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By	



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

June 23, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Nicole Knight, Executive Director, English Language Learner and Multilingual Achievement (ELLMA)
Tom Felix, Director, Newcomer/English Language Learner Programs

Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal, with the District accepting \$271,734.72, to develop programming to provide access to local natural resources, enhance science instruction, promote youth leadership development for newcomer students in central East Oakland schools, for the period of July 1, 2021 through June 30, 2024, 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 proposal for OUSD schools for fiscal years 2021-22, 2022-23, and 2023-24 were submitted for funding as indicated in the chart below. The grant face sheet and grant proposal packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
21-1485	Yes	Grant	Oakland Unified School District, English Language Learner and Multilingual Achievement (ELLMA)	Develop programming to provide access to local natural resources, enhance science instruction, promote youth leadership development for newcomer students in central East Oakland schools.	7/1/2021 - 06/30/2024	California Department of Natural Resources, Youth Community Access Program Grant	\$271,734.72

DISCUSSION:

The District created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- 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 \$271,734.72

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2021-22, 2022-23, and 2023-24, 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
- Grant Proposal
- Grant Budget

OUSD Grants Management Face Sheet

Title of Grant: Youth Community Access Grant Program	Funding Cycle Dates: July 1, 2021 – June 30, 2024
Grant’s Fiscal Agent: (contact’s name, address, phone number, email address) California Department of Natural Resources 1416 9th St #1311, Sacramento, CA 95814 Email: bondsandgrants@resources.ca.gov Phone: (916) 653-2812	Grant Amount for Full Funding Cycle: \$271,734.72
Funding Agency: California Department of Natural Resources 1416 9th St #1311, Sacramento, CA 95814	Grant Focus: Develop programming to provide access to local natural resources, enhance science instruction, promote youth leadership development in service of sustaining natural resources, and support the wellbeing newcomer students in central East Oakland schools.
List all School(s) or Department(s) to be Served: Frick United Academy of Language, 1-2 nearby additional school sites TBD	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Providing enhanced content area instruction for newcomer students is a critical objective given high proportion of newcomer students performing below grade level.
How will this grant be evaluated for impact upon student achievement?	Newcomer student progress towards grade level proficiency is monitored in an ongoing basis using existing OUSD data tools.
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.)	No
Who is the contact managing and assuring grant compliance? (Include contact’s name, address, phone number, email address.)	Tom Felix, Director of Newcomer/ELL Programs, English Language Learner and Multilingual Achievement (ELLMA) 1000 Broadway, Suite 440 Oakland, CA 94608 (510) 898-6873 Tom.Felix@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Tom Felix		5/24/21
Chief Academic Officer	Sondra Aguilera		5/26/2021

Grant Office Obtained Approval Signatures:

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

Print Application

RFP Title: Youth Community Access Grant Program

Project Title: Urban Creek Access and Research for Recent Immigrant Youth

Estimated Date of Completion: 05/30/2024

Funds Requested(\$): 271,734.00

Other Sources of Funds(\$): 0.00

Total Budget(\$): 271,734.00

Applicant Organization: Oakland Unified School District

Applicant Address: 1000 Broadway, Suite 440 , Oakland , CA - 94607

Federal Tax ID: 94600038

County: Alameda **City/Town:** Oakland

Project Address: 1000 Broadway, Suite 440, Oakland, CA 94607

Senate District: 09

Assembly District: 18

US Congressional District: 13

Project Description:

Oakland Unified School District seeks the support of the CNRA to develop programming to provide access to local natural resources, enhance science instruction, promote youth leadership development in service of sustaining natural resources, and support the wellbeing of recent immigrant students (known as "newcomers") in central East Oakland schools.

Latitude: 37.771480000 **Longitude:** -122.183880000 **Cordinates Represent:** School District Offices

Coordinates Determined Using: Map

Project Director (Applicant's Representative Authorized in Resolution) (Signature required at bottom of this page)

Name: Sondra - Aguilera **Title:** Project Director: Authorized Representative


Phone: 510-879-4289 **Email:** sondra.aguilera@ousd.org


Project Manager - Person with day to day responsibility for project (if different from authorized representative)

Name: Tom - Felix **Title:** Project Manager: Day to day contact

Phone: 510-898-6873 **Email:** tom.felix@ousd.org

I certify that the information contained in this project application, including required attachments, is complete and accurate

Signed:  Shanthi Gonzales, President, Board of Education **Date:** 6/24/2021

Print Name:  Kyla Johnson Trammell, Secretary, Board of Education **Title:** 6/24/2021

Applicant's Authorized Representative as shown in Resolution

Application Overview

RFP Title: Youth Community Access Grant Program

Submitting Organization: Oakland Unified School District

Submitting Organization: English Language Learner / Multilingual Achievement (ELLMA)

Division:

Project Title: Urban Creek Access and Research for Recent Immigrant Youth

Project Description: Oakland Unified School District seeks the support of the CNRA to develop programming to provide access to local natural resources, enhance science instruction, promote youth leadership development in service of sustaining natural resources, and support the wellbeing of recent immigrant students (known as "newcomers") in central East Oakland schools.

APPLICANT DETAILS

Applicant Organization: Oakland Unified School District

Applicant Organization: English Language Learner / Multilingual Achievement (ELLMA)

Division:

Applicant Address: 1000 Broadway, Suite 440 , Oakland , CA - 94607

Address:

PROJECT LOCATION

Latitude : 37.771480000 **Longitude:** -122.183880000

County: Alameda

Estimated Date of Completion: 05/30/2024

Project Address (or nearest cross street): 1000 Broadway, Suite 440, Oakland, CA 94607

Nearest City/Town: Oakland

Cordinates Represent: School District Offices

Coordinates Map:

Determined Using:

PROJECT BUDGET

Funds Requested(\$): 271,734.00

Other Sources of Funds(\$): 0.00

Total Budget(\$): 271,734.00

Funding Program

Proposition 64

Applied

Yes

Project Management Role	Title	First Name	Last Name	Phone	Fax	Email
Project Director: Authorized Representative	Chief Academic Officer	Sondra	Aguilera	510-879-4289		sondra.aguilera@ousd.org
Project Manager: Day to day contact	Director of Newcomer Programs	Tom	Felix	510-898-6873		tom.felix@ousd.org

Applicant Information

Name: Oakland Unified School District
Division: English Language Learner / Multilingual Achievement (ELLMA)
Address: 1000 Broadway, Suite 440 Oakland, CA , 94607
Federal Tax ID: 94600038

Person Submitting Information

Submitter Name: Tom Felix
Submitter Phone: 510-898-6873
Submitter Phone:
Submitter Fax:
Submitter Email: tom.felix@ousd.org
Submitter Email:

Legislative Information	Primary	Additional District(s)
Senate District	09	09,
Assembly District	18	
US Congressional District	13	

Contacts	Name	Phone	Email
Oakland Unified School District / ELLMA Office	Tom Felix	510-898-6873	tom.felix@ousd.org

Cooperating Entities	Role	Name	Phone	Email
City of Oakland	Landowner	Jennifer Stern	510-684-4398	jsstern@oaklandca.gov

Pre Submission Attachment Title	Phase	Submission Period	Date & Time
1.1 Proposal Form Signature Page	PHASE1	PRE SUBMISSION	11/16/2020 5:31:38 AM
1.2 Cost Estimate	PHASE1	PRE SUBMISSION	11/13/2020 4:56:41 PM
1.4 Supporting Documentation (Program Proposals)	PHASE1	PRE SUBMISSION	11/13/2020 4:32:16 PM
1.4 Supporting Documentation (Program Proposals)	PHASE1	PRE SUBMISSION	11/13/2020 4:32:45 PM
1.4 Supporting Documentation (Program Proposals)	PHASE1	PRE SUBMISSION	11/13/2020 4:33:03 PM
1.4 Supporting Documentation (Program Proposals)	PHASE1	PRE SUBMISSION	11/16/2020 5:44:56 AM
1.4 Supporting Documentation (Program Proposals)	PHASE1	PRE SUBMISSION	11/16/2020 6:39:31 AM
1.4 Supporting Documentation (Program Proposals)	PHASE1	PRE SUBMISSION	11/16/2020 6:44:09 AM

[Download all Pre Submission Attachments](#)


Post Submission Attachment Title	Phase	Date & Time Attached
No Post Submission Attachments Available to Display		

Post Award Attachment Title	Phase	Date & Time Attached
No Post Award Attachments Available to Display		

Questionnaire - Phase1

PROJECT SUMMARY

Describe the discrete project including expected project deliverables.

If applicable:

- **Include a brief description of current site conditions, extent of public access, and expected useful life.**
- **Describe the program goals and objectives, intended audience, how it services the public, and how the program will be evaluated.**

Answer: Oakland Unified School District seeks the support of the CNRA to develop programming to provide access to local natural resources, enhance science instruction, promote youth leadership development in service of sustaining natural resources, and support the wellbeing of recent immigrant students (known as "newcomers") in central East Oakland schools. The proposed program would enrich science instruction across newcomer classrooms in three target schools in an area of East Oakland with the highest concentration of new immigrant students. Instruction would be enhanced with additional equipment and related instructional activities, as well as extensive field trip opportunities. This enhanced science instruction would dovetail into extended learning time for students participating in youth leadership work to deepen scientific research in the community in tandem with stewardship work of local creek and park areas. Twice annually, with Creek to Bay Day and Earth Day, newcomer youth led stewardship activities would seek to engage students from across the community, both recent immigrant and long time Oaklanders, in sustaining and appreciating the natural spaces in our community. Finally, the project seeks to support youth-led scientific research and advocacy, and promotes the opportunity for students to present research in conference settings and to other stakeholders who can contribute to the improvement of natural spaces in their community.

The City of Oakland, and East Oakland in particular, was convulsed by the "War on Drugs" during the end of the 20th Century and continues to feel the impacts of mass incarceration, police misconduct, and punitive approaches to addressing addiction. The City of Oakland has its own initiative to address lasting impacts of the "War on Drugs" by promoting prioritized access to cannabis business permits for those living for 10 or more years in areas of the city disproportionately impacted by cannabis-related arrests. These areas are defined by police beats, and the target area of Courtland Creek sits within one of the police beats identified by the city as inequitably impacted by these drug policies.

The proposed project provides many benefits to the community. Within our schools serving a high concentration of recent immigrant students, it both provides for enhanced science instruction grounding in the natural environment that surrounds our students as well as increases youth engagement and access to the natural environment. It also provides for opportunities for students from the immigrant community to have meaningful opportunities to connect with other members of the community, both through youth-led stewardship as well as through science and outdoor oriented field trips. The proposal also cultivates youth leadership by positioning newcomer youth as responsible for building awareness and creating opportunities for their peers to engage in the natural

environment. For the broader community, the proposed project will contribute to stewardship and maintenance of creek and park areas and provide healthy and constructive outlets for youth in the after school and summer hours when youth are at greater risk for unhealthy activities. It also provides an opportunity for youth to show themselves as contributors to the urban environment in a context when they are often viewed with skepticism or fear.

The proposed program would be evaluated in two main ways, one via the participation and engagement of youth in the variety of activities proposed, both field trips and community-based scientific research projects and stewardship activities. The participating students would also participate in pre- and post- evaluation questionnaires to determine program impact on their understanding of and investment in natural spaces as well as their acquisition of scientific knowledge both related to the grade level standards as well as to their community-based scientific research.

PROJECT QUESTIONS

Applicants must answer the following questions, as applicable. If a question does not apply to the project, indicate "Not Applicable" with a brief explanation. Do not leave blank fields. Answers are limited to 4,000 characters.

Underserved Communities

- 1 Provide a detailed explanation of the community that will be served by the project. Include in your description the age of participants, the participants' city or county of residence, how the community was affected by past state and federal drug policies, and the specific underserved and low-income community being served. Underserved communities include: youth of color, LGBTQIA youth, youth with disabilities, foster and transition-age youth, youth involved in the juvenile or criminal justice system, and youth populations disproportionately affected by past state and federal drug policies.**

Answer: This project centers on three schools in central East Oakland with large concentrations of recent immigrant students enrolled in grades TK-12, with an emphasis on other youth in grades 6-12. This area of East Oakland was and remains heavily impacted by the War on Drugs, a fact represented in the City of Oakland's Cannabis Equity program which prioritizes permits and access to the Cannabis marketplace for individuals living in certain police beats where there was a historically disproportionate number of cannabis-related arrests. Two of the three schools (Fremont High School and Frick United Academy of Language) are situated within one of these police beats, and the third school (Melrose Leadership Academy) sits three blocks from one of these beats and enrolls large numbers of students who live within these police areas.

The combined enrollment of the three schools is 1910 students, 93.5% of whom are identified as youth of color. These schools also serve some of the largest populations of recent immigrant students, known as newcomers, who are students in their first three years in US schools. Current newcomers make up 19.2% of the enrollment of these schools, or nearly 1 in 5 students, with an additional 10.3% of students are also recent immigrants beyond their first three years in the US. 13.6% of the students across the three schools have an identified disability.

- 2 Explain how the project engages youth from underserved and low-income communities (e.g., youth of color, foster and transitional-age youth, youth involved in the juvenile or criminal justice system, youth with disabilities, and LGBTQIA youth).**

Answer: Because the proposed project is situated within our schools, there is a degree of engagement in place to support youth participation in this project. As noted in question #1, the youth enrollment across these three schools are nearly entirely youth of color with a large population of youth with disabilities. While the proposed project seeks to engage all youth at the target schools, the emphasis on the "newcomer" or recent immigrant population further centers the project around youth of color.

The proposed project aims to enhance science instruction in which the students are already enrolled as a vehicle to promote their leadership development and direct engagement with local creek areas and regional watersheds. As such, it builds on their existing engagement in school to deepen their exposure to the natural environment and provide authentic leadership opportunities to contribute to their community.

Requirements and Project Need

3 Project Type (CHOOSE ONE)

Answer: 1 Program Project

4 Describe how the proposed project relates to your organization's mission, goals, and programming, especially how it relates to youth engagement and leadership?

Answer: OUSD holds the vision that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. The English Language Learner Multilingual Achievement (ELLMA) office of OUSD works collaboratively with all OUSD schools to support English Language Learners with equity and access to an excellent education. In the context of these broader visions, OUSD has invested significantly in supporting programming for immigrant youth, creating hub schools for immigrant students, including all three schools named in this proposal.

Providing for community engagement and youth leadership is an ongoing focus of the school district, with extensive community partnerships and a robust student leadership program across the district. Our middle school network of schools has invested heavily in outdoor education, promoting camping and backpacking trips for students, and our schools and students regularly participate in community cleanup and environmental stewardship activities during the course of their schooling. Simultaneously, the district has a developed Meaningful Student Engagement program which aims to provide authentic opportunities for youth to influence and advise on matters of importance in their communities as well as within the school district.

5 How does the project increase youth access to California's natural or cultural resources?

Answer: Despite the abundant natural resources in and around Oakland, a large proportion of the youth in our schools have not ventured far from their immediate neighborhood, or do so rarely. This project specifically aims to provide ongoing access through meaningful science research tasks and stewardship to local creek areas as well as to regional watersheds through field trips. Extending science instruction and youth leadership activities beyond the school walls and into the natural environment is the explicit purpose of the proposed programming.

6 Explain how the project addresses a critical need for youth, including evidence of need or demand for services.

Answer: This project addresses several critical needs for the youth in East Oakland as the community at large, namely providing access to natural spaces, promoting engagement with urban creeks and surrounding parks.

Exposing the school age youth of East Oakland to natural spaces within and near their community is of critical importance to their wellbeing and development. Many studies have shown the benefit of outdoor engagement on youth, both in terms of their own development/adjustment as well as on their ongoing investment in sustaining natural spaces. Mutz and Müller ("Mental health benefits of outdoor adventures: Results from two pilot studies," *Journal of Adolescence*, 2016) document the wants in which outdoor education can foster mental health in youths and young adults. On top of these benefits is the fact that many youth in East Oakland lack access to natural spaces in their immediate

vicinity, and simply providing for access and exposure to these spaces addresses an inequity.

The proposed project also contains a stewardship component, supporting youth-led work to maintain and improve creek areas and surrounding parkland in East Oakland. Several parks in East Oakland contain creek areas, many of which are overgrown and sites of frequent dumping or illegal activity. With the support of the City of Oakland for plant materials and clearing waste, youth can meaningfully improve the natural context of their community to the benefit of all who live in the area, while also building their understanding of the riparian ecosystems of their neighborhoods. This project component also promotes youth leadership development, responding to the critical need of youth in this community to be able to take agency over their circumstances and surroundings in a context in which there are both significant disillusionment around positive opportunities for youth as well as a large population of recent immigrants who are not as familiar and therefore have less access to spaces for youth leadership development.

7 How will the effectiveness of the project be monitored and assessed? Include how the organization will measure success, expected outcomes, and know if the project benefitted the intended audience.

Answer: OUSD expects to measure engagement with project funding activities largely through the number of youth and community members who participate in the various programmatic contexts supported by the proposed project. Specifically:

- The number of youth in schools who benefit from enriched science instruction will be a key metric, with the expectation that 80% or more of newcomer youth at the target school sites would be impacted.
- The program targets an engagement of a subset of between 10% and 20% of the newcomer population at the schools for engagement in youth led stewardship activities in local creek areas, including Courtland Creek.
- Participation of 90% or more of newcomer youth in targeted classes in 3 or more annual field trips to neighboring creek areas and regional watersheds.
- 90% or higher engagement of newcomer and non-newcomer youth in unified annual grade level field trip (grade level TBD by school sites) to promote unity and share in science learning and stewardship.

In order to gauge the efficacy of both the youth leadership dimension and community stewardship events, OUSD proposes to measure the number of participants in two annual events that will feature youth-led stewardship and community science investigation activities: Creek to Bay Day and Earth Day. Both events are already underway annually in Oakland the City encourages members of the community to contribute to programming on these days.

Finally, OUSD proposes to devise a pre- and post- survey of students within the targeted schools in order to measure their understanding of both some of the scientific concepts to be addressed through enriched instruction as well as their perception/relationship to natural spaces in their community.

8 Discuss how the project addresses youth safety, well-being, comfort, and cultural relevance.

Answer: Providing extended learning opportunities after school and during the summer are key elements of the proposal and contribute to youth safety by providing positive engagements for youth during the out of school hours. Engagement in extended learning is correlated to a reduced risk of unsafe or unhealthy circumstances for youth and there is high demand for such opportunities in this part of Oakland.

Furthermore, engaging youth in the natural spaces within their community and the immediate region

contribute to their well-being through increased physical activity together with the mental health benefits mentioned in response to question #6 that have been found for adolescents when provided with sustained opportunities to engage in natural settings.

For the large immigrant communities within these schools this project has the added dimension of increasing their comfort and familiarity with their new communities, engaging them in parks they may be unfamiliar with as well as a broader array of natural resources in the general area. By promoting youth-led events that engage individuals from across the community, the project aims to further support the building of connections and relationships between newer members of the community and those who have resided in East Oakland for many years or even many generations.

Funding Priorities

9 Explain how youth are involved in the project planning, decision-making, facilitation, and evaluation.

Answer: Youth leadership development is one of the central goals of this program. While some aspects of the proposed programming would benefit all youth within the target schools, the aim is to cultivate a group of youth leaders at each site who can lead local creek stewardship activities and promote the engagement of the broader school community. Youth would develop twice annual community engagements (aligned with Earth Day and Creek to Bay Day) and be responsible for promoting and engaging their peers to participate in these days and engage with the natural spaces within their community. The proposed project further bolsters youth leadership by engaging students from different grade spans in supporting their learning and engagement of their younger peers. For example, this could mean students from Fremont High School leading an engagement with middle school youth, or secondary students at Melrose Leadership Academy organizing an educational/stewardship event for the elementary youth at their school.

10 What skills, abilities, and knowledge will youth participants gain as a result of the project?

Answer: This proposed project is grounded in the science classrooms of newcomer students in OUSD. As such, an emphasis is on equipping teachers with resources to support their work in building student knowledge of the complex ecosystems that exist in their community and surrounding area. By learning about how air and water quality can be measured and the impact of contaminants, students will be better able to understand the natural context of their community, the impact of environmental racism, and the importance of stewardship and improvement efforts underway.

Leadership development among students is a key priority within OUSD and takes place in a variety of contexts under the framework of Meaningful Student Engagement (MSE). This proposal is aligned in the hopes that the newcomer youth-led leadership spaces after school and in summer programming will support student development aligned to the MSE goals of promoting:

- Knowledge of Self
- Ability to action plan and lead school improvement projects or campaigns
- Attitude of ownership of school and education
- Understanding of and ability to represent constituents
- Ability to participate in youth-adult decision-making

11 Explain how the project empowers youth to make healthy choices.

Answer: Equipping students with detailed knowledge of the ecosystems in their community and an understanding of how their actions can either contribute to their contamination or to making them healthier is critical to supporting the long term environmental health of our urban creeks and parks. On another level, providing youth with extended learning opportunities after school and during summer recess provides a meaningful and constructive outlet for youth in a community where there

are a dearth of such opportunities accessible to all, particularly recent immigrant youth. Finally, the project seeks to build connection and community across the divide of the newcomer population and more long-time members of the community, a gulf where there is frequent tension and misunderstanding that contribute to unsafe choices and school culture/climate issues that prevent students from thriving in school.

12 Describe the public awareness and outreach campaigns included in the project.

Answer: The first level of awareness around project activities will take place within the science classrooms for newcomer students at the targeted schools, with enhanced instruction and equipment to enable students to participate in community-based research. This type of universal

The leadership groups within the newcomer populations at each school will be responsible for building awareness of the creeks stewardship events twice annually both within the school community and by contributing to outreach efforts tied to each event that take place city-wide each year.

Project Readiness

13 If the requested funds are insufficient to cover all project costs, what is the funding gap and how will it be bridged?

Answer: This proposal is requesting sufficient funds to accomplish this project, leveraging existing teacher FTE, site facility access, and partnerships with the City of Oakland to provide access to creek areas and plant materials for creek stewardship activities.

14 Describe the immediate steps to be taken post-grant award.

Answer: Procurement of equipment and related materials for participating science teachers would be undertaken immediately. Coordinated planning of year long arc of field trips, securing reservations and transportation where necessary would follow shortly after. Coordination with the City of Oakland around Creek to Bay Day and Earth Day youth-led stewardship activities would follow.

15 If proposing a capital development project, list the owner(s) of the project property?

Answer: n/a

16 List all entities with jurisdiction over the project and the status of notifications, agreements, meetings, etc. about the project with each jurisdictional entity.

Answer: The City of Oakland has jurisdiction over the creeks and surrounding park areas that will be the focus of the community-based research and youth-led stewardship activities within this project. The City is aware of and in support of this application, and it aligns with their objectives to provide authentic community engagement related to new investments in improving creek areas as part of a local bond, Measure DD, that continues to support improvements in local waterways. Furthermore, the city is prepared to provide plant materials and other logistical support to support the youth-led stewardship activities outlined in this project. Please see the attached letter of support from the City of Oakland.

Organizational Capacity

17 Describe applicant's experience in completing similar projects.

Answer: OUSD and ELLMA have extensive experience managing projects across schools that support enriched programming for youth. The proposed activities described within this project, both in and out of the classroom, are well within the range of activities that OUSD supports on an ongoing basis. Providing additional equipment and resources for science teachers to support learning and experiential community-based research in local watersheds is supported by science teacher staffing in place and purchasing systems that will facilitate the provision of necessary equipment. Paying

teachers to extend their work time to facilitate youth-led leadership activities in the community is a common practice, and the fiscal/payroll systems exist to enable this work. Providing students with opportunities to learn beyond the walls of their schools, in their neighborhoods as well as the broader region through field trips is supported through an articulated system already in place to manage the logistical and safety concerns.

18 Describe the applicant's plan for long-term sustainability/operation and maintenance of the project. Include existing internal resources and/or identify new outside funding.

Answer: As a programming project, this proposal would not have ongoing operation costs. While some aspects may not be able to continue after the grant period, the provision of additional equipment to support science instruction would have ongoing benefit to students as would any impacts of student-led stewardship of local creek areas.

19 Describe the applicant's fiscal capacity to carry out the proposed project.

Answer: OUSD has extensive and ongoing experience with grant management, including reimbursable grants, and has systems in place to enable the funds to flow to the project and for reporting to the funder. The ELLMA office specifically has extensive experience managing grants, currently nearly \$2 million annually for a variety of purposes in support of English Learner youth and their teachers.

20 Describe the type of training staff receive in areas such as safety, risk management, cultural competency, trauma informed practices, etc.

Answer: As required by law, all staff members in OUSD receive a variety of safety trainings at regular intervals, largely through the online Keenan system which OUSD contracts. The targeted schools within this program are all highly focused on providing culturally responsive instructional contexts for students and holding an anti-racist lens in all aspects of the work. All three schools are staffed with clinical social workers to support newcomer students exclusively, who are trained extensively in trauma-informed practices and receive ongoing support to provide culturally responsive mental health and community building support to these populations.

21 Describe partnerships with other entities and their corresponding roles in the project.

Answer: The proposed project is to be undertaken fully under the auspices of Oakland Unified School District, although with coordination with the City of Oakland for access to city-owned creek areas and materials and logistical support related to youth-led stewardship activities.

Additional Project Characteristics

22 Describe any other project characteristics not previously discussed that would assist in evaluating the Project Proposal.

Answer: n/a

23 Describe both physical and electronic ADA access and/or improvements included in the project.

Answer: n/a

Certification And Submission Statement

Please read before signing and submitting application.

I certify under penalty of perjury:

- The information entered on behalf of Applicant Organization is true and complete to the best of my knowledge;
- I am an employee of or a consultant for the Applicant Organization authorized to submit the application on behalf of the Applicant Organization; and
- I understand that any false, incomplete or incorrect statements may result in the disqualification of this application.

By signing this application, I waive any and all rights to privacy and confidentiality of the proposal on behalf of the applicant, to the extent provided in this RFP.

Submission By: tom.felix **Submitter Initials:** THF **Submission Date:** 11/16/2020 6:50:46 AM

COST ESTIMATE: Urban Creek Access and Research for Recent Immigrant Youth (Oakland Unified School District)

TASKS/PROJECT ELEMENTS	Total Costs	Unit Price	Unit of Measure	Quantity	Youth Community Access Grant	Other Funding (if applicable)	Other Funding (if applicable)
PROGRAMMATIC COSTS							
Personnel Costs (teacher stipends)	\$ 41,580.00	\$ 38.50	Hour	1080	\$ 41,580.00		
Personnel Costs (summer school teachers)	\$ 63,000.00	\$ 7,000.00	Summer School Teacher	9	\$ 63,000.00		
Personnel Costs (20% fringe of above two rows)	\$ 20,916.00				\$ 20,916.00		
Materials and Supplies	\$ 37,500.00	\$ 12,500.00	Classroom	3	\$ 37,500.00		
Transportation	\$ 54,000.00	\$ 1,800.00	Field Trip / Conference	30	\$ 54,000.00		
Conference Fees	\$ 3,000.00	\$ 500.00	Conference Registration	6	\$ 3,000.00		
Bus Passes	\$ 1,650.00	\$ 2.75	Youth Day Passes	600	\$ 1,650.00		
Admission Fees (field trips)	\$ 13,500.00	\$ 500.00	Field Trip	27	\$ 13,500.00		
Subtotal	\$ 235,146.00				\$ 235,146.00		
<u>OVERHEAD (5.56% indirect cost rate)</u>	\$ 13,074.12				\$ 13,074.12		
<u>CONTINGENCY (10% of subtotal)</u>	\$ 23,514.60				\$ 23,514.60		
PROJECT GRAND TOTAL	\$ 271,734.72				\$ 271,734.72		