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By	



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

May 27, 2026

To: Board of Education

From: Denise G. Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer
Tom Felix, Principal, Oakland International High School

Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval by the Board of Education of District's Grant Proposal Application to the City of Oakland, Oakland Fund for Youth and Family (OFCY), Oakland, CA, seeking funding in the amount of \$95,200.00, in funding to support the wellness center at Oakland International High School in providing services that support the integration of immigrant and refugee youth and families, as described in the proposal, incorporated herein by reference as though fully set forth, for the period July 1, 2026 through June 30, 2029, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant term, if any.

BACKGROUND:

Grant proposal for OUSD schools for the fiscal years 2026-2029 was submitted for funding as indicated in the chart below. The grant face sheet and grant proposal packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
26-1114	Yes	Grant	Oakland International High School	To connect newly-arrived immigrant youth to services that reduce health/wellness stressors and barriers to accessing school and higher education opportunities.	July 1, 2026 through June 30, 2029	City of Oakland / Oakland Fund for Youth and Families	\$95,200.00

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: \$95,200.00

RECOMMENDATION:

Approval by the Board of Education of Oakland International High School's grant application to the City of Oakland, Oakland Fund for Youth and Families (OFCY), pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant term, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Proposal and Budget

OUSD Grants Management Face Sheet

Title of Grant:		Funding Cycle Dates:	
"Community Safety & Belonging Project for Vulnerable Newcomer Youth"		7/1/2026 to 6/30/2029	
Grant's Fiscal Agent: (contact's name, address, phone number, email address)		Grant Amount for Full Funding Cycle:	
OFCY		\$95,200.00	
150 Frank H. Ogawa Plaza, Ste. 4212, Oakland, CA 94612			
510-238-6379			
ofcy@oaklandca.gov			
Funding Agency:		Grant Focus:	
Oakland Fund for Children and Youth (OFCY)		Community Safety, Violence Prevention and Belonging	
List all School(s) or Department(s) to be Served:			
Oakland International High School			

Information Needed	School or Department Response	
How will this grant contribute to sustained student achievement or academic standards?	By supporting OIHS students with safety, belonging and resource services, we will remove key barriers to student success and participation in school.	
<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.89% 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.)</p>	We will submit quarterly reports to OFCY, using qualitative and quantitative indicators including attendance, youth surveys, CHKS, attendance, GPA and other metrics.	
Does the grant require any resources from the school(s) or district? If so, describe.	No	
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 3.89% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	Services are being paid through an OUSD contract or MOU	
<p>Will the proposed program take students out of the classroom for any portion of the school day?</p> <p>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</p>	No	
<p>Who is the contact managing and assuring grant compliance?</p> <p>(Include contact's name, address, phone number, email address.)</p>	Name/Title:	Lauren Markham, Director, Learning Lab
	Site:	353
	Address:	
	Phone:	617-699-5114
	Email:	lauren.markham@ousd.org

Applicant Obtained Approval Signatures:			
Name/s	Entity	Signature/s	Date
Tom Felix, Oakland International High School	Principal	<i>Tom Felix</i>	
Sondra Aguilera	Chief Academic Officer	<i>Sondra Aguilera</i>	
Grant Office Obtained Approval Signatures:			
Name/s	Entity	Signature/s	Date
	Fiscal Officer		
Denise G. Saddler	Interim Superintendent		

STAFFING EXPERIENCE AND QUALIFICATIONS

Independent Living Resource & Training Program for Newcomer Youth

Program Staff

Staff (1)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Case Manager	Lucinda	Matias Mendoza	2.00

Job Description / describe this staff's role in the proposed program

Lucinda Matias Mendoza, Case Manager (75% FTE devoted to project): As a case manager based in our school's Wellness Center—the central hub for all non-academic programs and services—Lucinda, who is trilingual in Spanish, English and Mam, focuses on triaging student referrals; attending to student emergencies; connecting students to socio-emotional resources, including food security, healthcare, mental health, public benefits, career training programs, and housing resources; outreaching to students; and organizing school-wide resource events. Lucinda will serve as the primary on-the-ground staff person for OIHS's Independent Living project, devoting 75% FTE to triaging student referrals, providing case management to our highest need and most vulnerable youth (particularly those living alone and/or working full time), organizing resource events, coordinating our weekly food pantry/emergency food program and cooking classes, and coordinating socio-emotional learning groups for our highest-need students.

Resume

[MPH_Lucinda_Matias_Resume.docx.pdf](#)

Staff (2)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Community School Manager	Madenh	Hassan	9.00

Job Description / describe this staff's role in the proposed program

Madenh Hassan, Community School Manager (25% FTE devoted to project): As the Community School Manager, Madenh Hassan oversees all nonacademic programs, partnerships and staff at OIHS, and helps design the programmatic direction of the school at large. In OIHS's proposed "Independent Living Resource & Training Program, Madenh will manage all program staff and partners, ensure progress toward outcomes and goals, and oversee all reporting.

Resume

[Madenh Ali Hassan Resume.pdf](#)

Staff (3)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Unaccompanied Minor Specialist	Luis	Lopez Lara	10.00

Job Description / describe this staff's role in the proposed program

Luis Lopez, Unaccompanied Minor Specialist (25% FTE devoted to project): At OIHS, Luis specializes in connecting students to key resources, managing student emergencies, overseeing restorative justice practices and training, and connecting students to career opportunities. In this program, Luis will focus on providing career case management to our chronically absent students, working students, students living alone and/or students at risk of dropping out, and will teach advanced financial literacy classes and provide career program referrals. Luis will also work with Soccer Without Borders to support manhood development groups.

Resume

[Luis Lopez Resume.pdf](#)

Staff (4)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Case Manager	Karen	Carranza Moya	6.00

Job Description / describe this staff's role in the proposed program

Karen Carranza, Wellness Center Case Manager (27% FTE devoted to project): As a case manager based in our school’s Wellness Center—the central hub for all non-academic programs and services—Karen, an OIHS alum who is bilingual in Spanish and English—works with Lucinda Matias Mendoza to triage student referrals; attend to student emergencies; connect students to socio-emotional resources, including food security, healthcare, mental health, public benefits, career training programs, and housing resources; conduct outreach to students; and organize school-wide resource events. In our Independent Living Resource & Training Program, Karen will support daily case management referrals, support connections to summer career programs, teach introductory financial literacy workshops, and support Lucinda with overseeing school events.

Resume

Staff (5)

Hired	Title	First Name	Last Name	Years of experience at agency
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Newcomer Social Worker	Marianna	Singwi-Ferrano	2.00

Job Description / describe this staff's role in the proposed program

Marianna Singwi-Ferrano, Social Worker (10% FTE devoted to project): Marianna is the newcomer social worker at OIHS who joined our team last year after over a decade of working to support low-income youth nation-wide. In this program, she will conduct multilingual SEL groups and coordinate all activities for the “Bienestar Buddies and Healthy Habibis” youth group, and plan/coordinate all career-related field trips.

Resume

[OUSD_NewcomerWellnessInitiative_MariannaSingwiFerrono.pdf](#)

Narrative

Describe the key program staff that are responsible for delivering the direct services. Describe key duties and roles and time devoted to the proposed program. Include information on staff experience, community connections, and cultural competence.

Lucinda Matias Mendoza, Case Manager (75% FTE devoted to project): As a case manager based in our school’s Wellness Center—the central hub for all non-academic programs and services—Lucinda, who is trilingual in Spanish, English and Mam, focuses on triaging student referrals; attending to student emergencies; connecting students to socio-emotional resources, including food security, healthcare, mental health, public benefits, career training programs, and housing resources; outreaching to students; and organizing school-wide resource events. Lucinda has worked as a Mam community leader and community liaison/family support specialist in the OUSD for the past decade. She brings a wealth of knowledge and expertise in, as well as a deep commitment to, supporting newcomer youth and families to access critical services toward self sufficiency. Lucinda will serve as the primary on-the-ground staff person for OIHS’s Independent Living project, devoting 75% FTE to triaging student referrals, providing case management to our highest need and most vulnerable youth (particularly those living alone and/or working full time), organizing resource events, coordinating our weekly food pantry/emergency food program and cooking classes, and coordinating socio-emotional learning groups for our highest-need students.

Madenh Hassan, Community School Manager (25% FTE devoted to project): Madenh joined the OIHS

Wellness Team as the Community School Manager in the fall of 2020, after five years working as a social studies teacher at OIHS. As a first generation Yemeni American, she brings nearly two decades of experience teaching in both Oakland and in rural California, offering a wealth of skills in community outreach, community organizing and restorative justice. For OIHS's proposed "Independent Living Resource & Training Program, Madenh will manage all program staff and partners, ensure progress toward outcomes and goals, and oversee all reporting.

Karen Carranza, Wellness Center Case Manager (27% FTE devoted to project): As a case manager based in our school's Wellness Center—the central hub for all non-academic programs and services—Karen, an OIHS alum who is bilingual in Spanish and English—works with Lucinda Matias Mendoza to triage student referrals; attend to student emergencies; connect students to socio-emotional resources, including food security, healthcare, mental health, public benefits, career training programs, and housing resources; conduct outreach to students; and organize school-wide resource events. Karen is a graduate of SF state, and has worked at OIHS since 2020, first as a classroom assistant and then as a case manager. In our Independent Living Resource & Training Program, Karen will support daily case management referrals, support connections to summer career programs, teach introductory financial literacy workshops, and support Lucinda with overseeing school events.

Luis Lopez, Unaccompanied Minor Specialist (25% FTE devoted to project): Luis has worked at OIHS for over a decade as a wellness center case manager, career specialist, and substance abuse counselor, where he has specialized in connecting students to key resources, managing student emergencies, overseeing restorative justice practices and training, and connecting students to career opportunities. Luis is an OUSD graduate and former Oakland newcomer who brings a deep commitment to young people and a great knowledge of how to navigate community resources and the job market. In this program, Luis will focus on providing career case management to our chronically absent students, working students, students living alone and/or students at risk of dropping out, and will oversee advanced financial literacy classes and career program referrals. Luis will also work with Soccer Without Borders to support manhood development groups.

Marianna Singwi-Ferrano, Social Worker (10% FTE devoted to project): Marianna is the newcomer social worker at OIHS who joined our team last year after over a decade of working to support low-income youth nation-wide. Raised in a multicultural, biracial family, she is bilingual in Spanish and, in addition to her MSW, holds a Masters degree in education. In this program, she will conduct multilingual SEL groups and coordinate all activities for the "Bienestar Buddies and Healthy Habibis" youth group, and plan/coordinate all career-related field trips.

Describe the key knowledge, skills, and abilities possessed by your staff or needed in the roles for your program to be successful, and how your agency supports staff to acquire and develop their knowledge, skills and abilities.

This program requires our staff to be deeply knowledgeable about the assets, resources and challenges particular to being a newcomer in the US (with a preference for those with direct lived experience). Given our newcomer community, multilingual and multicultural staff is a key asset, as is existing connections to our school and/or the wider Bay Area immigrant community. Working in this program requires the ability to make strong, compassionate connections with young people, motivate and engage them in programs, and effectively teach. They also must be creative problem solvers and team players.

100% of the staff members dedicated to this project are bi- or multi-lingual, speaking Mam, Spanish and Arabic among them, and all come from recent immigrant backgrounds. They have all worked at OIHS for a minimum of two years, and many have been working as educators in Oakland for more than a decade, with a combined experience of over 60 years. They are compassionate, dynamic educators who love working with teenagers, deeply understand our students needs and strengths, and provide expert and judgement-free support services and resource connections. Together, our staff makes a remarkable team to train, support and resource young people toward meaningful independent futures.

PROGRAM INFORMATION

Independent Living Resource & Training Program for Newcomer Youth

OFCY Funding Goals & Strategies

Funding Strategy

Independent Living

[Independent Living Strategy PDF](#)

Program Service Term

Summer Year-round

Overview

Program Name

Independent Living Resource & Training Program for Newcomer Youth

Applicant Type

Single Agency

Proposal Contact

Title	First Name	Last Name
Director, Learning Lab	Lauren	Markham
Phone	Email	
617-699-5114	lauren.markham@ousd.org	

PROGRAM DESIGN

Independent Living Resource & Training Program for Newcomer Youth

How many years has this proposed program operated in Oakland?

19.00

Youth Participants Service Intensity

1-25 hours	26-50 hours	51-75 hours	76-100 hours
40	60	62	40
101-125 hours	126-150 hours	151-175 hours	176-200 hours
0	0	0	0
201-250 hours	251-300 hours	301-350 hours	351 or more hours
0	0	0	0

Total Youth Participants **202**

Service Hours Projections

Only project services from July 1, 2026 to June 30, 2027.

Service Hours Projections (1)

Service Name

Introduction to Financial Literacy

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
08/10/2026	04/30/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
80	24.00	1920

Calculation

Each youth will participate in 3 hours/week of financial literacy programming in 8 week rotations, for a total of 24 hours/youth

Service Hours Projections (2)

Service Name

Advanced Financial Literacy Workshop

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday

- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
09/16/2026	04/21/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
25	12.00	300

Calculation

a total of 25 youth will participate in this intensive, 12-hour workshop

Service Hours Projections (3)

Service Name

Financial Support/Case Management

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
08/10/2026	06/30/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
30	12.00	360

Calculation

We will support 30 of our highest-need youth in financial case management services, from helping them apply to jobs, obtain certifications for better jobs, or access emergency support services

Service Hours Projections (4)

Service Name

Socio-Emotional Learning Groups

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
09/01/2026	04/30/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
40	8.00	320

Calculation

We will hold 5-6 SEL groups of no more than 10 students, with an average of 8 one-hour sessions each

Service Hours Projections (5)

Service Name

SWB "Manhood Development Groups"

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
09/01/2026	04/30/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
30	10.00	300

Calculation

We will hold 5 separate manhood development groups throughout the year, with an average of 6 participants each, for 10 one hour sessions

Service Hours Projections (6)

Service Name

Wellness Leadership Group (Bienestar Buddies/Healthy Habibis)

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
09/18/2026	04/23/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
22	30.00	660

Calculation

Our Wellness Leadership Group will meet weekly for 30 weeks, one hour each meeting

Service Hours Projections (7)

Service Name

Career Exploration Field Trips

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
09/18/2026	06/01/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
100	4.00	400

Calculation

We will engage at least 100 youth in field trips, averaging 4 hours each, to job sites and/or job training programs

Service Hours Projections (8)

Service Name

Career Training Program Referrals

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
07/01/2026	06/30/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
65	5.00	325

Calculation

We will provide an average of 5 hours/youth of application and referral support to supportive Career Training Programs

Service Hours Projections (9)

Service Name

Healthy Living Workshops

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
08/26/2026	05/20/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
60	4.50	270

Calculation

60 youth will eac participate in 3 health workshops with SWB, totaling 1.5 hours each

Service Hours Projections (10)

Service Name

Cooking Skills Class

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Saturday

Projected Start Date	Projected End Date
08/26/2026	05/05/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
25	60.00	1500

Calculation

25 youth/week will participate in 30 weeks of 2 hour intensive cooking sessions (including menu planning, budgeting, and cooking safety)

Service Hours Projections (11)

Service Name

Intensive Case Management

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
08/10/2026	06/30/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
100	8.00	800

Calculation

We will provide 100 youth with an average of 8 hours of intensive casemanagement over the course of the year

Service Hours Projections (12)

Service Name

Resource Fairs

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
08/10/2026	06/01/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
80	1.50	120

Calculation

We will hold two school-wide resource fairs/year, reaching 80 students total, for a total of 1.5 service hours each

Service Hours Projections (13)

Service Name

Food Security Support

Please select days in a typical week that your program will provide services.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Projected Start Date	Projected End Date
08/11/2026	05/18/2027

Projected # youth served	Projected Average Hours of Participation per Youth	Total Service Hours - Youth
60	16.50	990

Calculation

We will provide 33 weeks/year of food security support, .5 hours each, to an average of 60 students/week

Total Service Hours	8,265
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Narrative

Provide a brief, high-level summary of your program. The summary should describe the program in terms of the number served, who will be served, type of services, duration, location, and goal. This Program Summary will be used to describe the proposed program throughout the review process.

Based at OIHS’s Wellness Center and focusing on our most vulnerable youth already working full time and/or living on their own, this program will support 202 low-income newcomer high school youth toward more resourced, sustainable independent living. Our year round services in financial literacy, case management, career exploration/referrals, independent living skills-building and socio-emotional learning will support newcomer immigrant youth to better navigate public services and the workforce; connect with caring adult mentors and their peers; and live more resourced, independent, sustainable lives.

Describe the program and proposed services. Provide information on the program design, type of services, and how services will be delivered.

In order to support the current and future independent living of OIHS’s low-income newcomer students, our program will provide the supportive services outlined below.

Financial education and literacy support:

Introduction to Financial Literacy : All OIHS 9th & 10th graders—generally our newest and youngest students—will receive an intensive weekly, quarter-long workshop on basic financial literacy, with a focus on financial rights and responsibilities in the United States, budgeting tools and strategies, paycheck decoding, and methods of financial saving. This class will serve as a referral hub for more intensive training, mentoring, and case management.

Advanced Financial Literacy Workshop: OIHS will offer 25 of our highest-need students—those living alone, working full time, and/or navigating the US with limited family support—an intensive, 6 week after school class focusing on financial literacy, personal budgeting, job applications, and workplace rights and responsibilities. Upon completion of the class, students will receive a stipend of \$200 and get support opening a bank account.

Financial & Career Case Management: OIHS case managers and school counselors will provide intensive financial case management support on issues related to personal budgeting, career support and financial aid for higher education/career training programs.

Mentorship Programs: In order to ensure deeper connections between our most vulnerable young people (particularly those living alone, working full time, and/or with limited family support) and caring adults, OIHS will provide the following mentorship programs:

Social-Emotional Learning Groups: Lead by caring adults, we will offer 4-5 multi-lingual SEL/mentorship groups each year focusing on self-confidence, healthy relationships, anger management, future planning,

systems navigation, and positive decision making.

Soccer Without Borders Manhood Development Groups: SWB & OIHS Unaccompanied Minor Specialist will provide ongoing Manhood Development workshops for students already deeply enmeshed with SWB programs with particularly weighty demands on them outside of school that impact their attendance and school engagement. Leaning on the commitment to their sports team, these sessions will focus supporting goal-setting, conflict resolution skills, and community connectedness.

Wellness Leadership Group: Our “Bienestar Buddies & Healthy Habibis” group will be a weekly application-based mentorship program for 11th & 12th graders committed to their communities who want to learn more about personal wellness, and how to support younger students in accessing services and making healthy choices .

Life skills Education & Career Training: OIHS will offer—onsite and via referrals—both life skills and career training programs, including:

Career Exploration Field Trips: We will offer regular career-related field trips – particularly those focused on the trades so students can access a wider understanding of available and affordable job training programs

Career Training Program Referrals: In order to support students to gain job experience outside the informal economy—which also helps them practice their English, build their confidence, expand their resumes, and better understand the career landscape and options of the US, OIHS will provide supportive connections to career training programs and internships

SWB Health Workshops: OIHS will conduct regular team-based workshops throughout the school year related to health and wellness, including nutrition, stress management, healthy decision making, and goal setting, all of which better equip young people toward more sustainable and healthy independent living

Cooking Class: Each week, OIHS will offer a two hour cooking class in which students look up recipes they want to cook, make a shopping and budget plan based on necessary ingredients and available funds, decide on portions—and the following week, they will cook what they’d planned the week before. This class will also offer lessons on food safety and basic cooking skills.

Access to critical support services and public benefits: Because OIHS students are new to the country and low-income students of color, they face particular structural barriers to meeting their basic needs—that in turn impede their sustainable independent living or transitions to sustainable independent living. As such, OIHS will provide:

Intensive Case Management: Our intensive case management program, based in our Wellness Center, will ensure that students both receive support services (food, public benefits, housing, immigration legal services, healthcare, and mental health) and learn to better navigate these services on their own

Resource Fairs: We will offer community resource fairs once/semester to connect students to public benefits and other community resources.

Food Security Support: With inflation and the rising cost of food, food security remains a significant challenge for many of our families, and particularly our students living alone/with limited support. To offset these challenges, and ease students’ transitions to sustainable independence, OIHS will work with the Alameda County Food Bank to provide weekly food pantry and to house a shelf-stable mini-pantry onsite for emergency food provision to students in need.

Emergency Funds Support: OIHS will work with outside donors to secure emergency funds to distribute to students who need emergency immigration representation, short term housing support and/or housing deposits, and other emergent needs to scaffold their transitions to sustainable independent living.

In aggregate, the services provided by OIHS’s “Independent Living Resource & Training Program for Newcomer Youth” will ensure that our newcomer students of color are better resourced, trained, oriented, supported and equipped to live sustainable independent lives (in the case of those already living alone), or to transition to independent living in the future

Describe how the program aligns with the funding strategy selected. In what ways are the services designed to implement the goals and outcomes outlined within the funding strategy?

Newcomer youth city-wide are experiencing more barriers than ever before to regularly attend school, or to attend school at all—making them all the less likely to make successful transitions to college or upwardly-mobile careers that give them a sense of fulfillment and purpose—and to lead independent lives outside the poverty level. In response to the high number of OIHS students already living alone (25%), the number of students working full time off campus (over 50%) and the financial and immigration pressures out students face now and in the future, we are offering a program of intensive case management, career exploration,

financial literacy classes, basic independent living skills, and socio-emotional learning groups. In addition to helping students build skills, gain employment/training and amass tools that will equip them for more sustainable independent living, all of our programs will be led by caring adults in a mentorship role, and will work to support deeper student-student and student-adult connections and trust. Our program will also offer limited direct financial support and incentives for program participation, and to support students out of health-, housing- and immigration-related emergencies.

Provide information on the program partners you leverage to wholistically support the children, youth, and their families participating in your program.

As an award-winning Community School, OIHS has built a network of strong partnerships across sectors in service of student learning, community-building, access to support services, and growth. OIHS will continue to partner with Soccer Without Borders (SWB), one of the school's oldest and most trusted program providers whose mission is to use soccer as a vehicle for positive change, providing under-served youth with a toolkit to overcome obstacles to growth, inclusion, and personal success. With offices based on OIHS campus, SWB regularly supports and engages some of OIHS's most vulnerable youth—youth who work full time, live alone or without supportive adults, and who would likely drop out of school or have significantly reduced attendance if it weren't for connections to SWB. SWB will spearhead the bi-weekly manhood development circles, with a focus on students working full time out of school and/or living alone; they will also integrate team wellness workshops and will work hand in hand with OIHS's wellness team to provide case management services, referrals, and job support to OIHS students.

The following in-kind partnerships will also support this project's goals:

Partnerships in Trauma Recovery (PTR), La Familia, La Clinica de la Raza, Diversity in Health Training Institute/ SIDRA will provide group SEL groups

Our case management team will work with immigration legal service partners (Centro Legal, East Bay Sanctuary, and Immigrant Legal Defense, and Immigrant Family Defense Fund) to support students to secure more stable documentation; La Clinica for health referrals; and Safe Passages and the Alameda County Office of Education for public benefits navigation

We will work with the Alameda County Food Bank to provide emergency food relief

The Peralta Community College District, the OUSD Linked Learning Office/ECCCO program, Cypress Mandela and 1951 Coffee (as well as other internship placement sites) will serve as referral partners for career training

POPULATION AND GEOGRAPHY

Independent Living Resource & Training Program for Newcomer Youth

Youth Participants

Total Number of Unduplicated Participants

202

Projected # of Participants by Age

0-5	6-10	11-15	16-21
0	0	50	152

Total Projected # of Participants by Age

202

Projected # of Participants by Race/Ethnicity

Afro-Caribbean or Afro-Latin(o/a), Afro-Latinx	American Indian or Alaskan Native	Asian, Asian American, Filipino	Black or African American	Hispanic or Latin(a/o), or Latinx
14	0	10	11	40
Arab and other Middle Eastern American	Pacific Islander or Native Hawaiian	South Asian, Indian, or Desi	White, European, or Caucasian	Two or More
35	0	10	0	82
Other				
0				

Total Projected # of Participants by Race/Ethnicity

202

Projected # of Participants by Gender Identity

Female	Male	Non-Binary	Other
81	119	2	0

Total Projected # of Participants by Gender Identity

202

Projected # of Participants by ZIP Code

94601	94602	94603	94605	94606
36	8	8	12	23
94607	94608	94609	94610	94611
28	30	16	6	1
94612	94613	94618	94619	94621
10	0	0	4	10

94704	94705	94720	Homeless/ Transitioning
1	1	0	8

Total Projected # of Participants by ZIP Code
202

Service Site Locations

Location (1)

Service Site Name	Service Site Type	City Council District (Lookup)	
Oakland International High School	OUSD High	1	
Street Address	Apt/Suite	City	Zip Code
4521 Webster Street		Oakland	94609

Will you provide services remotely?

Yes No

Describe the population that will be served in your program. What is your experience working with your target population?

OIHS serves 246 newly-arrived immigrant students from 28 countries, ranging in age from 14-21. Over 96% of our students qualify for free/reduced lunch, the highest poverty rate of any OUSD high school. 6% of our students arrived as refugees or asylees fleeing some of the world's most violent conflicts, and roughly 47% are unaccompanied minors formerly incarcerated by immigration authorities navigating deportation proceedings. At least 35% of our families speak a primary language at home that is considered a "minority language" in Oakland, and 31% of students arrive to us with a gap of two years or more in their formal education (with some students having never attended formal school at all.)

According to the most recent California Healthy Kids Survey, 28% of OIHS students report frequent sad/hopeless feelings, with nearly 20% having lost friends/family to violence and 10% having seriously considering suicide in the last year. The current administration's immigration actions are only exacerbating our students' sense of security. At the same time, 79% of OIHS students report that they know who they are and believe in their futures—suggesting remarkable resiliency in spite of structural adversity and past trauma.

Due to financial stresses, more than 50% of our students work outside of school, with many of them working full time hours. 44% of our students pay all or some of their rent, and approximately 25% already live independently—meaning without parents or involved guardians supporting their material or emotional needs. 29% report missing school because of work. Our students and families face systemic barriers to accessing social services in the community and, often lacking other social networks, they come to OIHS seeking help. Those living independently—and even some of those living with family members—shoulder tremendous responsibilities and thus rely on school staff and programs for resources, tools, guidance, connection and morale.

Briefly describe your methods of outreach to the community you propose to serve.

OIHS is a trusted public institution in Oakland among immigrant communities. As a school, we will be able to recruit students to our Independent Living Resource & Training Program for Newcomer Youth through multiple avenues. Program staff will conduct outreach to 100% of students/families during Fall registration & events, and regular advisory announcements, and will engage student leaders as ambassadors to OFCY funded programs. Throughout the year, program staff will triage referrals from teachers, office staff, partners and family members, and continue to outreach and engage with participants toward continuous quality improvement. All newly-enrolled students will receive a new student Orientation within two weeks of their arrival, which will introduce our Independent Living Resource & Training programs and services, and forge immediate links to program staff. To engage ongoing participation, the non-confidential independent living programs will also be highly visible on campus.

Describe how you plan to engage and retain participants. Describe the average length of time that your population participates in the program.

As we have demonstrated in current and past OFCY funding cycles, the strength and student-centered design of our programs contribute to strong student participation and retention. Because our program is based on a school campus, recruitment takes up a limited amount of time, leaving our staff devoted to actual programming rather than time-intensive recruitment, and ensuring they are well-situated to maximize participation, program quality, program improvement, student relationships, and participant retention. Students make clear that they participate in our programs and services because they provide the support that they/their families most need; because of connections to program staff; and because we offer engaging, youth-centered services that centers students' skills, interests and insights.

The vast majority of our programs and services are ongoing; 80% of participants will engage with our independent living programs and services (from mental health and skills groups to ongoing case management to financial literacy) for more than 10 hours throughout the course of the year, in a regular, ongoing fashion, with more than 50% participating in over 50 hours of programming over the course of the year and engaging in two or more program activities.

Our program activities range from intensive, individualized support, to small group activities and training, to large group activities, and in focus areas that range from career exploration to cooking classes to financial literacy groups to resume and application support to emergency service navigation. The diverse programming options means that there is something engaging and needed for every single one of OIHS's students—those already living independently to those preparing for a transition to independent living soon, or in the future. Our "Independent Living Resource & Training Program for Newcomer Youth" services will be folded into the very fabric of our community.

Explain how you have determined the needs and priorities of the neighborhood and community/focus population you propose to serve. What strengths, resources, and assets within the community and among your focus population can be leveraged to support them? Please describe how you know this information.

OIHS relies on demographic data, school data (ie related to attendance, GPA, reading levels, dropout rates), the California Healthy Kids Survey, internal surveys, Wellness Center program data/outcomes, the OUSD Newcomer Survey, and OUSD data to determine the needs and priorities of our student body and their families/communities. Because we have been working with newcomer youth for so long, we rely on our deep connections to immigrant communities (including through our staff members) to understand student needs, what best supports them, and current gaps. Most recently—given the increasing financial and immigration stresses on our students, and the fact that more and more of our young people are living alone— the need for independent living support has emerged as a high priority.

OIHS is a hub for newcomers city-wide, serving students from 15 Oakland zip codes, with the highest concentration living in East and West Oakland—places with particularly high community stressors. . In response to these stressors, our program provides extensive connections to social services support not widely available in home communities or accessible to newcomers without navigational support.

The fact that so many of our students (roughly 25%) already live independently, with over 50% working full time while also attending high school, demonstrates their tenacity and commitment to resourcing themselves toward the best possible future. In addition to their resilience, their multilingualism and community connections is an asset for forging community and entering the workforce. In spite of the structural barriers they face as low income immigrants of color, our students consistently show us that, with resources, support, and training, they can graduate high school, enter/sustain themselves in the workforce and higher ed, and create meaningful futures. Our program is designed to provide these resources, supports, and skills training, as well as supportive referrals, so that they can thrive.

OUTCOMES

Independent Living Resource & Training Program for Newcomer Youth

Results Based Accountability (RBA) - Is Anyone Better Off

Based on your program design, select all that apply (with a minimum of two) of the following outcome measurement categories that apply to your program.

- Belonging, Community, and Support
- Knowledge Acquisition & Skill Development
- Connections and Access to Resources/Service Navigation Support
- Client Satisfaction
- Violence Prevention
- Youth Development and Leadership
- Engagement in School
- Employment and Financial Stability

Briefly describe why you selected the outcome measurement categories above.

The following outcome categories are critical to measuring the success and impact of our proposed project:

Belonging, Community, and Support: For students to live meaningful, sustainable, independent lives, and to avail themselves of our resources, they must first feel a sense of connection and belonging to our school community—to their peers, to caring adults, and to the community at large. This is particularly critical . We will use CHKS and internal surveys to measure this outcome.

Knowledge Acquisition & Skill Development: Our Independent Living program is focused heavily on supporting students to build skills and knowledge, through hands-on experience, that supports them for current and future jobs, and readies them for the workforce. We will use pre and post surveys and attendance data to measure these outcomes.

Connections and Access to Resources/Service Navigation Support: Low-income newcomer youth face multiple overlapping barriers to navigating and securing resources like healthcare, immigration legal services, public benefits, housing support and mental health. By supporting them to access and navigate services, our case management team will support the removal of basic needs barriers, while also educating young people about how to navigate these services themselves, better supporting them toward self sufficiency and independence. We will track case management hours, outcomes, referrals, and referral successes.

Client Satisfaction: Client satisfaction is crucial to the success of our program—and all youth programs. We will use CHKS and internal surveys to track related metrics.

Engagement in School: The further our students progress in school, the better prepared they are (with English language skills, numeracy, and experience/certifications) to live independently. We will rely on attendance data and qualitative data from CHKS and internal surveys to track positive engagement in school.

Employment and Financial Stability: Connections to employment, financial literacy, and financial resources are critical to the success of our program. We will track employment referrals, enrollment in employment programs, and employment case management support to measure this outcome.

Please describe how your agency is well positioned to capture, compile, and report on OFCY - identified outcomes. Demonstrate your capacity to deliver, collect and report on the data we are requesting.

As an OUSD school, we have extensive data at our fingertips related to demographics, attendance and GPA; meanwhile, we use our own internal database (Apricot 360) to track all case management work, group engagements, socio-emotional learning groups, training program attendance and progress, and event attendance.. We enroll all students in the program at the beginning of the school year during registration, and track their attendance accordingly. We also use surveys such as the California Healthy Kids Survey, the OUSD Newcomer Survey, and our own internal surveys to track more qualitative data related to program effectiveness, student needs, and outcomes. As evidenced by our past track record as an OFCY grantee, we

complete timely and comprehensive reports that offer deep insight into our program design, effectiveness, outcomes, growth and ongoing needs.

By checking the box below, you acknowledge that if awarded, you will work with OFCY and a third-party evaluator to finalize outcomes data points you will be required to report.

Do you collect outcomes for other funders for delivery of this program?

Yes No

Please list the other outcomes for other funders.

We provide information to the Association for Continuing Education related to career training and referrals, including: 1) number of internships secured 2) enrollment in career training classes and 3) referrals to summer career programs.

BUDGET

Independent Living Resource & Training Program for Newcomer Youth

SETUP

- Personnel
- Other Direct Costs
- Youth Wages and Stipends
- Subcontractors
- Indirect Costs

Budget Summary

Item	Total Program Cost	OFCY Request	% of Total Program Cost
Personnel	\$235,720.00	\$84,000.00	35.6%
Other Direct Costs	\$10,000.00	\$0.00	0.0%
Youth Wages and Stipends	\$12,000.00	\$0.00	0.0%
Subcontractors	\$16,000.00	\$11,200.00	70.0%
Total	\$273,720.00	\$95,200.00	34.8%

Budget Detail

PERSONNEL

- Create a separate line item for EACH individual staff working directly on the program.
- List all direct program staff responsible for the success of the project, even if their salaries or wages are being covered by other matching funds, and not OFCY funds. This will help OFCY better understand the total cost of operating your program.
- Do not include administrative staff not providing direct supervision of line staff or subcontractor.

personnel (1)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Case Manager	Lucinda Matias Mendoza	90000.00	75.0%	67500.00	63000.00

Budget justification and calculations

Based in the Wellness Center, our case manager will spend 75% FTE providing intensive resource case management & referrals, organizing life skills groups and resource fairs, and referring to job programs

personnel (2)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Community School Manager	Madenh Hassan	122000.00	25.0%	30500.00	0.00

Budget justification and calculations

Based in the Wellness Center, our Community School Manager will dedicate 40% FTE to staff management, overseeing intensive resource case management & referrals, organizing life skills groups and resource fairs, and referring to job programs

personnel (3)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Unaccompanied Youth Specialist	Luis Lopez Lara	97000.00	25.3%	24500.00	0.00

Budget justification and calculations

Based in the Wellness Center, our Unaccompanied Minor Specialist will spend roughly 50% of his time dedicated to this project, with a focus on case management for students living alone, financial literacy training, and student engagement personnel (4)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
School Counselor	Mariana Singwi-Ferrono	106000.00	10.0%	10600.00	0.00

Budget justification and calculations

Our school counselor will spend 10% FTE supporting our mental health groups, skills groups & providing mentorship related to independent living

personnel (5)

Staff Role	First and Last Name	Total Annual Salary/Wages	% Time on proposed program	Total Program Cost	OFCY Request
Case Manager	Karen Carranza	74000.00	27.0%	20000.00	0.00

Budget justification and calculations

Based in the Wellness Center, our second case manager will spend 40% FTE providing intensive resource case management & referrals, organizing life skills groups and resource fairs, and referring to job programs

Staff Subtotal **\$153,100.00** **\$63,000.00**

	Fringe Rate	Total Program Cost	OFCY Request
Fringe Benefits	54.0%	82620.00	21000.00

Budget justification and calculations

The fringe benefits have been calculated based on our current staff's benefits rate which is higher than average, given the number of staff members who are heads of household

Staff and Fringe Subtotal **\$235,720.00** **\$84,000.00**

Other Direct Costs

other direct cost (1)

Item	Item - other	Total Program Cost	OFCY Request
Field Trips		8000.00	0.00

Budget justification and calculations

Field trip funds will cover busses and other transportation

other direct cost (2)

Item	Item - other	Total Program Cost	OFCY Request
Food		2000.00	0.00

Budget justification and calculations

Funds will cover food for our events and SEL groups

Other Direct Costs Subtotal **\$10,000.00** **\$0.00**

SUBCONTRACTORS

subcontractor (1)

Contractor Name	Total Program Cost	OFCY Request
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		Cost	
	Soccer Withut Borders	16000.00	11200.00

Email Address	Phone Number
ben@soccerwithoutborders.org	415-912-7139

Street Address
4521 Webster Street

City	State	ZIP Code
Oakland	CA	94609

Proposed services and activities

Soccer Without Borders staff will provide case management support to high-need students living alone/with limited resources; organize team wellness workshops; and ongoing Manhood Development circles/SEL groups.

Budget justification and calculations

Based on a calculation of \$7/youth hour, SWB will conduct 2,200 service hours, ranging from group to individual, over the course of the school year - with 70% of the overall costs requested from OFCY.

Subcontractors Subtotal	\$16,000.00	\$11,200.00
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Youth Wages and Stipends

Youth Wages

youth wages (1)

# of youth	Hourly Wage	# Hours/ week	# Weeks/ year	Total Program Cost	OFCY Request
0	0.00	0.00	0.00	\$0.00	0.00

Budget justification and calculations

n/a

Youth Wages Subtotal	\$0.00	\$0.00
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	Total Program Cost	OFCY Request
Fringe Benefits	0.00	0.00

Budget justification and calculations

n/a

Youth and Fringe Subtotal	\$0.00	\$0.00
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Youth Stipends

youth stipend (1)

# of youth	Stipend Amount	# Hours/ week	# Weeks/ year	Total Program Cost	OFCY Request
40	300.00	1.00	1.00	12000.00	0.00

Budget justification and calculations

We will provide stipends--amounting to \$300 on average-- to 40 youth participating in select program activities as an incentive to participation

Youth Wages & Stipends Subtotal	\$12,000.00	\$0.00
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MATCHING FUNDS

Matching Funds in Budget	Matching Funds in Budget as % of OFCY Request
\$178,520.00	187.5%

Matching Funds

matching funds (1)

Source	Amount	Funding Term Start	Funding Term End	Status
Association for Continuing Education	60000.00	07/01/2026	06/30/2027	Secured

matching funds (2)

Source	Amount	Funding Term Start	Funding Term End	Status
OUSD Core Funds	200000.00	07/01/2026	06/30/2027	Secured

matching funds (3)

Source	Amount	Funding Term Start	Funding Term End	Status
Community Donations	10000.00	07/01/2026	06/30/2027	Secured
Total	\$270,000.00			

Narrative

What were the total program expenses in the most recently completed calendar or fiscal year?

180000.00

Describe additional funding sources, matching funds and other contributions that support the program.

OIHS is relying upon core district funding for a portion of the FTE from our school counselor, our Community School Manager, our Unaccompanied Minor Specialist, and our second case manager to be devoted to this program as matching funds. We will also utilize mini-grants and in-kind donations from the Alameda County Food Bank, and donations from community groups for student emergency funds. Finally, a grant of \$60,000 from the Association for Continuing Education will support student stipends and career casemanagement/referral support. (Note re above question: In response to emergent student needs, we are requesting funds for a new program that builds off of the programs OFCY has funded in previous cycles, but is different and more focused in nature. Though we have not run this program in the past, we estimate the the services we've included in our program design that we have previously offered amounted to roughly \$180,000 in total program expenses.)

Explain how funds requested are reasonable to support the proposed numbers of children to be served, hours of service to be provided, and overall program design. Include funding for basic needs, incentives, stipends, and/or wages for program participants

The total project budget for the Independent Living Resource & Training Program for Newcomer Youth is \$273,7200; we are requesting \$95,200 from OFCY—roughly 35% of the overall budget, and amounting to less than \$12 per youth service hours for high-impact, urgent support for some of our city's most vulnerable youth.

These funds will be allocated as follows:

- Case Manager (Lucinda Matias Mendoza) - \$84,000
- Consultant: Soccer Without Borders - \$11,200

All other program staff, supplies and services will be offered in-kind through additional funding sources, including outside grants, in-kind donations, program partnerships and OUSD core funds. These outside and matching funds will fund program staff, materials, events, field trips, and student stipends and emergency funds.

The proposed program offers an array and depth of services, reaching over 85% of our school's newcomer

student body with over 8,000 units of service—an average of 40 service hours/youth served. We have designed this program in collaboration with students, family members and staff in response to student needs to offer a high-impact, culturally-responsive program that connects youth to resources, trainings, referrals, career connections and support services that better equip them to live independently, and thrive, now and into the future. Our program will build upon the existing resilience and skills of OIHS students—who are, as newcomer immigrant youth, tomorrow’s leaders. This funding will also ensure that we are effectively and equitably offering these services to our students, and that we are able to more deeply support our highest need students, as well as our most isolated students who have limited cultural connections in school and in Oakland. Given the particular vulnerability of newcomer youth—in Oakland, in California, in the United States, and throughout the world—we believe that investing in their financial security, career training, and connections to supportive adults is both a preventative investment in our community’s public health, and in our country’s more equitable future.

Are you collecting fees?

Yes No


Describe how your organization ensures long-term financial and organizational stability in areas (i.e. program continuity, staff and leadership transitions, and community partnerships) to maintain program impact beyond the scope of this grant. If not awarded funding in this upcoming grant cycle what would be the impact to current programming?

OIHS is deeply committed to long-term financial stability, especially given the rampant cuts facing both public services and public education. Currently, over 30% of our overall budget comes from a diverse portfolio of private funders, and we devote considerable time and resources to donor cultivation and diversification efforts. We also heavily leverage our strong community partnerships with community organizations, as well as in-kind donations to better resource our school in service of our young people and their families.

OIHS boasts a staff retention rate of roughly 92% last year—far higher than the OUSD on average—with the majority of our staff having worked with us for over five years. Based on the California Healthy Kids Staff Survey, 94% of staff report a sense of connectedness to their workplace and over 97% that they feel supported by their supervisors. The result is that students experience a continuity of services and deeper, more lasting connections to caring adults who themselves feel resourced and supported in their work.

Though OIHS is only applying for 35% of this program to be funded by OFCY, the OFCY funding would fund a case manager who would serve as the central glue to our proposed program. With in-kind donations and matching funds, we would be able to fund some of the proposed programs without OFCY, such as case management, some SEL groups, and minimal career support, but, given the current state of austerity and budget cuts within the OUSD and public sector more broadly, the vast majority of our proposed outcomes would not be met without funding from OFCY.

The Grant Application has been Reviewed by Legal.
Signature on this document does not constitute an
Approval As to Form as no legal terms are included in
this Grant Application.

 04/30/26

Roxanne De La Rocha
OUSD Senior Staff Counsel