**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

August 12, 2020

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Lucia Moritz, High School Network Superintendent
Vinh Trinh, Manager, Master Scheduling and Comprehensive Student Supports

Subject: Grant Agreement - Stupski Foundation - High School Linked Learning Office

ACTION REQUESTED:
Approval by the Board of Education of a Grant Agreement from the Stupski Foundation, in the amount of $750,000.00, to support community-based organization coordination and college advising professional development within the Oakland Unified School District via the High School Linked Learning Office, for the period of February 1, 2020 through January 31, 2023, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant years, if any.

BACKGROUND:
Grant agreement for OUSD schools for the 2019-2023 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
20-1384	Yes	Grant	Oakland Unified School District High School Linked Learning Office to serve all OUSD High Schools.	Grant to support community-based organization coordination and college advising professional development within OUSD; support OUSD and the High School Linked Learning Office to deliver and/or enhance academic, financial and career advising offered in high schools in OUSD to maximize student financial aid, reduce postsecondary undermatching and increase postsecondary and career success.	February 1, 2020 - January 31, 2023	Stupski Foundation	$750,000.00

DISCUSSION:
The District created a Grant Face sheet process to:

• Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement

• Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

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

• Grants valued at: $750,000.00

RECOMMENDATION:
Approval by the Board of Education of a Grant Agreement for OUSD High Schools via the High School Linked Learning Office for fiscal years 2019-2023, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:
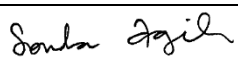
Grant Award Letter
Grant Agreement

Title of Grant:	Funding Cycle Dates:
Stupski Foundation Grant	February 1, 2020 to January 31, 2023

Grant's Fiscal Agent:	Grant Amount for Full Funding Cycle:
Stupski Foundation 90 New Montgomery St. Suite 1100 San Francisco, CA 94105	June 2020 $250,000.00 March 2021 $250,000.00 March 2022 $250,000.00 Total Amount $750,000.00

Funding Agency:	Grant Focus:
Stupski Foundation 90 New Montgomery St. Suite 1100 San Francisco, CA 94105	To support community-based organization coordination and college advising professional development within OUSD. Grant will support OUSD/HSLLO to deliver and/or enhance academic, financial and career advising offered in high schools in OUSD. The goal is to maximize student financial aid, reduce postsecondary undermatching and increase postsecondary and career success.

List all School(s) or Department(s) to be Served:
High School Linked Learning Office (Comprehensive Student Supports) to serve all OUSD High Schools

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Grant will be used to coordinate college advising services in our high schools; targeting our senior class with financial aid (FAFSA/Dream Act) applications, college admissions process, scholarship searches and to educate our high school students on high school graduation requirements to increase the percentage of students graduating having met A-G. Students must meet and complete A-G courses with a C or higher in order to be accepted to UCs and CSUs systems.
How will this grant be evaluated for impact upon student achievement? **(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.56% 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.)**	To ensure we are engaged in this work in partnership and learning together, the foundation's learning and evaluation approach is anchored around semi-annual check-ins combined with a comprehensive written report at the end of the grant period. The semi-annual check-ins will be designed as discussions based on a bri[1]ef written update. Participation in a kick-off and/or retreat may also be required. The table in Appendix A captures the quantitative metrics, agreed upon by both OUSD and Stupski Foundation, that will serve as indicators of grant effectiveness. Although a comprehensive update on all metrics is required only at the end of the grant period, interim progress on relevant metrics may be included in the semi-annual updates as relevant.
Does the grant require any resources from the school(s) or district? If so, describe.	No.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? **(If yes, include the district's indirect rate of 5.56% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)**	No.

Will the proposed program take students out of the classroom for any portion of the school day? **(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)**	Yes.
Who is the contact managing and assuring grant compliance? **(Include contact's name, address, phone number, email address.)**	Vinh Trinh, Manager Master Scheduling and Comprehensive Student Supports 1000 Broadway, Suite 440 Oakland CA 94607 415-939-2933 vinh.trinh@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
HS Network Superintendent	Lucia Moritz	Lucia Moritz	6/22/20
Chief Academic Officer	Sondra Aguilera	*Sondra Aguilera*	6/24/20

Grant Office Obtained Approval Signatures:

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

8/2010 OUSD Grants Management Services

Oakland Unified School District Grant Agreement

Grantee:	Oakland Unified School District
Total Grant Awarded:	$750,000

Payment:	Upon finalization of grant agreement	$250,000
	Upon completion of March 2021 check-in	$250,000
	Upon completion of March 2022 check-in	$250,000

Grant Term:	February 1, 2020 to January 31, 2023
Purpose of Grant:	To support community-based organization coordination and advising professional development within the Oakland Unified School District.
and as further described in your grant request dated	October 25, 2019

Terms of Grant:

A.   **Use of Funds:** Grant funds shall be expended only for the specific purposes described above. Stupski Foundation ("Foundation") must approve in writing any changes to these purposes. Any funds not so used must be returned to the Foundation. Any requests for changes in plans for use of funds must be made as the need occurs.

B. **Recordkeeping:** Grantee shall treat grant funds as restricted assets and shall maintain books to show the grant funds separately. Grantee shall keep adequate records to substantiate its expenditures of grant funds. Grantee shall make these books and records available to the Foundation at reasonable times for review and audit. Grantee shall keep copies of all relevant books and records and all reports to the Foundation for at least four years after completion of the use of the grant funds.

C. **Prohibited Uses:** No funds may be used to (1) influence the outcome of any specific election for candidates to public office, or (2) induce or encourage violations of law or public policy, or cause any private inurement or improper private benefit to occur, or take any other action inconsistent with IRC Section 501(c)(3).

D. **Funds Not Earmarked for Lobbying:** This grant is not earmarked for influencing legislation within the meaning of IRC Section 4945(e), and we and you have made no agreement, oral or written, to that effect. Any use of grant funds by you for such activities constitutes your decision, wholly independent of us.

E. **No Earmarking; Grantee Discretion and Control Over Selection of Subgrantee or Contractor.** Grantee retains full discretion and control over the selection process and shall act completely independently of Foundation with respect to the selection of any subgrantee or contractor convenient or necessary to carry out the purposes of the Grant. The Foundation has not earmarked grant funds to any particular subgrantee or contractor, and there is no agreement, written or oral, by which Foundation may cause Grantee to choose a particular subgrantee or contractor.

F. **Information and Data Sharing:** The parties understand that a material condition of this Grant Agreement is that Grantee makes the data developed in whole or in part with any Grant funds ("Data") publicly available as soon as possible at no cost, or, when justified, at a reasonable cost, except that Grantee need not make publicly available any data protected from disclosure by law, including but not limited to the Family Educational Rights and Privacy Act ("FERPA").

G. **Intellectual Property:** All right, title, and interest in and to all intellectual property based on, or derived from activities undertaken by Grantee, including any of its employees, contractors, sub-contractors, sub-grantees, agents and other persons or entities under its control (each an "Agent") and funded in whole or in part by this Grant ("Grant Works"), shall be owned by Grantee. Grantee agrees to make the Grant Works available to the public at no cost, or, when justified, at a reasonable cost. The Grantee agrees to take all reasonable action necessary to carry out the purpose of the Grant, including but not limited to obtaining appropriate assignments or licenses from Agents. Grantee may transfer or license the Grant Works only in compliance with this paragraph.

H. **Representation and Warranty Regarding Organizational Status**: By entering into this Agreement, Grantee represents and warrants that Grantee is a public school district organized pursuant to California Education Code section 35000 et seq.

I. **Indemnification:** In the very unlikely event that a third-party makes a claim against the Foundation, our Board, staff, or other agents which arises from any of Grantee's actions or omissions relating to this grant, Grantee agrees to defend, indemnify, and hold the Foundation, our Board, staff, and other agents harmless (except to the extent the claim results from our actions or omissions).

J. **Governing Law:** This Agreement is governed by California law, excluding law that would require the application of another jurisdiction's laws.

K. **Remedies:** If the Foundation determines, in its reasonable discretion, that the Grantee has failed to or is unable to carry out any provision of this Grant Agreement, including but not limited to making reasonable progress towards the achievement of the Grant Purpose, the Foundation may elect to withhold further Grant payments under this or any other Grant Agreement, and the Foundation may demand return of all or part of any Grant funds not properly spent or committed to third parties. Prior to terminating or curtailing the Grant, the Foundation will give the Grantee thirty (30) days' advance written notice to respond to and resolve the issues, but the determination to continue, curtail, or terminate the Grant will remain in the Foundation's discretion.

L. **No Promise of Future Funding:** Grantee acknowledges that the Foundation and its representatives have made no actual or implied promise of funding except for the amount in this Grant Agreement. The Foundation will determine any future funding in its sole discretion.

M. **Entire Agreement, Severability:** The Grant Agreement supersedes any prior oral or written understandings or communications between the parties and constitutes the entire agreement between the parties with respect to the Grant. The provisions of this Grant Agreement are severable so that if any provision is found to be invalid or illegal, that finding will not affect the validity or enforceability of the remaining provisions.

N. **Reporting and Meetings**

1. **Reporting and Communication**: See Appendix A.

   Reporting Schedule: Please provide a final report by **June 30, 2023**. See Final Report section in Appendix A for details.

2. **Information sharing meetings and/or calls:** As part of this grant, please be prepared to participate in occasional meetings and/or calls with Foundation staff throughout the course of the grant term. The meetings may occur around each report due date. Advance notice of meetings/calls will be given.

3. **Convening Participation:** There is also the potential request for participation in convenings with other grantees or experts in the field. Advance notice of meetings/convenings will be given and associated travel costs will be covered by the Foundation, per the Foundation's travel policy, for attendees outside of the San Francisco Bay Area.

Agreed by:

Approved as to form by Oakland Unified School District Staff Attorney Joanna Powell.

Joanna Powell

Signature
6/19/2020

Date

Jody London

Jody London, President, Board of Education   8/13/2020

Kyla Johnson Trammell
Kyla Johnson Trammell, Secretary, Board of Education 8/13/202

Lucia Moritz

Signature for Oakland Unified School District

Lucia Moritz

Print Name

6/23/2020

Date

Glen Galaich

Signature for Stupski Foundation

Glen Galaich, CEO

Print Name
6/23/2020

Date

If you have questions, please reach out to Gwyneth Tripp, grants manager, at gwyneth@stupski.org or (415) 655-4402.

Appendix A: Learning and Evaluation Approach

To ensure we are engaged in this work in partnership and learning together, the foundation's learning and evaluation approach is anchored around semi-annual check-ins combined with a comprehensive written report at the end of the grant period. The semi-annual check-ins will be designed as discussions based on a brief written update. Participation in a kick-off and/or retreat may also be required.

Semi-Annual Check-in Date	Project Activity	Milestones	Assumptions *What must go right for the activity to be successful?*
September 2020	*Restructure department given OUSD budget cuts*	• *Reallocate staff* • *Update roles & responsibilities*	• *School leadership is engaged in the work and will hold partners accountable; minimal turnover*
September 2020	*Standardize professional development*	• *Identify CBOs, Counselors, and other stakeholders* • *Collaborate with CBOs, Counselors, CRS, etc. to identify scope of trainings for the year* • *Identify best practices* • *Coordinate training and professional development*	• *A collaborative of leaders - district, government, CBOs/ CRSs/ EDs - are engaged in the work and will hold partners and each other accountable*
September 2020	*Conduct school-audits (focused on tech & resources)*	• *Conduct school site visits / complete inventory* • *Analyze equity gaps* • *Reallocate resources (if required)*	• *All schools have the right amount of resources to support existing students*
March 2021	*Standardize counseling curriculum*	• *Identify best practices* • *Development of curriculum that covers financial aid completion, use of TES transcripts and Aries, UC/CSU/Peralta Matriculation, A to G Transcript Audits*	• *A collaborative of leaders - district, government, CBOs/ CRSs/ EDs - are engaged in the work and will hold partners accountable*
March 2021	*Implement new partners and communications processes*	• *Calendar weekly/bi-weekly meetings* • *Identify strategies by site to ensure students*	• *A collaborative of leaders - district, government, CBOs/ CRSs/ EDs - are engaged in the work and will hold partners*

		are supported	accountable
September 2021	• Build new tools	• Create new trackers to measure key metrics • Develop CRS on-boarding materials, work plan, and shared drive • Implement Signal Vine text messaging	
March 2022	• Coordinate college access events	• Support Cash 4 College/FAFSA/Dream Act events • Support district-wide college fairs serving seniors	• CBO partners are able to execute in collaboration with OUSD/HSLLO • HBCU/BCE & NAACP partnerships do not turnover
August 2022	• Review of outputs and outcomes from the first two years of grant -- steps moving forward in final year and sustaining the project programmatically and financially • Review plan to disseminate learnings across comprehensive high schools		
September 2022	• Review data for continuous learning / improvement	• Analyze 2-year and 4-year matriculation data and student tracker to provide targeted advising and resources to students with no postsecondary plan	• OUSD able to procure data • All stakeholders participate
February 2023	• What were the most significant achievements and important lessons learned from this project? • Comprehensive update on the project metrics agreed to by both the grantee and the Stupski Foundation (see Metrics section below) • Were grant funds used as planned? What went as planned and what did not as far as projects costs were concerned?		

Semi-Annual Check-ins

In preparation for the semi-annual check-ins, the foundation requests that you send a brief email update (bullet points are sufficient) answering the following questions for the most recent grant period. We suggest spending no more than a ½ to 1 hour on the email update. You are also welcome to share reports written for other funders relevant to this project and its outcomes in lieu of the email update. Updates should be sent within two weeks of the semi-annual check-in date noted in the table above. A Foundation staff member will be in touch within two weeks of receipt of the update to schedule a discussion.

Email Update Question: Which assumptions for this past grant period (please see right-hand column in the table above) were proven right and which were not? What shifts do you anticipate making in future activities, milestones, and outputs/outcomes based on how the assumptions

played out?

Optional: Please feel free to include any interim updates on outputs and outcomes (see Metrics section below) relevant to this grant period

Final Report and Check-in

Please submit a final grant report by **June 30, 2023** answering the questions below. A Foundation staff member will be in touch within two weeks of receipt of the report to schedule an hour long check-in.

1. What were the most significant achievements and important lessons learned from this project?
2. Comprehensive update on the project metrics agreed to by both the grantee and the Stupski Foundation (see Metrics section below)
3. Were grant funds used as planned? What went as planned and what did not as far as projects costs were concerned?

Metrics

The table below captures the quantitative metrics, agreed upon by both the grantee and Stupski Foundation, that will serve as indicators of grant effectiveness. Although a comprehensive update on all metrics is required only at the end of the grant period, interim progress on relevant metrics may be included in the semi-annual updates as relevant.

Project Activity	Key Outputs and Outcomes	Current / Actual	End of grant target
The coordination via <u>meetings</u> of College Access Partners, Academic Counselors and College Readiness Specialists at a centralized level	Outputs: • Monthly PD for seven College Readiness Specialists (CRSs) • Quarterly PD for 25 High School (HS) Counselors • Joint professional development for planning for CRSs and college access partners • 14 Regular collaborative meetings for sharing workload and resources among CRSs and HS Counselors	• Hosted two CRS PD/Training for 19 • Hosted one HS quarterly PD for 19 HS Counselors • Hosted one joint CRS/Counselor planning session for 12 • 21 collaborative meetings held at seven school sites	• Host eight CRS PD/Training • Host four PD/Training for 25 HS Counselors • Host 2 joint CRS/Counselor planning sessions for 12 • Host 98 collaborative meetings held at seven school sites
	Outcomes: • Reduced duplication of services among college access partners, CRSs, and counselors • Reach all URM students • Increase graduation rates by	• Qualitative • TBD (Goal: 1600)	• Qualitative • 2500 students (2000 Reached)

	3% • Increase postsecondary enrollment by 5% • Increase FAFSA completion by 12% • Decrease students with no postsecondary plan • Increase A to G graduation rate	• 73.5% • 61% • 66% • 39% • 44%	• 80% • 71% • 90% • 29% • 54%
More uniform professional development and training of all parties who provide direct college advising services, whether it be district hired counselors and/or college access partners	Outputs: • Joint Professional development or Training on CSAC and FAFSA Completion • Development of a curriculum that covers 1) CSAC and FAFSA completion/submission, 2) Use of Transcript Evaluation Services and Aries, 3) UC/CSU/Peralta Matriculation, 4), A-G Transcript Audits • Implement Signal Vine or other text messaging strategies	• One • 0 • Three High Schools	• Two Joint Professional Development or training on CSAC and FAFSA Completion with at least 30 advisors/ counselors • Creation of curriculum/handbook • All OUSD HSs
	Outcomes: • Decrease mistakes or errors in transcript evaluation • Reach 2500 students (2000 URM reached) • Increase graduation rates by 3% • Increase postsecondary enrollment by 5% • Increase FAFSA completion by 12% • Decrease students with no postsecondary plan • Increase A to G graduation rate	• Qualitative • TBD (Goal: 1600) • 73.5% • 61% • 66% • 39% • 44%	• Qualitative • 2500 students (2000 reached) • 80% • 71% • 90% • 29% • 54%
Coordination of services between OUSD counselors, CRSs, Work-	Outputs: • Cash for College/FAFSA/Dream Act events • District-wide college fairs serving seniors	• Three Cash for College/FAFSA/ Dream Act events • One district-wide college fair	• Six Cash for College/FAFSA/Dream Act events • Two district-wide college fairs serving

		serving 500 seniors	500-800 seniors
Based Liaisons, and college access partners	Outcomes: • Number of classroom presentations and students served • Number of seniors receiving direct college and career advising • Reach 2500 students (2000 URM reached) • Increase graduation rates by 3% • Increase postsecondary enrollment by 5% • Increase FAFSA completion by 12% • Decrease students with no post-secondary plan • Increase A to G graduation rate	• Vary by school and senior class size (Goal: 80% senior classes) • TBD (Goal: 80%) TBD (Goal: 1600) • 73.5% • 61% • 66% • 39% • 44%	• Vary by school and senior class size (Goal: 100% senior classes) • 100% • 2500 students (2000 reached) • 80% • 71% • 90% • 29% • 54%
Build on "Opportunity Day" and focus attention and prevention of "summer melt" between all college advisors in HS college centers	Outputs: • Analyze 2-year and 4 -year matriculation data and student tracker • Provide targeted advising for seniors with no postsecondary plan • Coordinate efforts between all college access partners, Peralta colleges, local private colleges and trades to provide a second opportunity for students who have no postsecondary plan	• 31% 2-year matriculation • 30% 4-year matriculation	• 36% 2-year matriculation • 35% 4-year matriculation
	Outcomes: • Decrease students with no post-secondary plan	• 39%	• 29%

Questions regarding reporting? Please contact Gwyneth Tripp, grants manager at gwyneth@stupski.org

Appendix A

Appendix A: Learning and Evaluation Approach

To ensure we are engaged in this work in partnership and learning together, the foundation's learning and evaluation approach is anchored around semi-annual check-ins combined with a comprehensive written report at the end of the grant period. The semi-annual check-ins will be designed as discussions based on a brief[1] written update. Participation in a kick-off and/or retreat may also be required.

Semi-Annual Check-in Date	Project Activity	Milestones	Assumptions *What must go right for the activity to be successful?*
September 2020	● *Restructure department given OUSD budget cuts*	● *Reallocate staff* ● *Update roles & responsibilities*	● *School leadership is engaged in the work and will hold partners accountable; minimal turnover*
September 2020	● *Standardize professional development*	● *Identify CBOs, Counselors, and other stakeholders* ● *Collaborate with CBOs, Counselors, CRS, etc. to identify scope of trainings for the year* ● *Identify best practices* ● *Coordinate training and professional development*	● *A collaborative of leaders - district, government, CBOs/ CRSs/ EDs - are engaged in the work and will hold partners and each other accountable[2]*
March 2021	● *Standardize counseling curriculum*	● *Identify best practices* ● *Development of curriculum that covers financial aid completion, use of TES transcripts and Aries,*	● *A collaborative of leaders - district, government, CBOs/ CRSs/ EDs - are engaged in the work and will hold partners accountable*

---

[1] Leader engagement assumptions will be validated through qualitative data points, including leaders' communication of key programmatic information to staff, provision of space and access to students for College Ready Specialists, and consistent participation in collaborative meetings and updates.

[2] Accountability assumptions will be validated through qualitative data points, including leaders' enacting and following through on partnership agreements, sharing program data across partners, and consistent participation in collaborative meetings and updates.

		UC/CSU/Peralta Matriculation, A to G Transcript Audits	
September 2020	● *Conduct school-audits (focused on tech & resources)*	● *Conduct school site visits / complete inventory* ● *Analyze equity gaps* ● *Reallocate resources (if required)*	● *All schools have the right amount of resources to support existing students*
March 2021	● *Implement new partners and communications processes*	● *Calendar weekly/bi-weekly meetings* ● *Identify strategies by site to ensure students are supported*	● *A collaborative of leaders - district, government, CBOs/ CRSs/ EDs - are engaged in the work and will hold partners accountable*
September 2021	● *Build new tools*	● *Create new trackers to measure key metrics* ● *Develop CRS on-boarding materials, work plan, and shared drive* ● *Implement Signal Vine text messaging*	
September 2020	● *Review data for continuous learning / improvement*	● *Analyze 2 year and 4 year matriculation data and student tracker to provide targeted advising and resources to students with no postsecondary plan*	● *OUSD able to procure data* ● *All stakeholders participate*
March 2021	● *Coordinate college access events*	● *Support Cash 4 College/FAFSA/Dream Act events* ● *Support district-wide college fairs serving seniors*	● *CBO partners are able to execute in collaboration with OUSD/HSLLO HBCU/BCE & NAACP partnerships do not turnover*
August 2022	● *Review of outputs and outcomes from the first 2 years of grant -- steps moving forward in final year and sustaining the project programmatically and financially* ● *Review plan to disseminate learnings across comprehensive high schools*		

February 2023	● *What were the most significant achievements and important lessons learned from this project?* ● *Comprehensive update on the project metrics agreed to by both the grantee and the Stupski Foundation (see Metrics section below)* ● *Were grant funds used as planned? What went as planned and what did not as far as projects costs were concerned?*

Semi-Annual Check-ins

In preparation for the semi-annual check-ins, the foundation requests that you send a brief email update (bullet points are sufficient) answering the following questions for the most recent grant period. We suggest spending no more than a ½ to 1 hour on the email update. You are also welcome to share reports written for other funders relevant to this project and its outcomes in lieu of the email update. Updates should be sent within two weeks of the semi-annual check-in date noted in the table above. A Foundation staff member will be in touch within two weeks of receipt of the update to schedule a discussion.

*Email Update Question***:** Which assumptions for this past grant period (please see right-hand column in the table above) were proven right and which were not? What shifts do you anticipate making in future activities, milestones, and outputs/outcomes based on how the assumptions played out?

Optional: Please feel free to include any interim updates on outputs and outcomes (see Metrics section below) relevant to this grant period

Final Report and Check-in

Please submit a final grant report by **June 30, 2023** answering the questions below. A Foundation staff member will be in touch within two weeks of receipt of the report to schedule an hour long check-in.
1. What were the most significant achievements and important lessons learned from this project?
2. Comprehensive update on the project metrics agreed to by both the grantee and the Stupski Foundation (see Metrics section below)
3. Were grant funds used as planned? What went as planned and what did not as far as projects costs[3] were concerned?

Metrics

The table below captures the quantitative metrics, agreed upon by both the grantee and Stupski Foundation, that will serve as indicators of grant effectiveness. Although a comprehensive update

---

[3] Student outcome data will be disaggregated and reported by race/ethnicity, gender, and grade level. If other demographic data points are systematically collected during the course of the grant, these will be included in the district's metrics reporting.

on all metrics is required only at the end of the grant period, interim progress on relevant metrics may be included in the semi-annual updates as relevant.

Project Activity	Key Outputs and Outcomes	Current / Actual	End of grant target
The coordination via <u>meetings</u> of College Access Partners, Academic Counselors and College Readiness Specialists at a centralized level	Outputs: ● Monthly PD for 7 College Readiness Specialists (CRSs) ● Quarterly PD for 25 High School (HS) Counselors ● Joint professional development for planning for CRSs and college access partners ● 14 Regular collaborative meetings for sharing workload and resources among CRSs and HS Counselors	● Hosted 2 CRS PD/Training for 19 ● Hosted 1 HS quarterly PD for 19 HS Counselors ● Hosted 1 joint CRS/Counselor planning session for 12 ● 21 collaborative meetings held at 7 school sites	● Host 8 CRS PD/Training ● Host 4 PD/Training for 25 HS Counselors ● Host 2 joint CRS/Counselor planning sessions for 12 ● Host 98 collaborative meetings held at 7 school sites
	Outcomes: ● Reduced duplication of services among college access partners, CRSs, and counselors ● Reach all URM students ● Increase graduation rates by 3% ● Increase postsecondary enrollment by 5% ● Increase FAFSA completion by 12% ● Decrease students with no postsecondary plan ● Increase A to G graduation rate	● Qualitative ● TBD (Goal: 1600) ● 73.5% ● 61% ● 66% ● 39% ● 44%	● Qualitative ● 2500 students (2000 Reached) ● 80% ● 71% ● 90% ● 29% ● 54%
More uniform professional development and training	Outputs: ● Joint Professional development or Training on CSAC and FAFSA	● 1	● 2 Joint Professional Development or training on CSAC and

STUPSKI FOUNDATION

of all parties who provide direct college advising services, whether it be district hired counselors and/or college access partners	Completion ● Development of a curriculum that covers 1) CSAC and FAFSA completion/submission, 2) Use of Transcript Evaluation Services and Aries, 3) UC/CSU/Peralta Matriculation, 4), A-G Transcript Audits ● Implement Signal Vine or other text messaging strategies	● 0 ● 3 High Schools	FAFSA Completion with at least 30 advisors/counselors ● Creation of curriculum/handbook ● All OUSD HSs
	Outcomes: ● Decrease mistakes or errors in transcript evaluation ● Reach 2500 students (2000 URM reached) ● Increase graduation rates by 3% ● Increase postsecondary enrollment by 5% ● Increase FAFSA completion by 12% ● Decrease students with no postsecondary plan ● Increase A to G graduation rate	● Qualitative ● TBD (Goal: 1600) ● 73.5% ● 61% ● 66% ● 39% ● 44%	● Qualitative ● 2500 students (2000 reached) ● 80% ● 71% ● 90% ● 29% ● 54%
Coordination of services between OUSD counselors, CRSs, Work-Based Liaisons, and college access partners	Outputs: ● Cash for College/FAFSA/Dream Act events ● District-wide college fairs serving seniors	● 3 Cash for College/FAFSA/Dream Act events ● 1 district-wide college fair serving 500 seniors	● 6 Cash for College/FAFSA/Dream Act events ● 2 district-wide college fairs serving 500-800 seniors
	Outcomes: ● Number of classroom presentations and students served ● Number of seniors	● Vary by school and senior class size (Goal: 80% senior classes) ● TBD (Goal: 80%)	● Vary by school and senior class size (Goal: 100% senior classes) ● 100%

	receiving direct college and career advising ● Reach 2500 students (2000 URM reached) ● Increase graduation rates by 3% ● Increase postsecondary enrollment by 5% ● Increase FAFSA completion by 12% ● Decrease students with no post-secondary plan ● Increase A to G graduation rate	TBD (Goal: 1600) ● 73.5% ● 61% ● 66% ● 39% ● 44%	● 2500 students (2000 reached) ● 80% ● 71% ● 90% ● 29% ● 54%
Build on "Opportunity Day" and focus attention and prevention of "summer melt" between all college advisors in HS college centers	Outputs: ● Analyze 2 year and 4 year matriculation data and student tracker ● Provide targeted advising for seniors with no postsecondary plan ● Coordinate efforts between all college access partners, Peralta colleges, local private colleges and trades to provide a second opportunity for students who have no postsecondary plan	● 31% 2-year matriculation ● 30% 4-year matriculation	● 36% 2-year matriculation ● 35% 4-year matriculation
	Outcomes: ● Decrease students with no post-secondary plan	● 39%	● 29%

Questions regarding reporting? Please contact Gwyneth Tripp, grants manager at
gwyneth@stupski.org