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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Nicole Knight, Executive Director, English Language Learner, Multilingual Achievement

Meeting Date April 10, 2024

Subject Grant Application Approval for Dual Language Education

Ask of the Board Approval by the Board of Education of District’s Grant Application to the Building Capacity for Transformational Equity Focused Grant, seeking if approved \$200,00.00, in Emerging Bilingual Collaborative funds, to build site and district capacity to improve multilingual education in our Dual Language schools, for the period of July 1, 2024 through June 30, 2026.

Background The English Language Learner, Multilingual Achievement (ELLMA) Office was invited to apply for a grant through the Emerging Bilingual Collaborative for up to \$200,000. The goal of the grant is to improve language and literacy instruction and outcomes in 3 of our Dual Language schools through the implementation of the Sobrato Early Academic Language (SEAL) dual language strand.

Fiscal Impact The grant, if awarded, would provide up to \$200,000.00 of funding over two years for Dual Language education improvement.

Attachment(s)

- Grants Face Sheet
- Completed grant application

OUSD Grants Management Face Sheet


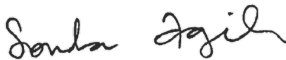
Title of Grant: Building Capacity for Transformational, Equity Focused Multilingual Education	Funding Cycle Dates: 07-01-2024 to 06-30-2026
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Global Impact 1199 N Fairfax St. Suite 300, Alexandria, VA 22314 800-836-4620 Kendra Rose, kendra.rose@charity.org	Grant Amount for Full Funding Cycle: \$200,000.00
Funding Agency: Emerging Bilingual Collaborative	Grant Focus: building site and district capacity to improve multilingual education in our Dual Language schools
List all School(s) or Department(s) to be Served: ELLMA (English Language Learner, Multilingual Achievement), Greenleaf, International Community School, Esperanza	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant will provide impactful professional learning and coaching to improve dual language instruction with a focus on serving English Language Learners and Black students by deepening implementation of research-based language and literacy instruction.
How will this grant be evaluated for impact upon student achievement? <i>(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 4.22% 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.)</i>	We will evaluate the impact through the review of Spanish and English literacy data for all students, and growth on the ELPAC and reclassification rates for our English Language Learners.
Does the grant require any resources from the school(s) or district? If so, describe.	No

OUSD Grants Management Face Sheet

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 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	
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.)	Name/Title: Nicole Knight, Executive Director, ELLMA Site: 954 Address: 1011 Union Street, Oakland, CA 94607 Phone: 510-551-8945 Email: Nicole.knight@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Nicole Knight		03/15/2024
Chief Academic Officer	Sondra Aguilera		3/15/2024

Grant Office Obtained Approval Signatures:

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

The Emerging Bilingual Collaborative Grant Proposal Application

2024 EMERGING BILINGUAL COLLABORATIVE GRANT PROPOSAL

Please send the grant proposal to Kathleen Dutta

(kathleen@emergingbilingualcollaborative.org) and Victoria Cueva
(victoria@emergingbilingualcollaborative.org).

COVER SHEET GUIDELINES

1. *Organization Name: Oakland Unified School District, English Language Learner, Multilingual Achievement (ELLMA)*
2. *Project Name (if applicable): Building Capacity for Transformational, Equity Focused Multilingual Education*
3. *Organization Address: 1011 Union Street, Oakland, CA 94607*
4. **Organization Primary Contact: Nicole Knight*
5. *Organization Primary Contact Email: nicole.knight@ousd.org*
6. ***Organization Finance Contact: Lisa Grant Dawson*
7. *Organization Finance Contact Email: lisa.grantDawson@ousd.org*
8. *Project Start Date: July 1, 2024*
9. *Project End Date: June 30, 2026*
10. *Project Reporting Requirements: Interim narrative report and budget report due July 2025 and final narrative report and budget report due July 2026*
11. *Amount of Sub-Grant: \$200,000*

***Authorized to enter banking information when needed*
***Authorized contract signer*

Please note, if the EBC conditionally approves the grant proposal, your organization will work with our fiscal sponsor, Global Impact, to complete the following:

- Sign the Global Impact Grant Agreement.
- Complete the W9 form.
- Provide your banking information on the Bill.com AP processing system

PROPOSAL NARRATIVE GUIDELINES

Please answer the questions below. When applicable, copy and paste relevant responses from the EBC Concept Paper. **We use an asterisk (*) to note any question that is the same as a concept paper question - If the content hasn't changed, feel free to copy & paste.**



Limit the narrative portion of your proposal to ~7 pages.

A. ORGANIZATION BACKGROUND

1. Please provide a brief overview of the organization. Include the mission, history, and how your organization strives to create a more equitable education system for multilingual students and multilingual educators.

Oakland Unified School District (OUSD) is located in the 7th most diverse city in the US (World Population Review). Of the 34,000 students currently enrolled, 45% are Latino, 21% African American, 11% Asian and 11% White. Just under 50% speak a language other than English, with close to 33% designated English Language Learners (ELLs). As an urban hub, OUSD outpaces other districts in enrollment of newly arrived immigrants; many are children of migrant families seeking asylum from Central America, with the largest group from Guatemala, speakers of Mayan Mam. 73% of students qualify for free and reduced lunch. Equity is at the heart of our collective work as illustrated in the mission and vision.

The OUSD Mission: Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

The OUSD Vision: All OUSD 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.

This grant proposal specifically comes from the English Language Learner and Multilingual Achievement (ELLMA) Office, whose mission is to center multilingual learners in the broader OUSD improvement efforts. ELLMA's goals, ongoing work and progress to date are described and documented in the first three Roadmaps to ELL Achievement, our 3-year strategic plans to improve services and instruction for ELLs and can be found on our website at ousd.org/ellma/goals. ELLMA is guided by three core beliefs:

- English Language Learners can achieve at high levels with the right supports.
- The language and cultural resources that students bring are tremendous assets to their learning and that of the community.
- All educators are responsible for the language development of ELLs.



B. PROJECT OVERVIEW

1. What is your vision for the work?*

Our vision is to create thriving, inclusive dual language schools that embrace the assets of *all* students, including our non-Spanish speaking newcomer students and low-income Black students who have historically been precluded from the promise of multilingual programming.

The research is clear, and the OUSD data story corroborates the evidence that dual language programming leads to the strongest student outcomes over time, for all students. For this reason, OUSD has articulated a vision to “eliminate the achievement and opportunity gaps by providing a high quality PK-12 multilingual pathway for English Language Learners and native English speakers in a mutually supportive, multicultural learning environment” ([OUSD Roadmap to ELL Achievement, 2021-2024](#)). To date, we have developed 8 dual language schools in OUSD serving 3300 students. Six of these schools (Bridges, Global, Lockwood STEAM, Esperanza, Greenleaf, and International Community School) are one-way Dual Language schools and two (Manzanita Seed and Melrose Leadership Academy) are two-way Dual Language Immersion schools.

While students in these programs across demographic categories perform better than their peers in English-only instructional models, we have work to do to address the lack of parity in quality across these schools and to address gaps in *who* is served well. To fully address the equity and opportunity gaps, we are currently working with three sites (Esperanza, International Community School, and Greenleaf), all with strong foundations in program and practice, to transform their one-way programs that primarily serve Spanish-speaking ELLs, into two-way programs that serve students from diverse language backgrounds who live in the community, specifically low-income Black students and a growing number of students whose first language is Mayan Mam. To date, we have focused on recruitment of low-income English-only families, the cultivation of linguistically and culturally responsive classrooms for all students, and development of Spanish Language Development supports. The next step must be to lean fully into Dual Language pedagogy and instructional quality so that we can realize our vision of serving students of all language backgrounds and experiences.

To this end, OUSD is planning a partnership with Sobrato Early Academic Language, or SEAL. SEAL will support OUSD teachers and leaders to deepen the quality of our



dual language programming and instruction. The project will begin in the spring of 2024 with a planning and launch phase, and then a first group of teachers and leaders will start the two-year SEAL Dual Language Pedagogy series in the fall of 2024. The 2024-25 school year will be a pilot with the intention to roll in another group of teachers and leaders from the subsequent year. Often after a first group of teachers and leaders from a district/site attends the series, it builds interest and momentum for a following group of teachers. The series is repeated each year, so when the first group is heading into their second year of content in 2025-26, a new group of teachers will begin the series with the year one content. Eventually, our hope is that all 8 of our Dual Language schools adopt the SEAL instructional model. A slow roll-out will allow us to understand the conditions needed for quality implementation at a small number of schools.

2. Who is involved in leading this project? Please note who will be leading the work within your organization and any partners you will work with or consult during the grant period.

This project will be a team effort. ELLMA Executive Director Nicole Knight will be the overall lead, overseeing the partnership with SEAL and coordinating across departments, including ELLMA, Literacy, Research Assessment and Data, and Network leadership (principal supervisors). Additionally, ELLMA team members will begin as lead learners of the model and eventually incorporate core elements of SEAL into our instructional framework for ELLs within and outside of Dual Language programming.

If this grant proposal is approved, we will also hire a Teacher on Special Assignment to function as the Seal program specialist. This position is key to the success of our goals because it will serve as a bridge between SEAL's professional development and technical assistance offerings and OUSD's unique context, enabling deep implementation and capacity building so we can sustain the work internally. The responsibilities of this role will be to build capacity at the teacher, leader and district levels. At the teacher level, they will support implementation of the SEAL instructional model through professional learning, coaching, co-planning, and modeling lessons. They will support leaders to develop the structures and systems that create the conditions for powerful teacher and student learning. Finally, they will support Central Office by advising on and collaborating to improve the organizational practices that will support school's implementation of SEAL such as professional development structures, observation and feedback protocols, curricular guidance, and biliteracy assessment practices.



3. Please specify the project goals using the table below. Add more columns to the table if needed, and feel free to rearrange the order of the rows.

Project Goal	Timeline	Activities/Details	Associated Deliverables/ Evidence (if applicable)
Improve effectiveness of dual language program model at 2-3 schools	Over 2 years	<ul style="list-style-type: none"> - refine language allocation model of participating schools - refine assessment practices so they are grounded in the research of biliteracy. - develop coherence within and across grade-levels at each school 	<ul style="list-style-type: none"> - revised assessment calendar and protocols/ tools for school site use - refined instructional schedules that reflect a research-based language allocation for the students each school serves.
Improved teacher practice of language-rich instruction using SEAL approach.	Over 2 years	<p>Year 1</p> <ul style="list-style-type: none"> - 100% teacher participation in SEAL webinar series. - Each school sends a team of 3-6 key staff to the in-person SEAL convenings. - Beginning integration of SEAL strategies into classroom practice. <p>Year 2</p> <ul style="list-style-type: none"> - Deepening integration of SEAL strategies - Use of holistic assessment practices to inform instruction 	<ul style="list-style-type: none"> - Evidence of improved teacher practice and student engagement over time using ELLMA and /or SEAL observation tools - Evidence of improved use of language and academic performance in Spanish and English of all student groups including Black students and third language learners.
Development of a coherent curricular approach grounded in DL pedagogy.	Year 2	<ul style="list-style-type: none"> - Curriculum mapping using adopted instructional materials to develop thematic units at each grade-level 	<ul style="list-style-type: none"> - At least 2 thematic units developed at each grade level - Resources connecting SEAL strategies to OUSD
Refined OUSD DL instructional framework and aligned toolkit	Over 2 years	<ul style="list-style-type: none"> - Refinement of guidance and toolkits for all DL programs in OUSD based on learning from first 2 years of SEAL partnership 	<ul style="list-style-type: none"> - DL toolkit on OUSD websites



4. What are 1-3 challenges/risks associated with the project goals? How do you plan to mitigate these challenges/risks?

The first challenge is the need to identify additional funds to sustain the proposed investment for 2 years. The hope is that we can find supplemental funds so that this proposed grant will cover the full 2 years. If we are not successful, we will only have grant funds for this position for one year. To prepare for this possibility, we will focus on building systems and capacity during year one, while continuing to seek additional funding.

A second challenge in a district like OUSD is to ensure the schools are not managing too many competing priorities, and can focus on the lift of integrating the SEAL approach. We are mitigating this by collaborating with the principal supervisors to ensure these schools will be able to maintain a prolonged focus, even if this means not participating in some other district initiatives. Additionally, it is important to note that most educators in our DL schools have been certified in Guided Language Acquisition Design (GLAD) which provides teachers strategies very similar to SEAL. For this reason, SEAL should be experienced as a deepening and alignment of current language and literacy work rather than a new direction.

5. Who will be served by this work? And what is the geographic focus of this work?*

We will begin with 2-3 of our dual language schools. All 3 schools are in east Oakland and serve predominantly low-income English language learners, totalling 1400 students. If we eventually expand to all 8 schools, we will reach about 3,300 students.

- a. How does this work ultimately support/benefit Prek-3rd multilingual educators of color and/or Prek-3rd multilingual students of color?

The majority population of our dual language schools are multilingual students of color. All schools have TK as a part of their school program and 2 have a co-located early childhood center serving PK students. While the PKs function separately, there is the potential of extending the work to PK over time given the existing close collaboration between the Early Childhood and ELLMA departments (thanks to a previous EBC grant). Of the three schools for which we will initially begin the SEAL partnership, 80% are educators of color and the majority are bilingual. Among all 8 dual language schools, the percentage of educators of color is slightly lower at 78%.



6. How will this project be sustained upon completion of funding from the Collaborative?

The funding of the EBC would fund an OUSD position to support implementation in between SEAL-provided activities and focus on building internal capacity of school and central office staff so that the work can be sustained over the long-term. The ELLMA office has a strong record of launching initiatives through grant funds and then sustaining them over time with existing infrastructure.

7. **IF APPLICABLE: If you are requesting communications support**, describe what type of communication support is needed and why. Please also include a budget line item for communications in the budget template.*

N/A

No funding is needed for this because ELLMA already has a robust communications strategy including the publication of a monthly [ELLMA newsletter](#) and an [ELLMA Spotlights](#) blog. We will use these platforms to highlight powerful learning and teaching utilizing the SEAL approach.

C. EBC STRATEGY ALIGNMENT & MEASURING PROGRESS

1. How does this work align with EBC's core pillars? Please review and reference [EBC's strategy](#) in your response.

This work is very much aligned to EBC's core pillars. Through deep implementation of the SEAL model, we seek to ensure those students most marginalized in dominant schooling are centered in our Dual Language schools: our ELLs, our non-Spanish speaking newcomers, and our Black students. We strive to create spaces where all students and families feel a sense of belonging, connection and agency, where all home languages are valued, and where every child has access to the language and academic supports they need to thrive in a multilingual instructional environment. Specifically, we address all of the pillars in the following way:



Pillars	Connection to Proposed Grant
<p>Designing for multilingual educators of color and multilingual students of color.</p> <p>Recruiting, preparing, and retaining racially and linguistically diverse educators with the knowledge, skills, and mindsets to meet the needs of young multilingual learners (in ways that foster biliteracy)</p>	<p>The program goals centers multilingual students of color. Because the majority of educators in our DL programs are multilingual educators of color, this program is also designed for them, particularly because it addresses a current gap in professional learning offerings that are specifically designed for their teaching context, rather than the dominant monolingual teaching context.</p> <p>The focus of this grant is on preparing and retaining, and less so on recruitment.</p>
<p>Implementing equitable and accessible biliteracy pathways* for young multilingual learners that meet the unique demographics and needs of the community</p>	<p>While we are not developing new multilingual programs, we are ensuring access to students furthest from opportunity, such as our newcomer Spanish Learners and our Black students.</p>
<p>Fostering welcoming and inclusive school cultures that celebrate multilingualism and multiculturalism</p>	<p>This is at the heart of our ongoing work to ensure that our DL schools are spaces in which instruction is culturally and linguistically affirming for students across all language and racial/ethnic backgrounds.</p>
<p>Supporting intellectually rich and culturally affirming learning environments</p>	

2. Use the table below to answer the following question: For each goal described under Question B(3), describe how it aligns to [EBC's strategy](#) and how you will measure progress. Add rows to the table as needed.



Project Goal - copy & paste goals from Question B(3)	Which EBC strategy does this support?	Which EBC sub-strategy does this support?	How will you track progress? (Note, we will ask you to report on this progress in the grant report). <i>*If there's a baseline you'll track progress against, make a note of the baseline or describe how you will collect the baseline.</i>
Improve effectiveness of dual language program model at 2-3 schools	Develop intellectually rich, culturally affirming teaching & learning environments that foster multilingualism.	SCHOOL LEADERS/EDUCATORS: In regions of interest, increase school leader capacity to create conducive environments for Prek-3rd multilingual educators of color and multilingual students of color.	<p>We will review evidence of program and structural elements of DLI pedagogy, including</p> <ul style="list-style-type: none"> - revised assessment calendar and tools for sites - refined instructional schedules that reflect a research-based language allocation for the students each school serves. <p>We will use strands of the Guiding Principles for Dual Language Education (possibly a modified version to fit the OUSD context) that will provide a pre-post view to gauge improvement.</p>
Improved teacher practice of language-rich instruction using SEAL approach.	Develop intellectually rich, culturally affirming teaching & learning environments that foster multilingualism.	<i>SCHOOL LEADERS/EDUCATORS: In regions of interest, increase school leader capacity to create conducive environments for Prek-3rd multilingual educators of color and</i>	<p>We will assess growth in teacher practice through regular observations using the ELL Review, a tool to observe for teacher practice and student engagement.</p> <p>We will assess growth in student learning through monitoring of biliteracy data, and the attainment of the “biliteracy zone”, the percentage of students at or above grade-level in one language and approaching or above in the second. We will have baseline data for all students at the participating schools, as well as disaggregated by student group, by the end of this school year.</p>



		<i>multilingual students of color.</i>	
Development of a coherent curricular approach grounded in DL pedagogy.	Develop intellectually rich, culturally affirming teaching & learning environments that foster multilingualism	<i>SCHOOL LEADERS/EDUCATORS: In regions of interest, increase school leader capacity to create conducive environments for PreK-3rd multilingual educators of color and multilingual students of color.</i>	Progress will be monitored by examining artifacts such as instructional schedules and curricular plans, and will be analyzed for increased coherence and evidence of integrated or thematic learning. This work will likely only begin year 2.
Refined OUSD DL instructional framework and aligned toolkit	Develop intellectually rich, culturally affirming teaching & learning environments that foster multilingualism	<i>LOCAL SYSTEMS: Increase the capacity of local leaders to develop PreK-3rd grade multilingual education systems and environments. educators of color and multilingual students of color.</i>	Progress will be monitored by documenting any changes in our framework and aligned tools. We will also gather feedback on the tools from our educators to assess its utility for our educators and adjust accordingly.



7. If applicable, fill in the table below to identify how your work will reach students, families, educators, school leaders, administrators, and/or state leaders. Only add estimates for stakeholders relevant to this grant.

→ Do not spend too much time on these estimates, but please note that you will need to report stakeholders reached in the interim and final grant report.

Stakeholder group	Will your work reach this stakeholder group? [y/n]	If yes, provide an estimate for how many will be reached through this grant. Provide any relevant information associated with the estimate.
<i>Students</i>	Yes	All students at participating schools will be impacted by the SEAL model, estimated at 950 students if 2 schools participate and approximately 1400 if 3 schools participate.
<i>Families</i>	Yes	The SEAL model includes a family partnership component, which means we will potentially reach the same number of families as the number of students above. However, the first two years are more teacher and leader focused.
<i>Educators</i>	Yes	The educators that will be most impacted are teachers and site leaders. Depending on whether we work with 2 or 3 schools the first two years, we will reach between 49 and 72 teachers.
<i>School Leaders</i>	yes	We will directly reach between 2-3 principals and the same number of teachers of special assignment (TSAs), or literacy coaches.. We will indirectly reach all principals and TSAs of the 8 Dual Language schools as the learning from SEAL is internalized by ELLMA staff and informs our broader work.



<i>District or County Administrators</i>	Yes	The ELLMA team includes 5 elementary staff and the Executive Director, who will be positioned as lead learners of the SEAL partnership. Learning will also be shared with the Director of Literacy, the Director of Elementary Academics, and the two Network Superintendents who supervise the Dual Language school participants in the first phase of the SEAL partnership. This would be an estimated total of 9 District leaders.
<i>State Leaders</i>	Yes	ELLMA is always willing to share our learning beyond OUSD, including to state leaders. If invited, we would be happy to present as a district or in partnership with SEAL. Given that OUSD is expanding the student groups we are attempting to impact to include third-language learner newcomers and low-income Black students, we anticipate there will be interest in learning from our efforts and successes.

D. Project Budget

1. Please attach a budget to the proposal that includes details on how you plan to use the funds.

Description of budget item	Amount	Details
The budget funds requested of EBC will be utilized as follows: OUSD OUSD Seal program specialist (Teacher on Special Assignment)	\$200,000	As described in the project narrative, this role will support deep implementation of the SEAL model. It is critical to have someone in OUSD who both knows the local context and our staff to support schools to apply learning provided by the SEAL team. Additionally, the SEAL partnership will provide relatively light support in the form of bi-monthly webinars and a limited number of hours for technical assistance. An OUSD staff member dedicated to this partnership will



		<p>ensure sustained focus and support the development of systems and structures needed for ongoing implementation.</p> <p>Because cost of OUSD positions varies depending on benefits, the requested amount would ensure the full position can be covered. Any surplus will be used as a start to the second year of salary, while we seek additional funding to complete the need.</p>
Teacher Collaborative planning time via subs or extended contract time	\$50,000	Covered by local OUSD funds
Total budget	\$250,000	
Total budget ask of the EBC	\$200,000	



E. EVALUATION AND KEY LEARNING QUESTIONS

1. IF APPLICABLE: ***If the program/project has a specific evaluation strategy or approach,*** provide a brief overview of the key questions this program/project will answer for the organization and/or the broader field.

N/A

