

**Applicant Name:** OAKLAND NATIVES GIVE BACK FUND INC.

**Project Title:** ACHIEVEMENT INFLUENCERS PROGRAM (AIP) 2.0

**Type of Grant Requested:** (select one)     Early-Phase     Mid-Phase     Expansion

**Absolute Priorities the Project Addresses:** (select all that apply)

- Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)
- Absolute Priority 2-- Field-Initiated Innovations—General
- Absolute Priority 3-- Promoting STEM Education
- Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs
- Absolute Priority 5-- Educator Recruitment and Retention

**Competitive Preference Priorities the Project Addresses:** (select all that apply)

- Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources  
and Opportunities: Implementers and Partners
- Competitive Preference Priority 2— Addressing the Impact of COVID–19 on Students, Educators, and Faculty

**Total number of students to be served by the project:** 480

**Grade level(s) to be served by the project:** 9-12

**Definition of high-need students:** High-need students are those who face significant barriers to educational success due to a combination of socio-economic, demographic, and personal factors. Specifically, in the context of this program, high-need students include:

1. Students from Low-Income Families- Those who come from families with limited financial resources, often qualifying for free or reduced-price lunch programs.
2. Students of Color- Particularly African American, Latino, Native American, and Pacific Islander students, who are disproportionately affected by systemic inequities in education.
3. First-Generation Students- Those who will be the first in their families to attend college, often lacking the familial support and guidance for navigating higher education.
4. English Language Learners (ELLs-: Students whose primary language is not English, facing additional challenges in language acquisition and academic performance.
5. Students with Disabilities- Those with physical, emotional, or learning disabilities that require additional support and accommodations to succeed academically.

6. Chronically Absent Students- Students who have a history of missing 10% or more of school days in an academic year, placing them at higher risk of academic failure and dropout.
7. Students Experiencing Homelessness or Housing Instability- Those who lack a fixed, regular, and adequate nighttime residence, impacting their ability to attend and succeed in school.
8. Students with Mental Health Challenges- Those dealing with anxiety, depression, or other mental health issues that interfere with regular school attendance and academic performance.

**Brief description of project activities:** The Achievement Influencer Program (AIP) 2.0 is designed to increase daily student attendance and academic success through a comprehensive blend of STEM education, college readiness, and leadership development activities. The project activities are structured to provide targeted support to high-need students, ensuring they receive the resources and encouragement necessary to thrive academically and personally.

1. Summer Intensive Program:
  - College Readiness and STEM Exposure- A 6-week intensive program providing hands-on STEM projects, college readiness courses, and immersion experiences at local colleges such as Cal State East Bay and College of Alameda. Students will explore STEM fields including biotechnology, chemistry, artificial intelligence, machine learning, data science, and cybersecurity.
  - Leadership and Entrepreneurship Training- Workshops focused on developing leadership skills, critical thinking, and entrepreneurship, utilizing human-centered design thinking methodologies.
2. Academic Year Program:
  - Work-Based Learning and Mentorship- A 10-month program where students engage in work-based learning experiences at their schools and in the community. Students will receive mentorship from professionals in STEM fields and participate in projects that address real-world problems. Students will receive stipends ranging from \$250-\$500 per month depending on their grade level.
  - Weekly and Biweekly Workshops- Regular workshops covering topics such as college application guidance, financial aid literacy, standardized test preparation, time management, and study skills.
  - Social-Emotional Learning (SEL) and Support- Weekly SEL workshops facilitated by culturally responsive Achievement Advisors (AAs), focusing on building resilience, communication skills, and overall well-being.
3. Targeted Interventions and Support
  - Personalized Mentoring and Case Management- Each student is assigned a mentor who provides individualized guidance and support, helping them overcome barriers to regular attendance and academic success. Case managers closely monitor attendance and provide immediate intervention when issues arise.

- Mental Health Services- Access to tailored mental health services provided by the Black Girls Mental Health Collective, including counseling sessions, mental health workshops, and crisis intervention.
- 4. Dual Enrollment and Early College Exposure
  - College Courses and Credits- Opportunities for students to enroll in college courses through partnerships with local community colleges, earning credits while still in high school to enhance college readiness and reduce time to degree completion.
- 5. Community and Family Engagement
  - Outreach and Information Sessions- Student recruitment through program alumni presentations, student/parent orientations, and recommendations from school personnel. Engaging families and the community in the program to build a supportive environment for students.
- 6. Data-Driven Approach
  - Monitoring and Evaluation- Continuous data collection and analysis to monitor student attendance, academic performance, and engagement. This data-driven approach allows for real-time adjustments to interventions and ensures the program's effectiveness.

## **Summary of project objectives and expected outcomes:**

### **Project Objectives:**

1. **Increase Daily Student Attendance**
  - **Objective:** Improve daily attendance rates among high-need students in Oakland, particularly targeting those with chronic absenteeism.
  - **Activities:** Implement a comprehensive summer intensive and academic year program focusing on STEM education, mentorship, and social-emotional learning.
2. **Enhance STEM Engagement and Academic Performance**
  - **Objective:** Boost student interest and performance in STEM subjects through hands-on projects and exposure to STEM careers.
  - **Activities:** Offer immersive STEM experiences, dual enrollment opportunities, and project-based learning activities.
3. **Develop Leadership and College Readiness Skills**
  - **Objective:** Equip students with leadership skills and college readiness knowledge, preparing them for higher education and future careers.
  - **Activities:** Conduct leadership workshops, college readiness courses, and provide guidance on the college application process, financial aid, and standardized test preparation.
4. **Support Social-Emotional Development**
  - **Objective:** Foster students' social-emotional growth, resilience, and overall well-being to support their academic and personal success.

- **Activities:** Facilitate weekly SEL workshops and provide access to tailored mental health services.
5. **Build a Supportive and Inclusive Learning Environment**
- **Objective:** Create a culturally responsive and supportive educational environment that addresses systemic barriers and promotes equity.
  - **Activities:** Employ culturally responsive Achievement Advisors and Coordinators, provide financial stipends to reduce economic barriers, and engage families and the community.

## Expected Outcomes

1. **Improved Attendance Rates**
  - **Outcome:** Achieve a 10% increase in daily attendance rates among participating students within the first year.
  - **Measurement:** Monitor attendance data provided by Oakland Unified School District (OUSD).
2. **Enhanced Academic Performance**
  - **Outcome:** At least 70% of students will achieve a 0.5 or more improvement in their GPA.
  - **Measurement:** Track GPA and standardized test scores through OUSD administrative data.
3. **Increased STEM Engagement**
  - **Outcome:** Higher participation rates in STEM activities and increased interest in STEM careers.
  - **Measurement:** Assess participation in STEM projects, student surveys on career interests, and performance in STEM courses.
4. **Greater College Readiness**
  - **Outcome:** Improved college readiness among students, with higher rates of college applications and acceptance.
  - **Measurement:** Track SAT/ACT scores, college application rates, and student feedback on college readiness.
5. **Enhanced Social-Emotional Well-Being**
  - **Outcome:** Improved resilience, communication skills, and overall well-being among students.
  - **Measurement:** Conduct SEL assessments, teacher observations, and student surveys.
6. **Reduction in Economic Barriers**
  - **Outcome:** Financial stipends will alleviate economic challenges, supporting regular attendance and engagement.
  - **Measurement:** Collect feedback from students and families on the impact of financial support.
7. **Strengthened Community and Family Engagement**
  - **Outcome:** Increased family and community involvement in the educational process, creating a supportive environment for students.

- **Measurement:** Monitor participation rates in outreach sessions and gather feedback from families and community members.

### **Summary of how the project is innovative:**

The Achievement Influencer Program (AIP) 2.0 integrates multiple innovative strategies and approaches to address chronic absenteeism and promote educational equity through STEM education and leadership development. The following elements highlight the program's innovative aspects:

1. **Holistic and Multi-Tiered Intervention**
  - **Innovation:** AIP 2.0 employs a comprehensive, multi-tiered approach to address the root causes of chronic absenteeism, including universal, targeted, and intensive interventions.
  - **Impact:** This structured framework ensures that all students receive the appropriate level of support, from broad-based school-wide initiatives to personalized, intensive interventions for those with the greatest needs.
2. **Human-Centered Design Thinking**
  - **Innovation:** Incorporating human-centered design thinking into the curriculum empowers students to identify and solve real-world problems related to their school environment and community
  - **Impact:** This approach fosters critical thinking, creativity, and leadership skills, making learning more engaging and relevant to students' lives.
3. **STEM Exposure and College Readiness**
  - **Innovation:** The program integrates hands-on STEM projects, early college exposure, and dual enrollment opportunities, bridging the gap between high school and higher education.
  - **Impact:** By providing direct access to college-level STEM courses and experiences, students gain valuable skills and confidence, preparing them for successful careers in high-demand fields.
4. **Culturally Responsive Support Systems**
  - **Innovation:** AIP 2.0 utilizes culturally responsive Achievement Advisors (AAs) and Achievement Coordinators (ACs) who understand and address the unique cultural and socio-economic challenges faced by high-need students.
  - **Impact:** This tailored support system enhances student engagement, trust, and academic success, creating a more inclusive and equitable educational environment.
5. **Data-Driven Decision Making**
  - **Innovation:** The program's data-centric approach leverages real-time attendance and performance data to inform personalized interventions and measure the effectiveness of strategies.
  - **Impact:** This ongoing data analysis allows for timely adjustments and continuous improvement, ensuring that interventions are responsive and effective.

6. Financial Incentives and Economic Support
  - Innovation: Providing monthly stipends to student Achievement Influencers (AIs) addresses economic barriers that hinder regular attendance and participation.
  - Impact: These financial incentives not only support students' basic needs but also motivate and reward consistent school attendance and engagement.
7. Integrated Mental Health Services
  - Innovation: The program includes tailored mental health services provided by the Black Girls Mental Health Collective, addressing the mental health challenges that contribute to absenteeism.
  - Impact: By integrating mental health support into the educational framework, the program promotes overall well-being and resilience, enhancing students' ability to succeed academically.
8. Community and Family Engagement
  - Innovation: AIP 2.0 actively involves families and community members in the educational process through outreach, information sessions, and collaborative projects.
  - Impact: This engagement fosters a supportive network around students, enhancing their sense of belonging and commitment to education.
9. Scalable and Replicable Model
  - Innovation: The program is designed to be scalable and replicable, with clear frameworks and processes that can be adapted to other districts and communities.
  - Impact: By creating a model that can be expanded beyond Oakland, AIP 2.0 has the potential to make a broader impact on reducing chronic absenteeism and promoting educational equity nationwide.

**Other studies related to the proposed project:**

1. Eklund, K., Burns, M. K., Oyen, K., DeMarchena, S., & McCollom, E. M. (2022). Addressing chronic absenteeism in schools: A meta-analysis of evidence-based interventions. *School Psychology Review*, 51(1), 95-111.
2. Davis, K. A., Allen-Milton, S., & Coats-Boynton, S. (2019). Making the case for results-based accountability as an intervention for chronic absenteeism in schools to improve attendance. *Race and Justice*, 9(1), 46-59
3. McCluskey, C. P., Bynum, T. S., & Patchin, J. W. (2004). Reducing chronic absenteeism: An assessment of an early truancy initiative. *Crime & Delinquency*, 50(2), 214-234.
4. Teasley, M. L. (2004). Absenteeism and truancy: Risk, protection, and best practice implications for school social workers. *Children & Schools*, 26(2), 117-128.
5. Morais de Sá e Silva, M. (2008). Opportunity NYC: A performance-based conditional cash transfer programme. A quantitative analysis (No. 49). Working Paper.

**Proposed implementation sites:** College of Alameda, Cal State East Bay, Oakland Unified School District, Cabrillo Unified School District, South San Francisco Unified School District, San Bruno Unified School District, and Lighthouse Community Public Schools

**Organizations partnering with this project:**

California State Department of Education  
Cal State East Bay  
College of Alameda  
San Mateo County Office of Education  
Lighthouse Community Public Schools  
Oakland Unified School District  
East Oakland Youth Development Center  
RepresentEd