents, and have monitored multi-year contracts and grants with public and nonprofit organizations. This included developing evaluation measures and capacity building plans for grantees and contractors and ensuring project timelines and deliverables were met.

Program Development and Implementation. Developed and implemented a variety of early childhood strategies including quality improvement programs for early care and education providers, an early childhood place-based initiative, early childhood mental health supports for children ages birth to eight, and a school readiness strategy for the Oakland Unified School District.

Partnership Development. Led cross-sector advisory committees and collaborative governance structures to develop common goals and outcomes, and developed strong partnerships with community based organizations, community leaders, and public systems to implement social impact and place based initiatives.

Communication Strategy and Materials. Developed implementation guides, policy briefs, and communication materials for a variety of audiences, including early childhood providers, policy makers and community members. Examples include: *Effective Coaching in Early Care and Education Training Manual*, *Integrating Mental Health in Home Visiting Programs* (policy brief), and *Every Child Ready, Closing the School Readiness Gap in Alameda County* (policy brief).

Policy Development and Analysis. Coordinated and facilitated policy committees of diverse constituents, which focused on learning about early policies and systems, identifying policy priorities, and executing effective policy strategies.

Budget and Finance Management. Managed program and strategy budgets, and blended federal funding streams with private investment to ensure early childhood strategies were scalable and sustainable.

Work History

FIRST 5 ALAMEDA COUNTY, Alameda, CA

2001- Present

Early Childhood Strategies Administrator (2010- Present)

- Oversee and facilitate the Alameda County Early Childhood Policy Committee
- Coordinate, plan and implement the *Neighborhoods Ready for School* funding strategy
- Oversee an early childhood collective impact initiative in the Castlemont Neighborhood of East Oakland
- Developed an early childhood policy agenda for First 5 Alameda County

- Coordinated a Federal place based Substance Abuse and Mental Health Services Administration (SAMHSA) grant called Project Launch, which included facilitating a multi-sector advisory board, developing an implementation plan, and managing a nine hundred thousand dollar budget

Early Care and Education Administrator (2008-2010)

- Developed strategic plan for Early Care and Education programs
- Oversaw program implementation for a six million dollar budget
- Negotiated and monitored contracts that ranged between fifty and eight hundred thousand dollars
- Supervised Early Care and Education Program Managers
- Monitored and reported on impact of Early Care and Education programs
- Monitored public policy and legislation that impacts Early Care and Education
- Collaborated with external partners and agencies to develop programs and policies to improve the Early Care and Education system in Alameda County

Quality Improvement Initiative Manager (2001-2008)

- Developed and oversaw implementation of the Quality Counts program, a 6-8 month intensive on-site consultation program for child care providers
- Managed a team of consultants and staff responsible for delivering quality improvement services to early care and education providers
- Developed and conducted staff trainings on effective early care and education consultation strategies
- Designed and monitored a capital grant program for early care and education providers
- Provided technical assistance to grantees and borrowers on project implementation and meeting funding requirements
- Developed curriculum and taught a business class for child care professionals at three community colleges in Alameda County

MACROMEDIA, San Francisco, CA,

2000-2001

North American Sales Coordinator

- Created and maintained the North American Sales internal website
- Managed the Leads Database
- Edited and maintained sales collateral and presentations
- Coordinated sales trainings and events
- Compiled and edited bi-monthly sales reports

CHILD ABUSE PREVENTION CENTER, Redwood City, CA

2000

Development Director

- Planned and implemented a comprehensive development program, including annual and planned giving campaigns
- Planned the annual fundraising event, raising over one hundred thousand dollars
- Marketed the agency mission and programs to the business community
- Recruited and managed a team of volunteers to assist with various fund development activities

VOICES FOR ILLINOIS CHILDREN, Chicago, IL

1998-1999

Project Coordinator

- Conducted research and policy analysis pertaining to education and child and family issues

- Coordinated the Illinois Community Schools Partnership: a collaboration of government, business, human services, and education, working toward building a network of community schools throughout Illinois

EISENBERG BOYS AND GIRLS CLUB, Chicago, IL

1996-1997

Education Director

- Developed all educational and social development activities
- Supervised education staff and volunteers
- Managed and maintained Chicago Department of Human Services grant
- Coordinated and recruited volunteers

UNITED STATES PEACE CORPS Ulaanbaatar, Mongolia,

1994-1996

English Teacher

- Taught English to elementary age children
- Trained Mongolian English teachers in teaching methodology and curriculum development
- Raised funds to establish an English resource library for teacher and student use

Education

Master of Arts in Social Service Administration
University of Chicago, Chicago, IL, June, 1999

Bachelor of Arts in Political Science with a Minor in Latin American Studies
California State University Chico, Chico, CA, June 1994

Affiliations

Alameda County Building Blocks Collaborative Steering Committee Member

DAVID SILVER

Oakland, California

Selected Experience

Director of Education for Oakland Mayor Libby Schaaf

July 2015 – Present

As Director of Education to the Mayor of Oakland, I work in partnership with students, families, educators, partners, the city, OUSD and Mayor Schaaf to realize a vision of educational equity for all students in Oakland.

In particular, I work with our partners to lead the Oakland Promise, a cradle to career initiative with the goal of tripling the number of college graduates from Oakland within a decade. The Mayor's Office, Oakland Unified School District, East Bay College Fund, the Oakland Public Education Fund, and other implementing partners, champions, and ambassadors work together to realize the Mayor and Superintendent's vision of every Oakland public school student graduating high school with the expectations, resources, and skills to complete college and be successful in the career of his or her choice.

Chief Executive Officer, Senior Advisor

College Track, Oakland, CA

Jan 2011 – Jun 2015

College Track (CT) is a national non-profit organization that empowers students from underserved communities to graduate from college. CT recruits students and works continuously with them for 10 years - from the summer before 8th grade through college graduation.

I joined CT in January 2011 as CEO after several years as the founding principal of Think College Now (TCN). When I came on board as CEO in 2011, I pledged to drive CT to unprecedented results and recruit outstanding people to join the team. Thanks to our resilient students, dedicated staff, incredible partners, and tremendous Board, we did just that. Specifically: we grew at existing CT sites in the Bay Area and New Orleans; expanded to CO, Los Angeles, and Sacramento; increased our staff from 30 to 90; tripled our budget from \$4.5M to \$15M; produced our first Annual Report; refreshed our logo and website, and secured the largest, multi-year grants in CT's history across foundation, corporate, and individual giving donor segments. Most importantly, we strengthened our quality as we scaled: our 4-year college acceptance and matriculation rates (94% and 89%, respectively) are the highest in CT's 17 year history, and our college graduation rate is more than 2.5x the national average for students in low-income communities.

Leading CT gave me the chance to deliver on the promise I had made to TCN students and families, and it was thrilling to see former students enter college in 2014 and thrive there through the support of TCN and CT.

Founder and Founding Principal

Think College Now Elementary School, Oakland, CA

Jan 2002 – Jan 2011

"We start out with 4,000 (students) ... only 200 of them meet the requirements to get into the University of California college system. The system isn't working for them." ~ Former Oakland Superintendent Dennis Chaconas.

In 2001, this disturbing quote inspired me to launch a genuine grassroots effort to bring community members together to support my vision of creating a viable path for under-resourced elementary students to attend and graduate from college. I assembled and partnered with a group of extraordinary educators, students, families, and community groups, co-authored an implementation plan, and in 2003 we opened Think College Now (TCN) - a college-prep, public elementary school in a low-income area of Oakland that is focused on closing the achievement gap and giving all students an equal opportunity to attend college and pursue their dreams.

I led TCN for over nine years. During my tenure, we dramatically increased overall student performance. Specifically, student proficiency grew from 8% at grade-level to 66% in English Language Arts (ELA), and 23% to 81% in math and students ranked as far below and below basic ELA declined from 69% to 9%. Additionally, our Academic Performance Indicator (API) grew from 573 to 848 within five years. As Principal, I managed a staff that grew from 6 teachers to 25 teachers and supporting staff and oversaw the management of a \$2 million budget with results-based budgeting. Finally, I led development efforts that exceeded our \$250,000 annual goal.

Selected Education

Harvard University Master's Degree, Education, 2001

Harvard Graduate School of Education: Pre-Commencement Speaker

University of California, Los Angeles

Bachelor's Degree, Sociology, 1995

Multicultural Society: Co-Founder Senior Thesis "Does Diversity Work?" Sociology

Honors, College Honors, Summa Cum Laude

CSU-Dominguez Hills

Teaching Credential, BLCAD Spanish, 1997

Selected Volunteer Experience

- Vice President of the Board, National Equity Project, 2008-Present
- Advisory Board Member, Youth Law Academy

MARTIN C. YOUNG

168 Tamarack Drive, Union City, CA 94587 | youngm@uchastings.edu | (510) 414-9305

EDUCATION

University of California, Hastings College of the Law, San Francisco, CA
Juris Doctor, 2015

Youngstown State University, Youngstown, OH
Bachelor of Science, *Summa Cum Laude*, Finance/Accounting, 2000

EXPERIENCE

Oakland Unified School District, Oakland, CA November 2015-Present
Community Partnerships Manager

- Promote cohesion between the district, school sites and community-based partners.
- Develop strategy to uplift, position and sustain district efforts to manage community partnerships shifting control from schools in a bureaucratic environment where new initiatives often face resistance.
- Design, implement and continuously streamline partnership process maximizing limited resources and balancing burdens and needs. Process began manually and evolving into software automation.
- Develop strategic relationships and consolidate requirements. Listening and contemplating stakeholder feedback.
- Manage community partner database; support upgrades and design of new Salesforce application.
- Create language for website, contracts and document templates for district wide utilization.
- Screening, steering and connecting community partners with district resources and stakeholders.
- Support multiple teams and manage changing priorities and interruptions.
- Receive and ameliorate complaints that accompany the growing pains of new systems and procedures.
- Increase student safety by hardening the requirements for compliance with California Education Code fingerprinting with subsequent arrest notifications.

ACOE Digital LLC, Atlanta, GA December 2012-September 2015
Advisory Board

- Supported development of digital education technology addressing the growing illiteracy epidemic among at-risk youth.
- Generated key funding and marketing opportunities for startup.

Oakland Unified School District, Oakland, CA June 2014-August 2014
Education Pioneers Graduate School Fellowship

- Assisted the Data Team by researching the district configuration and utilization of CALPADS - the statewide student data system.
- Mapped data points across multiple departments and systems to foster increased understanding and utilization of CALPADS by the Data Team.
- Secured the assistance of critical players outside of the department with the complex transition of CALPADS responsibility within the district.

Hub International formerly Fort Point Insurance, San Francisco, CA June 2009-August 2012
Personal Lines Insurance Account Manager

- Managed 150 to 200 personal insurance accounts for high net worth individuals.
- Analyzed insurance contract provisions to place accounts with the appropriate carrier; aligned clients' risk profiles with insurance companies' underwriting guidelines; reviewed contract language and coverage for claims management.
- Maintained relationships with the underwriting and marketing agents of insurance carriers.

MARTIN C. YOUNG

168 Tamarack Drive, Union City, CA 94587 | youngm@uchastings.edu | (510) 414-9305

Insurance by Allied Brokers, Palo Alto, CA

May 2008-June 2009

Personal Lines Insurance Producer

- Promoted and sold personal insurance for multiple carriers.
- Analyzed clients' risk profiles and insurance companies' underwriting guidelines.

Farmers Insurance Group, San Ramon, CA

June 2006-March 2008

Insurance Agency Owner Program

- Marketed and sold personal insurance for direct writer.

Magtech, Chicago, IL & Oakland, CA

June 1998-March 2005

Startup Co-Founder

- Developed business model from one-time revenue transaction per unit to perpetual revenue transactions per unit.
- Researched to construct formal business plan including pro forma financial statements.
- Prepared financial models, which positioned the company to evaluate funding options.
- Secured venture capital and bank funding.

Mobile Mini Inc. formerly A Royal Wolf P. S., Hayward, CA

May 2001-August 2004

Fleet Control Financial Analyst

- Produced and maintained crucial operations records and reports for executives.
- Completed financial analysis projects for CFO; developed financial models for capital projects.
- Managed equipment purchasing activity; reduced average days sales inventory by 50%, which increased available cash flow by \$2.4 million annually.
- Audited field operations and reporting; reconciled historical inventory variance.

MEMORANDUM OF UNDERSTANDING
OAKLAND UNIFIED SCHOOL DISTRICT
FULL-SERVICE COMMUNITY SCHOOLS GRANT PROJECT

This Memorandum of Understanding, herein referred to as “MOU,” is entered into by Oakland Unified School District (OUSD) and the other parties referenced on the attached signature pages for the purpose of strengthening OUSD’s and the community’s continuing implementation of districtwide Full-Service Service Community Schools. This MOU pertains to OUSD’s application for a 2019 Full-Service Community Schools (FSCS) grant from the US Department of Education, targeted at two OUSD Child Development Centers (CDCs), two elementary schools, and two middle schools.

With support from the FSCS grant, OUSD is seeking to develop two new K-8 Full-Service Community Schools pipelines between Pre-K, elementary and middle schools, that will (1) implement a comprehensive Full-Service Community School (FSCS) model at two of the district’s high-need TK-5 elementary schools, and the Child Development Centers (CDCs) that feed into them; (2) expand and strengthen FSCS at the middle schools into which they feed; (3) establish pipeline services and coordinated partnerships for attendance, literacy, mentoring, family engagement and more to ensure a continuum of robust support from Pre-K through middle school; and (4) extend pipeline service through the transition to high school, and (5) develop an articulated Pre-K/elementary/middle school FSCS model that will inform the scaling of this model throughout OUSD and in other school districts.

Lead Agency Roles and Responsibilities

As the lead applicant, OUSD is committed to the overall implementation of the grant project, including but not limited to:

- Providing leadership and staffing to ensure fiscal and administrative compliance and fidelity to evidence-based solutions used throughout the FSCS pipeline.
- Implementation planning with OUSD staff, school staff and community, and public and community-based partners
- Fiscal and programmatic reporting to the US Department of Education (ED) and OUSD leadership and board.
- Convening partners in accordance with our existing FSCS protocols and as needed to carry out the program and ensure continuous improvement
- Providing a full-time Community Schools Manager for each FSCS school site named in the grant proposal
- Providing the district- and site-level matching and leveraged resources outlined in the grant proposal
- Reporting on progress, celebrating successes, and finding solutions for challenges in concert with partners and community stakeholders

The signature of the OUSD Superintendent on this application commits the District to providing

the FSCS resources and supports listed above.

Collective Commitments

We, the undersigned, affirm our commitment to improving the academic, health, and economic outcomes for all children and families who are part of the community of schools targeted in the FSCS Grant. Our collective commitments include:

- Supporting the overall design of FSCS and a Pre-K to middle school pipeline as a member of the FSCS partnership
- Participating in regular partnership meetings, to be determined upon receipt of grant award;
- Delivering services and contributing resources as described in the grant application and letters of agreement;
- Reducing service silos, pooling resources, and strengthening collective capacity to more effectively serve children and families and achieve the desired results;
- Cultivating a person-centered, family-friendly, and culturally-inclusive pipeline of services that spans home, school, and community contexts;
- Genuinely engaging children and families as drivers of change and continuous improvement;
- Tracking and reporting of students, families and community members served provided to OUSD.
- Sharing accountability for outcomes for children and families.
- Building organizational and collective capacity to achieve the desired outcomes.
- Helping identify and engage additional partners that can address children's and families' needs and advance our collective work in FSCS.
- Working with evaluators, including providing access to all relevant program and project data sources, and submitting data as requested by the Department of Education.

The signatories to this MOU agree to work with OUSD over the five-year Full-Service Community Schools Grant period that we anticipate will begin in January 2020. While our initiative and collaborative work encompasses the entire FSCS footprint, we will utilize funding from the FSCS Grant, and matching resources documented in our grant application, to support children and families attending the targeted OUSD school sites. OUSD and our partners intend to institutionalize personnel and resources so that the FSCS initiative can continue and become self-sustaining in the years beyond the federal grant period.

Individual Partner Commitments

Each of the FSCS partners agree to the terms and conditions described herein, including the collective commitments outlined above. In the forms below, each partner's vision, mission, theory of action, and current activities will be clearly articulated and aligned with the FSCS vision, mission, theory of change, and theory of action. Partners also express their financial and programmatic commitments, which appear with the signature of each agency's authorized signatory.

<p>Organization Name</p> <p>Hedy N. Chang Executive Director</p>	<p>Attendance Works</p> <p>Officially established in 2010, Attendance Works is the nation’s “go to” resource for best practices and policies for reducing chronic absence. We seek to ensure every school district in the country not only tracks chronic absence data beginning in kindergarten - or earlier - but also partners with families and community agencies to intervene as soon as poor attendance becomes a problem for children or particular schools. Since our founding in 2010, Attendance Works has successfully moved chronic absence from a little known term to a broadly adopted metric in the federal Every Student Succeeds Act (ESSA). We emphasize reducing chronic absence early in a child’s academic career and for our most vulnerable children and neighborhoods because they are most adversely affected. We build national awareness and political will, equip state policymakers and advocates to advance better policies and foster local action and innovation by offering easy-to-use web-based tools (see www.attendanceworks.org), organizing inspiring peer learning opportunities, and providing high-quality technical assistance.</p> <p>We are strongly committed to OUSD’s mission and vision for district-wide Full-Service Community Schools and are excited to have a role in fulfilling the initiative’s promises.</p> <p>Program Commitment: Attendance Works will offer professional development to help school, district and community partner staff at the two preK-8 transition pipelines a) adopt effective practice for improving attendance among children and families starting in preschool, b) work as a team to promote a tiered approach to improving attendance and b) leverage our Teaching Attendance on-line curriculum to support a whole school, prevention-oriented approach.</p> <p>Financial Commitment: OUSD’s investment of \$35,000 over two years (25,000 in year 1 and \$10,000 in year 2 leverages our on-line Teaching Attendance Curriculum modules which were created with the support of \$600,000 grant from the Thomas Long Foundation) our new Early Matters: Integrating Attendance Into Kindergarten Transition, created with an estimated investment of \$45,000 from the Evelyn and Walter Haas Jr. Fund.</p> <p><i>Hedy N. Chang</i></p> <p>Executive Director</p> <p>Date: 4/5/2019</p>
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March 25, 2019

U.S. Department of Education
Office of Innovation and Improvement
Full Service Community Schools Program

To Whom It May Concern:

First 5 Alameda County helps young children grow up healthy and ready to learn during the most important time in their development. We have nearly two decades of experience funding innovative programs and advocating for policies that produce better futures for our children.

Our Vision - Every child in Alameda County will have optimal health, development and wellbeing to reach his or her greatest potential.

Our Mission - In partnership with the community, we support a county-wide continuous prevention and early intervention system that promotes optimal health and development, narrows disparities and improves the lives of children 0 to 5 and their families.

We are strongly committed to OUSD's mission and vision for district-wide Full-Service Community Schools and are excited to have a role in fulfilling the initiative's promises.

Program Commitment: First 5 Alameda County will support the Community School initiative by funding the Kindergarten Readiness position, by sponsoring the Kinder Transition Teacher Leader work; teacher led kindergarten transition practices (Allendale, Hoover) aimed at connecting and engaging the child, family and community to the school the year before kindergarten entry. There will be a focus on best practices in early learning professional development and community engagement at the elementary sites to ensure that the school community has the capacity to engage families of young children in early school success as part of this collaborative.

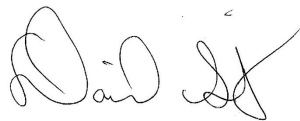
Financial Commitment: First 5 of Alameda County will contribute a total of \$202,000 in matching resources to provide these services as part of First 5 of Alameda County's and community schools development over the next three years (the duration of our First 5 Alameda County 20017-2021 Strategic Plan).

Sincerely,

A handwritten signature in black ink that reads "Kristin Spanos". The signature is written in a cursive, flowing style.

Kristin Spanos
Chief Executive Officer
First 5 Alameda County



Organization Name	Oakland Promise
Contact Name, Title	<p>The Oakland Promise is a Cradle to Career initiative, launched in January 2016 in partnership with the City of Oakland Mayor's Office, the Oakland Unified School District (OUSD), East Bay College Fund, the Oakland Public Education Fund, and over 30 implementation partners for the four strategies including partnerships with First 5 Alameda County, UCSF Benioff Children's Hospital, Unity Council, Kaiser Permanente, Salesforce, Alameda County Health Home Visiting, Brighter Beginnings, Early Head Start, the Joint Powers Authority, and over 31 colleges & universities--including Peralta, California State University, University of California & seven Historically Black Colleges and Universities. The Oakland Promise weaves together multiple initiatives already in place, and strengthens their impact by supporting students from an early age on their path to college and providing need-based scholarships and persistence support in college. Our goal is to dramatically increase the number of college graduates from Oakland and ensure that all students, regardless of background, hold a college-bound identity.</p> <p>Our Vision: We as a community will ensure every child in Oakland graduates high school with the expectations, resources, and skills to complete college and be successful in the career of his or her choice.</p> <p>We are strongly committed to OUSD's mission and vision for district-wide Full-Service Community Schools and are excited to have a role in fulfilling the initiative's promises.</p> <p>Program Commitment: The Oakland Promise Pipeline of 3 key services will continue to partner and as part of this project and work to expand through the following programs and school sites: Brilliant Baby (Arroyo Viejo, Harriet Tubman), Kindergarten to College (Hoover, Markham) and Future Centers (Frick, Westlake) to benefit students and families served by the Oakland Unified School District's Full Service Community Schools Grant, as part of this collaborative.</p> <p>Financial Commitment: Oakland Promise programs represent a total of \$2,500,000 in matching resources to provide these services as part of alignment of program services over the next five years.</p>
Signature	 David Silver Director of Education, Oakland Mayor Libby Schaaf
Date	April 1, 2019