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Introduction Date	1/27/21
Enactment Number	21-0130
Enactment Date	1/27/2021
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OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

January 27, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Sun-Chul Kim, Coordinator, Social Emotional Learning Department

Subject: Grant Agreement - SEL in Action: Equitable Design for Restart and Recovery Grant - Social Emotional Learning Department

ACTION REQUESTED:

Approval by the Board of Education of a Grant Agreement between the District and the Rockefeller Philanthropy Advisors, Inc., in the amount of \$200,000.00, to refine, implement, enhance, monitor progress and accelerate their reopening plans for the 2020-2021 school year, and ensure those plans respond to the Social Emotional Learning (SEL) needs of students, families and educators and to support the SEL of most marginalized high school youth by examining, analyzing, and refining our learning continuity and attendance plan for student and adult SEL needs, through an equitable design process addressing the SEL needs and, for the Social Emotional Learning Department, for the period of October 1, 2020 through June 30, 2022, pursuant to the terms and conditions thereof and to submit amendments thereto, if any.

BACKGROUND:

Grant agreement for the 2020-2021 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-0053	Yes	Grant	Oakland Unified School District via the Social Emotional Learning Department	To support the Social Emotional Learning (SEL) of most marginalized high school youth by examining, analyzing, and refining our learning continuity and attendance plan for student and adult SEL needs, through an equitable design process addressing the SEL needs.	October 1, 2020 through June 30, 2022	Rockefeller Philanthropy Advisors, Inc.	\$200,000.00

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 grant will be provided to OUSD schools from the funders.

- Grants valued at: \$200,000.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Agreement for fiscal year 2020-2021, pursuant to the terms and conditions thereof and to submit amendments thereto, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Agreement

OUSD Grants Management Face Sheet

Title of Grant: SEL in Action: Equitable Design for Restart and Recovery Grant	Funding Cycle Dates: October 1, 2020 - June 30, 2022
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> Jane Levikow, Vice President, Sponsored Projects & Funds Rockefeller Philanthropy Advisors, Inc. 6 West 48 th Street, 10 th Floor New York, NY 10036 (212) 812-4330	Grant Amount for Full Funding Cycle: Total Amount: \$200,000.00 \$ 50,000.00 Initial payment \$150,000.00 Second Payment
Funding Agency: Rockefeller Philanthropy Advisors 6 West 48 th Street, 10 th Floor New York, NY 10036	Grant Focus: To support their efforts and planning, along with technical assistance from Education First in equitable design methodologies to help study gaps and inequities, engage diverse voices in problem-solving, ask tough questions about structural racism and apply these approaches to their reopening and recovery plans for the 2020-2021 school year.
List all School(s) or Department(s) to be Served: Social Emotional Learning Department	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	<p>The SEL in Action: Equitable Design for Restart and Recovery grant application will support LEA planning efforts, such as consulting support or staff time for project management and planning; convening meetings with team members, technology; stakeholders or other partners; stipends, release time and/or travel expenses for team members, experts or partners; etc.</p> <p>Participation in equitable design virtual sessions will help refine, implement, enhance, monitor progress and accelerate their reopening plans for the 2020-2021 school year, and ensure those plans respond to the SEL needs of students, families and educators.</p>
How will this grant be evaluated for impact upon student achievement? <small>(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.)</small>	OUSD will participate in an interim check-in after the initial planning phase to share their revised re-opening and recovery plans, showing how OUSD plans to incorporate equitable design principles going forward and prepare an implementation status report.
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? <small>(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.)</small>	No
Will the proposed program take students out of the classroom for any portion of the school day? <small>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</small>	No

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Sonny Kim, Coordinator Office of Social and Emotional Learning Oakland Unified School District 1000 Broadway, Suite 440, Oakland, CA 94607 510.879.3108 (w) sun-chul.kim@ousd.org
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Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Sun-Chul Kim	<i>Sun-Chul Kim</i>	12/10/20
Chief Academic Officer	Sondra Aguilera	<i>Sondra Aguilera</i>	12/11/2020

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		

October 6, 2020

Sondra Aguilera
Oakland Unified School District
1000 Broadway, Suite #400
Oakland, CA 94607

Dear Sondra Aguilera,

It is a pleasure to inform you that the Social Emotional Learning (SEL) Fund, a sponsored project of Rockefeller Philanthropy Advisors, Inc. (RPA), has approved an SEL in Action: Equitable Design for Restart and Recovery grant in the amount of \$200,000 to Oakland Unified School District.

The following terms and conditions apply to this Grant Agreement:

1. Use of Grant Funds

- Funding obtained under this agreement may not be used for any purpose other than for the activities described in the SEL in Action: Equitable Design for Restart and Recovery grant application.
- The initial \$50,000 grant payment can support LEA planning efforts, such as consulting support or staff time for project management and planning; convening meetings with team members, technology; stakeholders or other partners; stipends, release time and/or travel expenses for team members, experts or partners; etc.
- Up to \$150,000 will be disbursed to the school district or LEA in or around February 2021 after grantees have participated in equitable design virtual sessions. These resources can be used by grantees to refine, implement, enhance, monitor progress and accelerate their reopening plans for the 2020-2021 school year, and ensure those plans respond to the SEL needs of students, families and educators.
- Grantee will not use any portion of the funds granted herein to carry on propaganda or otherwise to attempt to influence legislation, either by direct or grassroots lobbying, to make grants to individuals on a non-objective basis, for grant-writing, or for any non-charitable purpose.

2. Grant Period

- The grant will have duration of October 1, 2020 to June 30, 2022.

3. Grant Payment Schedule

- The payment of \$50,000 will be executed upon the return of a signed grant agreement.
- A second payment of \$150,000 will be made contingent on the completion of a required interim check-in following the provided equitable design virtual support sessions.

4. Reporting

Consistent with our intent to minimize the paperwork burden placed on grantees, NoVo and Education First will keep reporting requirements brief and high-level.

- Grantee will be asked to participate in an interim check-in after the initial planning phase to share their revised re-opening and recovery plans, showing how they plan to incorporate equitable design principles going forward.
- Grantee is required to participate in a final check-in with Education First and Rockefeller Philanthropy Advisors to share an implementation status report.

- Required check-ins will occur on or before the following dates:

Type of Report	Due Date
Planning Phase Status Check-in	February 28, 2021
Final Status Check-in	July 31, 2022

- Grantee agrees that it will permit the SEL Innovation Fund and/or its authorized representatives to monitor and evaluate the project funded by this grant through communications, including site visits, and the review of records, as appropriate.

5. Grantee Tax-Exempt Status

- As a condition to the receipt of the grant funds announced in the Award Letter, the undersigned organization certifies that it is a charitable or government entity in accordance with the U.S. Department of the Treasury, Internal Revenue Service Code.

6. Termination of Grant

- If Grantee fails to follow any of the terms and conditions of this Grant, RPA will terminate this agreement and further, Grantee shall refund any unexpended funds to Grantor and will not be entitled to any further Grant funds.

Sincerely,

Jane Levikow
Vice President, Sponsored Projects & Funds
Rockefeller Philanthropy Advisors

CERTIFICATION:

Accepted and Agreed by the following individual, certified to be a responsible officer of the named grantee organization.

Sondra Aguilera

Chief Academic Officer

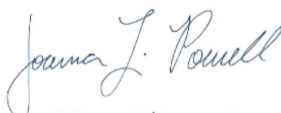
NAME (*Print*)

TITLE

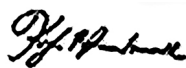

SIGNATURE

12/10/2020
DATE

Approved as to form by OUSD Staff Attorney Joanna Powell on 12/9/2020.


Shanthi Gonzales

President, Board of Education


Kyla Johnson Trammell

Secretary, Board of Education

OUSD Demographics

1. Contact information

- Oakland Unified School District
- Sondra Aguilera
- Chief Academic Officer
- 1000 Broadway, Suite 300, Oakland, CA, 94607
- sondra.aguilera@ousd.org
- 510-879-4289

2. Demographics: Please provide a summary of your district's/LEA's student demographics, including: (data from 2019-20)

- Number of students served: 49,245 (district-run and district-authorized charter schools)
- Race/ethnicity of students:
 - 44% Latino
 - 23% African American
 - 12% Asian
 - 12% White
 - 5% Multi-ethnic
 - 1% Pacific Islander
 - 1% Filipino
- Percentage of students qualifying for free and reduced-price lunch: 71.2%
- Percentage of students classified as English learners: 32.9%
- Percentage of students with IEP or 504 plans: 16.4% (served by OUSD SELPA)
- Other relevant information, as applicable:
 - 45% of 4,566 Gr. 6-12 ELLs are Long Term English Language Learners
 - 50.7% speak non-English home language
 - 2,978 Newcomers
 - 72.6% 4-year cohort graduation rate in 2018-19
 - 59.5% high school graduates from 2018-19 attended college in Fall 2019

OUSD Narrative

Problem & Opportunity

1. **What opportunities does your school district see in the current pandemic to reimagine systems of teaching and learning and/or reprioritize social and emotional dimensions of learning? Are these opportunities reflected in your plans to reopen schools in the fall? If so, how? (max 250 words)**

Our Learning Continuity and Attendance Plan (LCP), reflecting provisions in state Assembly Bill 77 and Senate Bill 98 and dialogue with students, families, staff, and community partners, details how we will provide quality learning opportunities (in-person or virtual) and support the needs of students and staff this school year. Our plan centers on these strategies: 1) centrally-led Strong Start Plans providing academic and SEL content; 2) standards-based distance learning curricula; 3) streamlined distribution of and support for instructional technology; 4) ongoing professional learning to support distance learning; and 5) Special Education and English Language Learner supports. Rising COVID-19 cases and state monitoring required us to begin the year in distance learning. Despite our best thinking and development of systems of supports, including prioritizing SEL, attendance data reveals that historically marginalized and vulnerable high school students continue to be disproportionately affected by COVID—specifically Black and Latinx students, unhoused, English language learners, Newcomers, foster youth, those with special learning needs; and in far too many instances, those who also endure food and housing insecurity. This reality presents an opportunity for us to: 1) develop a coherent, aligned approach to address the root causes through an equity and SEL lens; 2) shift adult mindset to intentionally address and dismantle systemic racism and white supremacist culture; and, 3) identify and elevate pedagogy that promotes social, emotional, and intellectual development in ways that affirm youth identity, belonging, purpose, and agency.

2. **List the persons who will be responsible for administering this grant and leading planning efforts within your school district. (Note: We recommend a 3-5 person team, led by a superintendent designee at the cabinet level with expertise and responsibility for SEL, equity and community engagement. In addition, applicants should select and engage a small but effective cross-sector planning team of their choosing. The team should include willing and capable district and school leaders, educators and other “end users” who support SEL and innovation. The team as a whole should be able to help identify problems faced by other end users, such as local civil rights, community and advocacy organizations.) (max 250 words)**

Lead Team—Members of our lead team are key to the implementation of our district’s Learning Continuity and Attendance Plan:

1. Sondra Aguilera, Chief Academic Officer
2. Nicole Knight, Executive Director, English Language Learners & Multilingual Achievement
3. Jennifer Blake, Executive Director, Special Education & Programs for Exceptional Children
4. Jerome Gourdine, Director, Student Achievement, Office of Equity
5. Trish Anderson, Specialist, Homeless Youth Program, Community Schools & Student Services
6. Sonny Kim, Coordinator, Social and Emotional Learning, Academics & Instructional Innovation

Cross-sector Planning Team—We envision this team to represent cross-section of central office and high school stakeholders, perspectives, and voices, such as:

- High school regular and SpEd classroom teachers
- High school site administrators
- High school students
- High school parents/care providers
- Community-based organizations who serve target youth populations—Black, Latinx, unhoused, English language learners, Newcomers, foster and unhoused youth, those with special learning needs, and after-school program providers
- Academics & Instructional Innovation Department, High School Linked Learning Office, and Research, Assessment, & Data Department

This lead team and cross-sector planning team both represent our commitment to not only greater overall equity that is driven by self-reflection and data, but also building a system-wide understanding of equitable design principles, and building our long-term capacity to create safe, supportive, culturally sustaining, and equitable learning environments system-wide that cultivate the social and emotional competencies of both students and adults.

Equitable design and stakeholder engagement

We seek applicants interested in using equitable design to work within a cross-sector team to identify complex problems, develop a deep and nuanced understanding of the needs and interests of educators, students and families, and generate new solutions based on diverse perspectives. Prior experience with human-centered or equitable design is not required.

3. **How did your district consider equity when developing its plans to reopen schools? How might the resources and support in this grant strengthen your district's focus on equity, as reflected in your reopening and recovery plans?** For the purpose of this application, we define equity as ensuring that all students receive the support and resources they need to be successful, regardless of race, socioeconomic status, sex, gender identity, sexual orientation, citizenship status or other characteristics. (max 250 words)

Our distance learning experience in spring 2020 magnified the long-standing need to disrupt the inequitable ways our systems were meeting the social, emotional, and intellectual needs of our historically marginalized and vulnerable students. As part of preparing for this school year in a blended learning (combination of in-person and distance learning) model, we developed an equity framework that set forth equity-centered conditions and a process for school leaders to ground their decision-making: 1) all students and families are provided what they need to fully access and thrive in both distance and blended learning contexts; 2) prioritize in-person instruction for students who are most vulnerable and furthest from opportunity; and, 3) provide differentiated support based on student need. The equity conditions were instrumental in grounding our Starting Strong Together plans and Learning Continuity and Attendance Plan with a focus on equity. In fact, all school sites have identified an Equity-Family Navigator who is charged with improving and problem-solving the challenges of communication, access, and engagement with our families during distance learning.

We are keenly aware of the complexity of the multiple challenges before us. The resources and assistance provided by the grant would support our current efforts to:

- fine-tune and deepen our understanding of the cultural and contextual influences—outside and inside the classroom—that impact our students and our teachers.
- apply this understanding to identify goals and strategies for implementing SEL in ways that will be in service of creating equitable learning environments for students and adults.
- adopt targeted and continuous efforts to dismantle systemic racism and support adults to shift from a deficit-based mindset to a strength-based mindset.

Budget summary

- 4. How do you propose to spend up to \$50,000 in planning grant funds to support your team's success? Include a summary with more supporting detail using this budget template.** Education First will help selected grantees finalize their budgets. In the budget template, indicate the primary budget categories and activities you would undertake. Applicants may indicate in-kind resources such as executive time to participate in the grant) and related grants/expenditures from other sources.

Uncertainty continues to challenge teachers, students and their families. In order for us to be responsive and adapt to changing and challenging conditions, communication with our stakeholders is critical. Four weeks into the school year, we are experiencing the real challenge of connecting with our historically marginalized and vulnerable student populations and learning from them about their experiences with distance learning. Without their voice and stories, we risk perpetuating existing inequities, or worse, creating new ones that further remove them from educational access and opportunity to the social and emotional support and other resources they need to be successful.

With this in mind, a large portion of the funds will be devoted to conducting a districtwide and community awareness, listening, and learning campaign involving high school youth and their families, teachers, school administrators, school support staff such as Community School Managers and Equity-Family Navigators, and community-based organizations such as First Place Youth, Youth Uprising, and Californians for Justice who serve our target youth groups. The campaign would involve a series of listening sessions and focus groups with the purpose of:

- Developing a nuanced understanding of the cultural and contextual influences of our youth;
- Understanding from the youth and family perspective the ways in which they feel connected or disconnected from school;
- Learning and documenting effective classroom pedagogy from both the teacher and student perspectives; and,
- Listening to participants' ideas for reimagining how we do school.

NoVo RFP Planning Grant **PROJECT BUDGET**

Instructions: How do you propose to spend up to \$50,000 in planning grant funds? How will these expenditures support your team's success? We understand it's early in the process, so we expect the categories and numbers to be rough estimates. The objective is to show us how you are starting to think about using initial funds.

Proposed Project Budget Planning Template	Proposed Budget
Stipends for teachers, school site administrators, and school site support staff (e.g., counselors, TSA's, after-school staff, Community School Managers, Equity-Family Navigators) participation in listening session/focus groups	\$10,000
Payroll Taxes & Employee Benefits: approx. 40%	\$4,000
Stipends for student and parent/care-provider participation in listening sessions and focus groups	\$14,000
Translation support for listening sessions/focus groups	\$3,000
Training sessions focused on listening session/focus group design and facilitation	\$10,000
Consultant: Generate report and supporting documentation (slide deck, infographic, etc) based on information gathered from listening sessions/focus groups	\$9,000
Total Project Budget	\$50,000

OUSD Staff Note 1/22/21:

With regards to your (ER) request for a copy of the grant application, I (SUN-CHUL KIM) want to bring to your attention that the grant application only requested a budget for \$50,000 (for Phase 1 of the work), and not the full \$200,000. A budget for the balance of the grant (\$150,000) will be developed as part of an implementation plan which is currently under development.