

File ID Number	22-2032
Introduction Date	9/14/2022
Enactment Number	22-1571
Enactment Date	9-14-2022 CJH
By	



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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

September 14, 2022

To: Board of Education

From: Sondra Aguilera, Acting Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division

Subject: Approval of California Commission on Teacher Credentialing Classified-To-Teacher Grant

ACTION REQUESTED:

Acceptance by the Board of Education of Grant Award No. 2021C25 from the California Commission on Teacher Credentialing for \$240,000 for the District's Classified Staff transition to becoming fully credentialed teachers, pursuant to the terms and conditions thereof, for the period of July 1, 2022 through June 30, 2026.

BACKGROUND:

Grant agreement for OUSD Talent Division for the 2022-2023 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
22-2032	Yes	Grant	Talent Division	Support Employee Pipeline for Classified Staff who will earn their BA and teacher licensure.	July 1, 2022 to June 30, 2026	Commission on Teacher Credentialing	\$240,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

- Review proposed grant project at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD completed a grant application for the program listed to be hosted in the Talent Division.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$240,000.00

RECOMMENDATION:

Acceptance by the Board of Education of Grant Award No. 2021C25 from the California Commission on Teacher Credentialing for \$240,000 for the District's Classified Staff transition to becoming fully credentialed teachers, pursuant to the terms and conditions thereof, for the period of July 1, 2022 through June 30, 2026.

The total amount of the grant for the 2022-2026 fiscal years will be provided to OUSD by the California Commission on Teacher Credentialing.

ATTACHMENTS:

Classified to Teacher Face Sheet

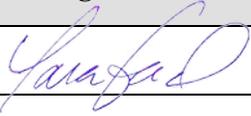
Grant Award Letter
Grant Proposal
Grant Agreement
Payee Data Record

OUSD Grants Management Face Sheet

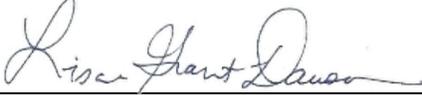
Title of Grant: Classified to Teacher Grant	Funding Cycle Dates: 08-01-2022 to 06-30-2027
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Jeramee Snider 1900 Capitol Avenue Sacramento, CA 95811 (800) 952-5210 JSnider@ctc.ca.gov	Grant Amount for Full Funding Cycle: \$240,000 for 5 years = 1,200,000
Funding Agency: California Commission on Teacher Credentialing	Grant Focus: The focus of the Classified to Teacher grant is the support and development of classified staff to earn their BA and teacher licensure. This supports with tuition, test fees, tutoring, and other costs associated with earning a BA and teacher license.
List all School(s) or Department(s) to be Served: All OUSD school sites.	

Information Needed	School or Department Response
<p>How will this grant contribute to sustained student achievement or academic standards?</p>	<p>By developing and supporting Classified Staff to become educators in hard to staff areas in Oakland Unified, we are investing in the retention of local, diverse, and representative educators who commit to working for the long term in Oakland Unified district schools.</p>
<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 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.)</p>	<p>We regularly monitor program participant experience, incremental advancement in their education and licensure process, and retention in the district.</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>This grant requires coordination of the pathway, regular check ins and counseling support, cohort based support, administration of funding and reimbursements, and partnership with local colleges and universities.</p>
<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 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	<p>Services are supported by an OUSD funded grant</p>
<p>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.)</p>	<p>No</p>
<p>Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)</p>	<p>Name/Title: Sarah Glasband, Director of Recruitment and Retention</p> <p>Site: 944</p> <p>Address:</p> <p>Phone: 510-517-7414</p> <p>Email: sarah.glasband@ousd.org</p>

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Tara Gard		8/19/2022
Chief Academic Officer			

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Acting Superintendent	Sondra Aguilera		9-15-2022



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 www.ctc.ca.gov

July 15, 2022

Dr. Kyla Johnson-Trammell, Superintendent
Oakland Unified School District
1000 Broadway, Ste. 300
Oakland, CA 94607

Notification of Intent to Fund

Classified School Employees Teacher Credentialing Program
Grant Award Number: **2021C25**
Annual Number of Participant Slots Funded: **50**
Annual Grant Award Amount: **\$ 240,000**

Dear Dr. Kyla Johnson-Trammell:

The Commission on Teacher Credentialing (Commission) is pleased to notify you that your application for a grant award pursuant to the *Request for Proposals for a California Classified School Employee Teacher Credentialing Program* has been approved for funding. You will be expected to implement this grant in accordance with the narrative, related activities and timeframe described in your grant application.

Funds allocated for this grant must be expended by June 30, 2026. The grant funds are intended to cover expenses incurred for this program as described in your grant application and are non-renewable. Please note that this funding cannot be carried over for use beyond the 2026 school year. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant funds must be expended in accordance with the proposed budget provided in your grant application. You will be responsible for accounting for both the grant funds expenditures and the matching funds expenditures as indicated in the submitted budgets.

Please note that the authorizing legislation does not require any payback on the part of participants who do not successfully complete the program, nor does it require any matching funds on the part of the grantees. At this time, grantees should not assume that the slot of any participant who either completes the program earlier than the final year of funding or who leaves the program for any reason can be reassigned to a different district/school/county office employee. Please also note that for many classified employees who cannot afford to participate in the traditional student teaching approach, connecting these employees with a local

Commission-approved Intern program can be a viable way to assist program participants to complete their preparation while providing them the opportunity to continue earning a salary.

If you accept this grant award and agree to abide by the grant award terms and conditions as indicated in the Grant Agreement, please sign the first page of the Grant Agreement form using the DocuSign link that was sent to you. In addition, please also complete and submit via DocuSign the attached STD 204 form. Please note that the Commission cannot release funds to your LEA without having the appropriate STD 204 form on file. If you have any questions, please email ClassifiedGrants@ctc.ca.gov.

Funds to grantees will be distributed in two total payments. The first payment will be ninety percent (90%) of the total grant award amount, and the second payment will be ten percent (10%) of the total grant award amount. The second payment will be provided to grantees after the program has completed its annual activities and submitted its report of outcomes. Grantees do not need wait to receive actual funds in order to begin the planned Classified Grant Program activities as state fiscal processes may take some time in order to process the payment to the LEA.

The initial annual data report will be due to the Commission by **July 12, 2023**. Further information on the outcomes reporting process will be provided at a later date. Grantees must participate in an evaluation to determine the success of the program near completion of all activities relating to this grant and the completed evaluation will be submitted to the Governor and the education policy and fiscal committees of the Assembly and Senate.

We look forward to working with you on this important effort to grow and develop your own candidates to earn a California teaching credential and help provide additional qualified teachers for California public schools.

Yours truly,

A handwritten signature in cursive script that reads "Mary Vixie Sandy".

Mary Vixie Sandy, Ed.D.
Executive Director
Commission on Teacher Credentialing

2022 Classified to Teacher Grant Proposal

Appendix C Application Cover Page Classified School Employee Teacher Credentialing Program

Applicant Information:

Name of LEA Applicant: Oakland Unified School District
Address: 1000 Broadway, Suite 150 Oakland CA 94607
CD/CDS Code: 01-61259-0000000

Contact Information

Name of LEA Contact Person: Sarah Glasband
Title: Director, Recruitment and Retention
Telephone: (510) 879-1355
Email: sarah.glasband@ousd.org

Alternate Contact Information

Name of Alternate LEA Contact Person: Mary Jo Schneider
Title: Employee Development, Recognition and Retention Specialist
Telephone: (510) 879-1191
Email: maryjo.schneider@ousd.org

Fiscal Agent Information for the Local Education Agency (LEA)

Name of Fiscal Agent: Lisa Grant-Dawson
Mailing Address: 1000 Broadway, Suite 450
City: Oakland State: California Zip: 94607 Telephone: (707) 246-6234
Email: lisa.grantdawson@ousd.org

Administrative Approval for the Local Education Agency (LEA)

Name of Superintendent of Authorized Administrator: Kyla Johnson-Trammell
Title: Superintendent, Oakland Unified School District
Signature: 

Date: June 10, 2022

1. Capacity, Ability, Willingness, and Interest to Accommodate the Participation of Classified School Employees in the Program

Capacity and Willingness

Oakland Unified is excited by the prospect and opportunity to continue our Classified to Teacher pathway through this grant application. We look forward to expanding our current program for Classified staff to include after school program partners and Early Childhood staff. We hope to continue our relentless focus on increasing diversity, quality and representation among our certificated teaching staff in service of accelerated student learning and engagement outcomes through a supported pathway that focuses on meeting licensure requirements, navigating the credential process, and ensuring success in a transition to a teaching role. Since receiving our initial Classified to Teacher grant in the 2017-18 academic year, we have fully prepared and graduated eight teachers, employed 13 intern teachers, helped four staff earn a Bachelor's degree and supported many others in the goal of earning a credential and Bachelor's in order to teach in a hard to fill role. While these numbers are not high, they represent a tremendous amount of counseling, educational navigation, licensure test passage, career navigation, and other forms of wraparound support.

Oakland Unified School District (OUSD) is a medium-sized urban district in the rapidly-changing Bay Area. We serve approximately 34,556 students in 79 schools, with the mission to create a full-service community district that houses resources in community schools to support students and families. In the past two decades, Oakland has seen a sharp rise in the tech economy, and the costs of homeownership and rental prices have dramatically increased. Amidst these contextual changes, OUSD has been greatly impacted by the decline in highly qualified teachers seeking employment across credentials and grade levels.

Since 2010, OUSD's Recruitment Team has been building Grow Our Own pathways, with a focus on helping to prepare our classified staff for teaching roles. Our current team stands on the shoulders of two key initiatives that built the foundation of our current work on educator and leader pathways: Teach Tomorrow in Oakland (TTO) and Grow Our Own: Special Education teachers. TTO focused on recruiting local, diverse teachers from the Oakland community, while the Grow Our Own program focused on supporting Para-Educators and Instructional Support Specialists to become credentialed OUSD teachers. These programs formed a strong foundation for our current Classified to Teacher Pipeline (C2T) Program.

Nearly five years after our initial Classified to Teacher funding, we are lucky to have built and codified several more pathway programs in Oakland Unified based on state and private philanthropic funding: an after school to teacher pathway, Local Solutions Recruitment & Retention program, Oakland Teacher Residency, Salesforce Initiative for Middle School Recruitment and Retention, Newcomer Teacher and Leader Residencies, and specific affinity based support programs for Black and Latinx educators. These pathways have unique features that focus on specific affinity based supports while maintaining common features, such as credential and education support, individualized counseling, progress monitoring and tracking, and community and social-emotional support.

OUSD's HR - Talent Team has been working at the intersection of educational advancement and workforce development jointly with community partners for the past seven

years, including IHE partners, community based orgs, internal departments, hub school sites focused on teacher development, and others. This stability and focus has supported 400+ employees with tuition support, testing support, credential navigation support, and cohort development. Within our pathways, our retention rate is close to 90%, which highlights the importance of these efforts, especially within the context of high teacher attrition in the field.

OUSD is committed to a Grow Our Own model in our efforts to diversify our certificated teaching workforce. Our Classified School Support Employees more closely resemble the demographic population of the students OUSD serves. Although 67 percent of the students we serve identify as African American and Latino/Hispanic, about 38 percent of our certificated teaching staff represent the same demographic, while our classified student support employees are 76 percent staff of color. Recently, we hired a new member of the recruitment team. We are particularly in need of building recruitment strategies for our Latino/Hispanic classified staff to become certificated teachers, as the clearest disproportionality exists between our Latino/Hispanic student population and both Classified and Certificated staff.

In order to accommodate classified employees, after school staff, and early childhood staff who wish to become certificated teachers, we will continue our cohort model of support that focuses on professional, social-emotional, and academic support. Cohort meetings will be hosted virtually for ease of attendance and to preserve meeting times. Cohorts of support will be built based on individual needs related to educational advancement, location and circumstances of our employees, and in particular their educational history and background, passage of the Basic Skills Requirement and Subject Matter Competency, as well as their targeted teaching pathway. Cohorts will also be built based on our employees' potential educational and career pathways; we will accommodate our employees who wish to work part-time while completing a traditional teaching pathway, as well as provide support for employees who wish to move forward on an intern teaching pathway. Classified employees who wish to participate will have the opportunity to fill hard to staff teaching positions with a focus on shortage areas: TK, SpEd, STEM, middle school, and hard to staff sites.

2. Local Need for Credentialed Teachers and Requested Number of Program Participants

Emerging from the pandemic, OUSD continues to be impacted by the national teaching shortage. In spite of this, the Recruitment and Retention team has worked diligently to increase the district's visibility for prospective teaching candidates locally and nationally. By hosting and attending virtual career fairs, constant marketing of positions on web-based job portals and strengthening partnerships with local organizations and institutions of higher education, OUSD has been able to recruit highly qualified teachers to fill some of the vacancies. Because the best chance of retaining talent is to look locally, there has been a heavy investment in programs that Grow Our Own. The district provides one-on-one counseling and financial support for aspiring, new and seasoned Special Education Teachers and Middle School teachers with a focus on those who have demonstrated a commitment to Oakland. There is housing support and culturally relevant, district specific professional development provided to teacher residents. Even with these targeted efforts, approximately 30% of newly hired teachers are pre-credentialed (including Waivers, Provisional Intern Permits and Short Term Staff Permits) with hard to staff positions and sites disproportionately affected.

As the new TK requirements are instituted, OUSD will have to recruit and prepare a large number of early childhood educators who were previously holding positions with different requirements in our CDC settings. Additionally, the district's focus on Black and Brown educators means that there should be more intentionality in supporting the higher rate of classified staff (those in ParaEducator, Instructional Support Specialists, Newcomer Learning Lab Assistants, Early Literacy Tutor and Noon Supervisors), expanded learning staff, and early childhood staff of color to become teachers. Through monthly information sessions and targeted outreach towards classroom support, expanded learning, and CDC staff, OUSD has been working to guide employees with navigating the process of earning a credential in shortage areas. These meetings often lead to one-on-one sessions with staff to identify where they are in the credentialing process and what specific steps they can take to become a teacher. Credential counseling sessions often include an invite for staff to apply for the Classified to Teacher program. The application process includes the submission of transcripts, letters of recommendation, statement of interest and a resume that allows the committee to see the prospective teacher from a holistic perspective. Because of the flexibility of the support we offer, candidates are able to receive the support they need in a differentiated way and pay it forward through their commitment to teaching in Oakland.

As we stand on the shoulders of the After School to Teacher (A2T) pathway, we will continue to work in partnership with the Expanded Learning office to ensure that our expanded learning staff have access to the Classified to Teacher program. Participation in the program by staff in the district's Early Childhood Education program will be integral in ensuring that they are meeting the needs of our students who will be enrolling in Transitional Kindergarten and the newly mandated state requirements for TK and SpEd early childhood positions.

Number of Participants We are requesting a total of 50 participant slots for our C2T program, given our current 40 and the expansion to expanded learning and early childhood staff. We intend to recruit participants with a focus on Transitional Kindergarten, Special Education, Bilingual Multiple Subjects, Math, and Science educators. Over the course of the five year program cycle, we hope to support and retain 50 teacher candidates from our pool of classified employees, which will decrease our recruitment demand in these subject areas in the next five years. Last year there were 168 vacancies across these content areas. With the ability to support staff to fill these positions we can cut into the vacancies by approximately 5%.

Analysis of Prospective Program Participants We are currently utilizing data of all of the classified employees, early childhood, and expanded learning staff in school support positions in Oakland Unified to administer a survey to gauge interest in participating in becoming a teacher. Based on this data, school support employees are encouraged to apply to the C2T program on a rolling basis. This allows prospective teachers the opportunity to express their interest when they are ready to participate in the program (and have achieved the minimum credit threshold). We will also prioritize admission of school support employees who have a Bachelor's Degree, as well as those who may have passed the Basic Skills Requirement and Subject Matter Competency in order to fast-track their employment as certificated teachers.

3. Plan and Implementation

Recruitment of candidates for the C2T will be a multifaceted approach that includes

internal outreach, and outreach to our partnering extended day programs. We will utilize direct messaging through emails, newsletters and the district website. Using District employee information, outreach will be to all school support classified and early childhood staff. Additionally, there will be direct outreach to our partnering extended day programs with emails and virtual presentations to extended day program staff. While all classified, after-school and early childhood education staff will be considered, those with a BA will receive priority consideration.

All potential candidates will receive an interest survey that gathers data on minimum requirements information (i.e. Bachelor's degree or at least 60 accredited college units). Interested candidates will be invited to informational meetings which will provide details and benefits of the C2T program, how to apply, and the anticipated timeline. Candidates will be evaluated based on meeting minimum participation requirements, as well as the strength of their application and recommendations. Candidates must agree to teach one year in OUSD following graduation from the program for each year for which they receive support through the program ("Agreements Document").

Application process Potential participants will have the opportunity to review how to apply with support from the C2T administrators. Candidates will receive support via email, calls, drop in sessions and 1:1 meetings, as appropriate. Additionally, as described above, an informational meeting will be held prior to the deadline to discuss C2T program details and the application process and requirements. Those applying will need to complete and meet all requirements, listed below. Applications will require basic demographic information about the candidate; educational background including GPA; licensure exams passed; employment history; desired teaching pathway; and a personal statement which includes four questions aimed to provide insight into the candidate's motivations and experiences that have led to their desire to teach in OUSD. Applicants can submit a hard copy of the application by mail or in person to our office, or electronically.

Requirements to apply: Participants must be a current OUSD classified staff member, have a minimum of an AA degree or 60 undergraduate transfer units, in addition to course requirements from CSUEB, complete two recommendation letters, submit a completed application with an interest statement, sign an agreements document, agree to attend C2T Quarterly meetings, and have a cumulative undergraduate GPA of 2.67 or higher.

IHE Involvement in Coursework development: CSUEB will accept C2T participants that meet the requirements to apply in both the BA and credential program. The C2T participants will be enrolled in CSUEB and will be earning their BA and/or credential based on the approved CSUEB coursework. Because of the Oakland Teacher Residency, the Local Solutions grant, and our pre-existing Classified to Teacher program, we have a long standing partnership and regular meetings to discuss recruitment and selection of pathway candidates with CSUEB. We also have long standing partnerships with the financial services division at CSUEB, and are able to ensure students are enrolled when we promise funding for tuition. CSUEB will continue to provide academic advisement for all of our teacher candidates, both at the BA level and credential program level. We will support supplemental academic advisement and advocacy as needed as well.

Transcript Review (Minimum Qualifications review): As part of the application process, candidates will provide official transcripts for review. A C2T administrator will review transcripts

based on California State University admission guidelines and provide transcripts to an educational advisor from California State, East Bay for final admission review. Transcripts will also be evaluated to determine if candidates meet the Basic Skills or Subject Matter Competency Requirements as needed. Additionally, if further coursework is needed from a community college before transferring to CSUEB, our aspiring educators will be supported in meeting Basic Skills through access to coursework in a cohort setting provided in partnership with a local community college.

Prioritization of Selected Participants: Rubric for Strength of Application If more candidates apply than there are slots, prioritization will be given to candidates based on the following criteria: Bachelor's Degree (five points), Master's Degree (two points), Quality of Letters of Recommendation (four points), passage of the Basic Skills Requirement (BSR) (two points), passage of the Subject Matter Competency (two points), desire to work in Special Education (two points), desire to work in Bilingual settings (two points), a desire to work in Math or Science (two points), or a desire to work in Transitional Kindergarten (two points). Applicants with the highest scores will be prioritized and we will work to ensure equity amongst our hard-to-staff subject areas.

4. Classified Grant Collaboration with Public and Private Institutions of Higher Education

In selecting a partner to craft a Classified to Teacher pipeline, we sought an affordable, local, reputable, and flexible institution dedicated to the vision of growing local community members professionally through education. OUSD and California State University, East Bay campus (CSU-East Bay) have long held a shared Memorandum of Understanding (MOU) to help provide applied learning contexts and new teacher support for current students and recent graduates of the education program. Dr. Chris Chamberlain, Interim Chair of Teacher Education at CSU-East Bay, is willing to prioritize the admission and support of OUSD's classified employees, and will work with undergraduate admissions in order to prioritize the support and educational advisement of students who apply for their baccalaureate program.

Before candidates are admitted to the undergraduate program, we will be reviewing transcripts with academic advisors at CSU-East Bay in order to lay out a course sequence for our undergraduate employees to complete the program in order to ensure the plausibility of completing the baccalaureate program in two years. For our classified employees who already possess a BA/BS, we will ensure their undergraduate grade point averages are adequate for admission to the program. Once classified employees are admitted to the program, we will continue to meet regularly with CSU-East Bay's campus based education and credential advisors to review our candidates' individualized learning plans (ILPs) and ensure they are on target for meeting short and long term goals. The MOU with CSU-East Bay (Appendix A) is current and covers practica and internships for all OUSD credential candidates currently working in Oakland schools.

5. Classified Grant Program Design

Overview and Focus The C2T program will focus on recruitment of classified staff, staff in Early Childhood Education, and after-school program staff who are motivated to become Multiple Subject, Single Subject or Special Education teachers in OUSD. The expansion of

pathway options will open up the program to more candidates while allowing us to continue the important work of “growing our own” diverse educators in OUSD.

Based on data from the 2021-22 hiring season, approximately 30% of the District’s new hires were not yet credentialed, which we feel is partly reflective of a decline in the number of highly qualified candidates within the teacher workforce. Our aim has been to radically shift our focus to the longer-term investment of developing our talent from within our communities.

The Classified-to-Teacher Program will be developed and implemented by the OUSD Retention and Recruitment team, working closely with internal and external partners to ensure an informed and well-supported program. The Recruitment and Retention team will hold the primary planning, execution and monitoring of the program and its participants, including but not limited to:

- Recruitment, screening, and orienting employees to the program, as well as supporting employees and monitoring progress over time
- Planning and hosting mandatory quarterly meetings centered around germane topics within the California Standards for the Teaching Profession (CSTP) and the Oakland Effective Teaching Framework (OETF), and provide moral and practical assistance in a cohort setting
- Provide a range of supports that aid in the progress towards becoming classroom educators, such as test preparation support, credentials counseling and employment support

Working closely with partners is crucial to the success of the program and its participants. Our credentialing partner will be California State University, East Bay (CSUEB), which offers student teaching and intern credentialing programs for our identified cohorts and have systems in place for monitoring and communicating about candidate progress. CSUEB’s proximity, affordability, and experience with grant-funded cohort-models such as this make them an ideal partner for meeting the anticipated varied needs of our cohort members.

Timeline and Implementation Below are the anticipated timelines of events for the pre-planning and implementation of the program. The chart reflects the program structure, milestones and timelines for classified employees who are: 1. Entering the program with 48 college units or an AA degree, 2. Entering with a Bachelor’s degree, and 3. In a “fast-track” group that are entering with an AA or Bachelor’s degree who have previously been receiving support and are poised to start a credentialing program by Summer 2023.

The timeline is meant to serve as a flexible guide that highlights the benchmarks of each path while allowing for variations in individuals’ timelines that still fit within the 5-year grant parameters. Overview of the main timelines are as follows:

Program Calendar, Five Year Design for Each Cohort

Timeline	Quarter 1 (Aug-Oct)	Quarter 2 (Nov-Jan)	Quarter 3 (Feb-April)	Quarter 4 (May-July)
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All Cohorts: Mandatory and optional meetings for all years in program & Reflection requirement	Mid-August: Initial meeting	Early November: Meeting	Early February: Meeting	Early May: End-of-year meeting & reflection
	End of September: Mentor check-in meeting and candidate support follow-up	Mid-December: Mentor check-in meeting and candidate support follow-up	End of March: Mentor check-in meeting and candidate support follow-up	
		Submit reflection		Submit semester reflection

- Candidates who enter with an AA (or equivalent)/multiple & single subjects: These candidates may enter the BA program for year 1 and 2, complete testing and eligibility requirements in year 3, then complete the multiple- or single-subject credentialing program in year 4.
- Candidates who enter with an AA (or equivalent)/Education Specialist: These candidates may enter the BA program for year 1 and 2, complete testing and eligibility requirements in year 3, then complete credential programs in years 4 and 5.

Year 1 Cohort: Entering with an AA or 60 units			
Can eventually enter BA program, and enter multiple or single subject credential or Ed Specialist program after.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
BA program: Employed in OUSD at least part-time. Begin or continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time if applicable during summer. Continue coursework towards BA/BS: 6-8 units per semester minimum if there is Summer session.

AA Cohort, Year Two			
Quarter 1	Quarter 2	Quarter 3	Quarter 4

BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Complete coursework towards BA/BS: 6-8 units per semester minimum. May graduate with a BA.	BA Graduates: Begin test prep for CBEST and CSET
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AA Cohort, Year 3

Quarter 1	Quarter 2	Quarter 3	Quarter 4
BA Graduates: Employed in OUSD at least part-time. Take/pass CBEST and CSET	BA Graduates: Employed in OUSD at least part-time. Take/pass CBEST and CSET. Apply to Education Specialist, multiple or single subject credentialing program	BA Graduates: Employed in OUSD at least part-time. Complete all application requirements to begin credentialing program Intern Candidates: Apply to OUSD & obtain a teaching position.	Employed in OUSD at least part-time if applicable during summer BA Graduates/ Credential Candidates: Fulfill 120 pre-service requirements and become intern-eligible or begin Summer coursework (traditional/Education Specialist) Intern Candidates: Obtain a teaching position in OUSD Student Teachers or Teacher Residents: Support in finding Cooperating / Mentor Teacher placement

AA Cohort, Year Four

Quarter 1	Quarter 2	Quarter 3	Quarter 4
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<p>BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Begin credentialing coursework. Traditional Candidates: Must be employed at least part-time at the desired level of teaching, and student teaching. Continue credentialing coursework. (May take a leave of absence to student teach full-time.) Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Continued progress on credentialing coursework. Traditional Candidates: Continue credentialing coursework, plus student teaching or part-time employment. Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>Multiple Subject Candidates: Pass RICA & satisfy US Constitution requirement BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Complete credentialing coursework. Traditional Candidates: Complete credentialing coursework, plus student teaching or part-time employment. Multiple Subject Candidates: Pass RICA & satisfy US Constitution requirement Multiple and Single Subject candidates graduate with preliminary credential for those in 1-year program. Secure teaching position. Enroll in Induction.</p>	<p>Credential Candidates: Exit with determination of OUSD commitment years</p>
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AA Cohort, Year 5			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Education Specialist Candidates: Continued progress on Credentialing coursework. Exit with determination of OUSD commitment years and secure a position for next year.</p>			

- Candidates who enter with a BA/multiple & single subjects: These candidates may complete testing and eligibility requirements in year 1, and complete the single or multiple subject credential program in year 2.
- Candidates who enter with a BA/Education Specialist: These candidates may complete testing and eligibility requirements in year 1, and complete the Education Specialist program in years 2 and 3.

Year 1: Cohort: Entering with a BA. Goal: Pass prerequisite tests and pre-service hours, and enter multiple or single subject credential or Education Specialist program			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Employed in OUSD at least part-time	Employed in OUSD at least part-time	Employed in OUSD at least part-time	Employed in OUSD at least part-time,
Take/pass CBEST and CSET	Take/pass CBEST and CSET Begin application to multiple, single or Education Specialist program.	Take/pass CBEST and CSET Complete all application requirements to begin credentialing program. Intern Candidates: Begin applying to OUSD & obtain a teaching position.	If applicable during summer: Fulfill 120 pre-service requirements and become intern-eligible or begin Summer coursework (Traditional/SpEd) Apply to positions in OUSD & secure a teaching position

BA Cohort, Year 2			
Quarter 1	Quarter 2	Quarter 3	Quarter 4

<p>Intern Candidates: Intern teach Year 1. Begin credentialing coursework.</p> <p>Traditional and Education Specialist Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching.</p> <p>Continue credentialing coursework. (May take a leave of absence to student teach full-time.) Continued progress on credentialing coursework.</p>	<p>Employed in OUSD at least part-time</p> <p>Continue coursework towards BA/BS; complete by end of this year if possible</p> <p>Intern Candidates: Intern teach Year 1. Continue credentialing coursework.</p> <p>Traditional and Education Specialist Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching.</p> <p>Continue credentialing coursework. (May take a leave of absence to student teach full-time.)</p> <p>Continued progress on credentialing coursework.</p>	<p>Intern Candidates: Intern teach Year 1. Complete credentialing coursework. Traditional and Education Specialist Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching.</p> <p>Traditional candidates: Complete credentialing coursework. (May take a leave of absence to student teach full-time.)</p> <p>Graduate with Single Subject or Multiple Subject credential. Exit program with determined number of service years.</p> <p>Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>Education Specialist Candidates: Employed in OUSD at least part-time if applicable. No summer session.</p>
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BA Cohort, Year 3			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>Satisfy RICA & US Constitution requirements</p> <p>Education Specialist Candidates: Complete credentialing coursework. Graduate with preliminary multiple subject and Education Specialist credential. Exit program with determined number of service years.</p>	<p>Exit program with determined number of commitment years</p>

- FAST-TRACK Candidates/multiple & single subjects: Candidates who enter with a BA and have already passed the CBEST, CSET and meet eligibility requirements as outlined by CSUEB may enter and complete the multiple or single subject program in year 1.

- FAST-TRACK Candidates/Education Specialist: Candidates who enter with a BA and have already passed the CBEST, CSET and meet eligibility requirements as outlined by CSUEB may enter and complete credential program in years 1 and 2.

Fast-track BA: Special Education Candidates, Year 1			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>All fast-track candidates: Test prep support for CBEST and CSET; Apply to C2T Pipeline Selections for fast-track cohort made. Candidates attend first orientation. Assist w/CSUEB applications. Complete applications in to CSUEB</p> <p>Employed in OUSD in elementary classroom on an intern credential.</p> <p>Enrolled in the SpEd program (Multiple Subjects plus Education Specialist credentialing program)</p>	<p>Progress on credentialing coursework - Fall session</p>	<p>Employed in OUSD at least part-time</p> <p>Continued progress on credentialing coursework - Spring session</p>	<p>No Summer session</p>

Fast-track BA: Special Education Candidates, Year 2			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Continued progress on credentialing coursework</p>	<p>Continued progress on credentialing coursework</p>	<p>Satisfy RICA and US Constitution MS requirements</p> <p>Complete credentialing coursework. Graduate with preliminary multiple subject and Education Specialist Credential. Secure OUSD teaching position. Enroll in Induction.</p>	<p>Exit program with determined number of OUSD commitment years.</p>

General Subjects Fast-Track Cohorts

Year 1: Fast-track BA: Multiple or Single Subject Candidates - done at end of first year			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Multiple or Single Subject Candidates: Employed in OUSD in elementary classroom on an intern credential or student teaching part-time while employed part time	Employed in OUSD at least part-time Progress on credentialing coursework	Employed in OUSD at least part-time Complete credentialing coursework - Spring session Graduate with a preliminary single or multiple subject credential. Secure a position in OUSD. Exit program with determined number of OUSD commitment years.	Obtain / receive support with finding a position as needed.

Program timeline:

- June 10, 2022: Proposal submission
- July 2022 (Announcement of awards): Promote program for expanded learning and early childhood staff: Distribution of flyers; email blasts; newsletters; interest surveys; applications.
- August 2022: Start accepting applications. Hold informational meetings and start screenings/interview sessions. Cohort meetings begin for rolled over candidates from the first grant cycle.
- September 2022: Final selections made for new program participants. Notify candidates.
- October 2022: Launch: Hold all-comers orientation/meet and greet/information session about the various pathways and next steps

District Implementation Team and Key Staff:

Tara Gard, Chief of Talent, 1.0 FTE	Oversee overall management of the project; legal compliance; fiscal management
Tier Le, Financial Analyst, Central Office, 1.0 FTE	Fiscal management of grant.

Sarah Glasband, Director of Recruitment and Retention, 1.0 FTE	Oversee day-to-day management of program. Coordinate program planning and implementation, including leading a cohort through the program, fiscal management, data collection from candidates, reporting to CTC
Soo Hyun Han Harris, Talent Retention and Recruitment Coordinator, 1.0 FTE	Coordinate program planning and implementation, including leading a cohort through the program, fiscal management, data collection from candidates.
Mary Jo Schneider, Talent Development Associate, 1.0 FTE	Coordinate program planning and implementation, including leading a cohort through the program, fiscal management, data collection from candidates.

CSU-East Bay Implementation Team and Key Staff

Dr. Robert Williams, Dean, College of Education and Allied Studies	Support partnership as the leader at CSU-East Bay.
Dr. Chris Chamberlain, 1.0 FTE Interim Department Chair, Teacher Education	Oversee overall management of the project in partnership

C. Participant Advisement With the passage of AB 130 candidates can satisfy Basic Skills Requirement and Subject Matter Competencies without taking the assessments. In the past we have had members of the community unable to complete their credentialing process because of the barriers these assessments have created. Because of this experience, OUSD supports prospective teachers with transcript audits to identify what CSETs and portions of CBEST have been satisfied. This support will be provided to C2T members as well as advice to those who are completing a BA to ensure that they are taking courses that can eliminate their need for assessments.

D. Participant Support As with all of the district's Grow Our Own programs, participants will be supported financially and socially-emotionally by both members of our team as well as Mentors who are themselves graduates of the program. For candidates who are working towards their BA they will receive guidance regarding coursework to take that will satisfy Basic Skills Requirements and Subject Matter Competencies. Since we expect all of our members to remain employees we support them with sites that allow them the flexibility to remain employed. This is done through part time positions for those who need to attend classes during the day and through substitute teaching positions for those with BAs, and substitute clerical and classified roles to those with the availability to work full days. Participants also have access to Talent Development Associates at each network level to receive employment support throughout and after completion of the program.

E. Progress Monitoring C2T participants will be assigned to a cohort based on credential area and education so that each participant will be progressing at approximately the same rate and covering the same subject matter as cohort members. Cohorts will be led by Mentors who

are equipped with progress monitoring tools and who meet with our team quarterly so we can follow up with individual candidates who may need support beyond what Mentors can provide. Members of our team are also in continuing contact with candidates throughout the year via email, phone and through quarterly meetings, informed by both Mentors' notes as well as candidate reflection submissions. Members of our team will also work closely with CSU-East Bay leads throughout the year to ensure candidates' progress and to bookend support.

Mandatory Data Collection and Reporting Requirement

Recruitment & Participation Data C2T administrative staff in the Talent Division will use the most recent survey sent to potential participants to evaluate interest. With the additional positions requested the team will be able to continue support of the current members of the program while enrolling 10 additional prospective teachers. Using the scoring rubric outlined in section three, we will determine which of the prospective candidates will receive support. At the initial orientation and foregoing cohort meetings attendance will be used to verify active participants compared to initial enrollment numbers. Twice a year participants will submit reflections indicating the progress they have made toward their credential and restate their goals in the C2T cohort.

Information about candidates and cohort members will be tracked in the CRM Copper. This will allow for clear communication across all team members providing support with C2T grantees. It will also allow for easier extraction of data such as participants' name, employment status, program enrollment and end date, academic status at enrollment, credential area, length of enrollment in teacher preparation program, name of teacher preparation program, use of grant funds, etc. when it is time to report. The tool will hold all of the demographic data and conversation notes from interactions between cohort members and district staff.

Academic Progress Data Academic progress of participants will be monitored by both cohort Mentors collecting data on participant progress, as well as regular outreach from C2T administrative staff requesting status updates and CSUEB advisor meetings with participants. Individual Learning Plans, housed online, will assist in tracking completion of BA requirements, testing requirements, as well as credential program requirements in the trajectory of C2T participants becoming fully credentialed.

Classified participants' information will be held in a database administered by the C2T administrative staff. At the end of each school year, responses will be solicited via the final cohort meeting of the year and surveys sent out. The C2T will work with the Talent Division Employee Support Specialists and participants to monitor hiring. This information will be logged in the C2T database.

At the end of each school year and before the start of the following school year, C2T administrative staff will evaluate the number of vacancies by credential area compared to how many of the C2T participants were hired into vacant positions. Program staff will be able to report on the percentage of C2T teachers who staff our hard to staff subject areas annually. Participation in the program is dependent on willingness to teach in a hard to staff area (TK, Special Education, Math/Science, Bilingual Education, hard to staff site) and any participant that is ready to teach will be meeting a shortage area. Participants will only be accepted if they are willing to teach in our most impacted areas.

Budget and Budget Narrative

Eligible LEAs may receive \$4,800 per participant per year over the life of the grant, through June 30, 2026. In planning budget expenditures, it is expected that applicants will project the number of Classified Grant participants per year. Additionally, there are no matching funds

Projected number of participants per year: 50

Program Component	Grant Funds Requested per Participant	Targeted # of Participants Per Year	Year One Total Grant Funds Requested
Participant recruitment activities	\$80	50	\$4000
Collaboration with IHEs			
Release time			
IHE tuition, fees, books	\$3530	50	\$176,500
Examinations and credential fees	\$500	50	\$25,000
Living stipends for participants			
Other support services for participants	\$450	50	\$22,500
Program administration (10% cap on grant funds used for this purpose)	\$240	50	\$12,000

Program Component	Grant Funds Requested per Participant	Targeted # of Participants Per Year	Year One Total Grant Funds Requested
TOTALS	May not exceed \$4,800.00	50	\$240,000

Participant Recruitment Activities

The recruitment process includes monthly information sessions for community members and

current employees of OUSD. This funding provides an opportunity to compensate members of the C2T program for two hours at the negotiated extended contract rate to attend sessions during the school year to share about their experience in the program and answer questions from prospective participants. This will encourage more members to apply, strengthening the candidate pool.

IHE Tuition, Fees & Books

The cost of tuition for an undergraduate degree at the local IHE is around \$7000 a year. The cost per semester in their Teacher Credential program is \$3500. An online degree completion program at another CSU is \$450/unit. Providing \$3070 through this grant can help offset some of that cost of coursework giving prospective teachers the opportunity to complete their BA if they have not or put the money towards the credential that they are earning.

Examination and Credential Fees

In alignment with OUSDs strategic plan, this grant targets Black and Latino teacher candidates. Based on data shared by CTC a lower percentage of candidates from these demographics pass the CBEST and CSET. Between 2012 and 2017, 47% of Black teaching candidates passed CBEST on the first attempt while 53% of Latino candidates passed on the first attempt. This means that we should expect half of our group to need to take that \$90 CBEST test at least twice. The CSET varies depending on assessment, but Black and Latino candidates are consistently passing at rates lower than other demographics. The CSET subtests cost at least \$99 with each test requiring at least two subtests and sometimes four. These funds will allow these candidates to not shoulder so much of the burden that the costs in addition to the stress and anxiety multiple test attempts can create.

Other Support Services

To further support the target demographic with success on the assessments, OUSD will provide tutors in the CBEST and CSET content areas that teachers are struggling with. These funds will allow us to provide up to seven tutors who can support teachers across the CBEST and some of the key CSETs that C2T members need. Support services will also include child care costs and potentially parking fees.

**Appendix G: LEA/IHE Partnership Agreements
Classified School Employee Teacher Credentialing Program**

Administrative Approval from both the Superintendent or Authorized Administrator of the applicant local education agency (LEA) and the Authorized Administrator of the Applicant IHE Partner

****It is expected that if the application represents a consortium, ALL LEA partners will sign these agreements, including partner LEAs within a county office of education****

By signing below, I affirm that articulation agreements are in effect as outlined in #4 in Section II of this application.	
Name of Signatory:	Dr. Kyla Johnson-Trammell
Title of Signatory:	Superintendent
LEA Signatory Represents:	Oakland Unified School District
Signature: <i>Electronic signatures are acceptable</i>	
Date:	Friday, June 10, 2022

Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)

****Please add rows as necessary if the application represents multiple IHE partners****

****It is expected that ALL IHE partners will sign these agreements****

By signing below, I affirm that articulation agreements are in effect as outlined in #4 in Section II of this application.	
Name of Signatory:	Dr. Robert Williams
Title of Signatory:	Dean, College of Education and Allied Studies
IHE Signatory Represents:	Cal State East Bay
Signature: <i>Electronic signatures are acceptable</i>	
Date:	June 10, 2022

Appendix H: Grant Stewardship and Accreditation Status Classified School Employee Teacher Credentialing Program

Section I - Past Grant Stewardship

In the table below, list the names of all state-funded Commission-administered grants that have been awarded to the LEA, any LEA member listed in a consortium, and any of the IHE partners named in the application. Commission administered grants include:

- Teacher Residency Grant Program
- Classified School Employee Teacher Credentialing Program
- Local Solutions to the Shortage of Special Education Teachers Grant
- Integrated Undergraduate Teacher Preparation Grants

Important note: if applicants and IHE partners have never received a grant award, enter N/A in each column of the first row of the table.

**Please add rows as necessary.*

LEA or IHE Name	Commission-Administered Grant Awarded	Academic Year of Grant Award
Oakland Unified School District	Classified School Employee Teacher Credentialing Program Grant Partner IHE: Cal State East Bay	2017-18
Oakland Unified School District	Local Solutions Grant Partner IHE: Loyola Marymount University	2018-19
Oakland Unified School District	Capacity Grant - Special Education M/M Teacher Residency Partner IHE: Loyola Marymount University	2018-19
Oakland Unified School District	Expansion Grant - Trellis STEM Teacher Residency Partner IHE: CSU-East Bay, UC Berkeley	2018-19
Oakland Unified School District	Launch Grant - Special Education Teacher Residency Partner IHE: Loyola Marymount University	2018-19
Oakland Unified School District	Capacity Grant - Teacher Residency, Multiple Subjects, focused on Diversity & Representation of Black Male Educators	2021-22

	Partner IHE: Cal State TEACH	
Oakland Unified School District	Expansion Grant - Teacher Residency, Multiple Subjects, focused on Diversity & Representation of Black Male Educators Partner IHE: Cal State TEACH	2021-22

Section II – Accreditation Status

In the table below, enter the current accreditation status of each Commission-approved institution (LEA, IHE) - including induction programs - named in the application. For assistance in completing this table, refer to the [Accreditation Report](#) page on the Commission’s website.

***Please add rows as necessary.**

LEA or IHE Name	Commission-Approved Teacher Preparation Program	Accreditation Decision (awarded to the unit)	Date of Accreditation Report
CSU-East Bay	Single Subject, Multiple Subjects, Education Specialist	Accreditation	June 2018

Appendix D

Classified School Employee Teacher Credentialing Program

Statutory Priority Points

Authorizing statute states that priority consideration will be given to grant applicants who has not previously received funding pursuant to Section 44393 of the Education Code, as a higher share than other applicants of unduplicated pupils as defined in Section 42238.02 of the Education Code, and notwithstanding eligibility requirements pursuant to Section 44393 of the Education Code, has a plan to create a new, or expand an existing, program that recruits and supports expanding learning and preschool program staff and to address kindergarten and early childhood education teacher shortages.

Directions: Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

- 1. Applicant LEA or consortium HAS NOT previously received Classified School Employee Teacher Credentialing Program funding.**

No

- 2. Applicant LEA or consortium has a higher percentage than other applicants of unduplicated pupils as defined in Section 42238.02.**

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. Applicant responses will be compared during the technical review process by Commission staff.

76.43% of Unduplicated Pupils

- 3. Applicant LEA or consortium has a plan to create a new, or expand an existing, program that recruits and supports expanding learning and preschool program staff and to address kindergarten and early childhood teacher shortages.**

Yes

*It is expected that all "Yes" answers will be explained in the response narrative

Board Office Use: Legislative File Info.	
File ID Number	20-1611
Introduction Date	09/09/2020
Enactment Number	20-1350
Enactment Date	9/9/2020 os



Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Deputy Chief, Talent Division
Sarah Glasband, Director, Talent Development

Board Meeting Date -----

Subject Memorandum of Understanding with *California State University East Bay* for Intern Partnership and Practica Programs for K-12 Teaching — Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations — and for Pupil Personnel Service credentials and certifications or authorizations, as specified, for the term July 1, 2020 through June 30, 2023.

Contractor: *California State University East Bay*

Services For: Intern Partnership and Practica Programs for K-12 Teaching — Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations — and for Pupil Personnel Service credentials and certifications or authorizations, as specified, for the term July 1, 2020 through June 30, 2023.

Action Requested and Recommendation

Approval by the Board of Education of Memorandum of Understanding between the District and *CALIFORNIA STATE UNIVERSITY EAST BAY* (University or CSUEB), a California State University, for the latter to provide Intern Partnership and Practica Programs for K-12 Teaching — Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations — and for Pupil Personnel Service credentials and certifications or authorizations, as specified, for the period of July 1, 2020 through June 30, 2023, at no cost to the District.

Background

In cooperation with institutions of higher education (IHEs), state-approved colleges and universities, the District has traditionally placed Student Teachers in classrooms in which they can fulfill their credential requirements. In the same vein, college or university students enrolled in other credential programs covered by such MOUs (e.g. administrative services or other pupil personnel services) may be placed in practica assignments. It is the prerogative of IHEs to award honoraria or other compensation (e.g. continuing education units) to District employees selected as “Master” practitioners (District Supervisors) for their work with IHE students assigned to practica. If honoraria are awarded, District Supervisors (e.g. Master Teachers) of IHE practica students (e.g. Student Teachers) receive payments directly from the IHEs.

California State University East Bay expects to place several of its students for practica in the Oakland Unified School District in the years covered by this Agreement.

The District’s affiliation with the *University* supports efforts to recruit qualified teachers, administrators, and other pupil personnel service providers in the areas of need in Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations, and for Administrative Services and other Pupil Personnel Service credentials and certifications or authorizations, as specified.

* * *

Internship programs are alternative certification programs leading to credentials in Multiple Subjects, Single Subjects, Education Specialist (Special Education), and Designated Subjects categories, including Added or Supplementary Authorizations, and to credentials or certifications for Educational Therapist, School Counselor, Clinical School Psychologist, and Administrative Services. These programs are offered by university or college departments of teacher education in collaboration with the District, under the guidelines of the California Commission on Teacher Credentialing and the California Department of Education.

In cooperation with credential programs within the schools of education at state-approved colleges and universities, the District has maintained the practice of employing and placing university and college students with valid Intern Credentials as full-time classroom teachers, educational therapists, school counselors, school psychologists, and administrators while they pursue course work leading to Preliminary Credentials.

The *University* and the District expect that the District will employ and place several of the *University's* students as Interns in District schools, clinical sites, or departments in the years covered by this Agreement.

The mutual commitment between the District and the Intern is initially for one year, and, if the intern credential is extended for a second year, for two years of employment and service, given satisfactory conditions and professional performance, according to District protocols for evaluation of certificated employees in the covered categories. Upon completion of the term of internship, in most cases at the end of four quarters during which time the Intern completes credential course work and field work, including a supervised (practica) component and issuance of the Preliminary Credential or Certification, continuing employment is generally considered, again given satisfactory conditions and professional performance, according to District protocols for certificated-employee evaluation and the needs of the District. After that time, as with other certificated employees, the District's protocols for evaluation of certificated employees continue to apply.

In addition to supervision under their university or college credential programs, each Intern Teacher may receive support according to guidelines developed by the District Talent Division, the office of Talent Development (TD), and New Teacher Support (NTS), or otherwise as provided for by District departments in conjunction with the Intern Partnership Program. During the first year of service, each Intern Teacher may be enrolled in an Intern Support Program. During the two subsequent years, following the issuance of a Preliminary Credential, each new teacher (former Intern) will be enrolled in the Oakland BTSA Induction Program (OBIP), as mandated by SB2042, in order to earn the Clear Credential.

In addition to their university or college supervisors, Interns may be served by Support Advisors or Coaches (e.g. teachers or administrators serving as mentors) at their school sites, and by the Program field support staff, who make regular visits to schools and manage the support network.

The work of on-site advisors, coaches, and field staff is strictly collegial, not in any administrative or evaluative capacity. The intent is to support Interns in their professional development, so that they thrive in the process of learning, work toward their potential, and provide models for others in the profession (e.g. teachers or administrators) in the future. Thereby the Program promotes the general model of whole faculties that are highly developed in their professional capacities and where collaboration is central to the work. This strengthens the ability of schools and the District overall to grow certificated employees (e.g. teachers or administrators) from within, to nurture them, and to attract and retain the finest in the profession.

University students are expected to be employed and placed as Interns, in particular intern teachers, in the Oakland Unified School District. In previous Partnership years, the District has employed as Intern Teachers approximately two hundred (200) teaching credential candidates (Multiple Subjects, Single Subjects, Education Specialist, Designated Subjects, and Bilingual Teachers) from university and college credential programs. The numbers of Interns expected in Pupil Personnel Services (e.g. administrators) are less persistent. This Memorandum of Understanding does not specify the number of *University* Interns in any of the covered categories, to be employed by OUSD. Employment will be based upon the needs of the District and the qualifications of *University* students.

Overall, it should be noted that the District's partnerships with colleges and universities support District efforts to recruit qualified teachers and administrators or other certificated educators in pupil personnel services. The existence of CCTC-approved internship programs provides viable alternatives for qualified graduate students requiring full-time employment — those either already enrolled in credential programs, seeking enrollment in credential programs, or considering teaching or pupil personnel services as a profession.

The Talent Division and office of Talent Development, with New Teacher Support, projects that in the school year 2020-21, and each year continuing through the term of this Agreement, the District will employ approximately 200 Teacher Interns under all its Partnership Programs with state-approved colleges and universities.

Discussion

The District has maintained the practice of placing students enrolled in university and college credential programs for practica and employing students enrolled in university and college credential programs as Interns. University and college students are assigned to practica in schools, in District classrooms, or in other relevant department placements under the supervision of "Master" practitioners, or District Supervisors (Master Teachers, et cetera) and university or college Supervisors. Interns employed by the District, as specified in this Memorandum of Understanding, maintain all the responsibilities of individuals fully credentialed for those positions, and are supported by *University* Supervisors and District Coaches. Interns are enrolled in Alternative Certification Internship Credential Programs under the guidelines established by the California Commission on Teacher Credentialing and the California Department of Education.

This strategy of placing university and college credential-program students in Practica and employing Interns aligns with major District goals and State and Federal legislation aimed at increasing the percentage of qualified, credentialed teachers and other employees in pupil personnel services in OUSD schools and departments, thereby decreasing the number of teachers

and other educators in pupil personnel services working under Emergency Credentials or other Short-Term Staffing Permits.

This Memorandum of Understanding California State University East Bay renews a continuing relationship with the University regarding both the Intern Partnership Program and Student Practica.

Approval by the Board of Education of Memorandum of Understanding between the District and CALIFORNIA STATE UNIVERSITY EAST BAY (University or CSUEB), a California State University, for the latter to provide Intern Partnership and Practica Programs for K-12 Teaching — Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations — and for Pupil Personnel Service credentials and certifications or authorizations, as specified, for the period of July 1, 2020 through June 30, 2023, at no cost to the District.

Competitively Bid

No competitive bidding process is involved. No determination of cost was necessary. There is no cost to the District for *University* credential-student placement and supervision. If honoraria are to be paid to District Supervisors (e.g. Master Teachers), such honoraria will be paid to Supervisors directly by the *University*. Intern Teachers and Interns serving in other covered categories of certification are considered employees of the District, with salaries and benefits according to their collective bargaining unit contract; there is no additional cost to the District for Interns employed by the District. This MOU renews a continuing relationship with *California State University East Bay* regarding the Intern Partnership Program and the Program for Student Practica, in covered categories; it does not regard any such programs in which other colleges or universities engage with the District.

Fiscal Impact

Funding of the *California State University East Bay* Program is not covered under this Agreement. There will be no fiscal oversight [*Article 13, Program Sponsorship*]. The Teacher Intern Partnership Program will carry no fiscal impact on the District.

If an honorarium is to be paid to a District Supervisor for the assignment of a Practica Student in Covered Categories, an honorarium form and a vendor form will be sent directly to the District Supervisor to be completed, signed, and returned to the *University*. The *University* will process the honorarium form at the end of the semester in which the *University* student was supervised. Any honoraria of payment provided in the Agreement will be transmitted by the *University* directly to Supervisors. The Practica Program will carry no fiscal impact on the District.

Attachments

Memorandum of Understanding with *California State University East Bay* for Intern Partnership and Practica Programs for K-12 Teaching — Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist credentials, including Added or Supplementary Authorizations — and for Pupil Personnel Service credentials and certifications or authorizations, as specified, for the term July 1, 2020 through June 30, 2023.

California State University East Bay Insurance Certification

District Routing Form

TALENT DIVISION

Talent Development

Oakland Unified School District
1000 Broadway, Suite 150 • Oakland, CA 94607-4033
Tara Gard, Deputy Chief, Talent Division • 510.879.0202 • tara.gard@ousd.org
Sarah Glasband, Director, Talent Development • 510.517.7414 • sarah.glasband@ousd.org



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

MEMORANDUM of UNDERSTANDING

**Oakland Unified School District
and
Trustees of the California State University
California State University East Bay
College of Education and Allied Studies**

This Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Intern Partnership Program and Practica Program—applying to K-12 Teaching, including Education Specialist, School Counselor, Clinical School Psychologist, Educational Therapist, and Administrative Services, and other Pupil Personnel Services credentials and certifications, as may be specified; Speech Pathologist, and other Health Science certifications; and Social Services and Service Learning Programs Field Work— is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and the Trustees of the California State University on behalf of CALIFORNIA STATE UNIVERSITY EAST BAY (University or CSUEB), a California State University.

Teacher Education, K-12 Credentials

**Multiple Subjects — Single Subjects — Designated Subjects — Education Specialist
Alternative Certification Intern Partnership Program
Including Added or Supplementary Authorizations
and Teaching Practica
Early Completion Option**

Pupil Personnel and Administrative Services, Credentials and Certificates

**School Counselor, Clinical School Psychologist, Educational Therapist, and
Administrative Services Internships and Practica;
Speech Pathologist and other Health Science Certifications;
and Social Services and Service Learning Programs Field Work**

ARTICLE 1: RECITALS

- A. The California Education Code authorizes a public school district, in cooperation with an approved college or university, to establish agreements covering Intern Partnership Programs, Programs for Practica, and Induction Programs, applying to Teaching Credentials, Service Credentials and Certificates, with respect to the following categories: K-12 Education—Multiple Subjects, Single Subjects, Designated Subjects, and

Education Specialist, including Bilingual Education, Added or Supplementary Authorizations, and Early Completion Option; Educational Therapist, School Counselor, Clinical School Psychologist, Administrative Services, and other Pupil Personnel Services (PPS) Credentials and Certificates, as may be specified.

- B. Oakland Unified School District (District or OUSD) is a public school district in the State of California, and California State University East Bay (University or CSUEB) is an institution of higher education approved by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) for the approved university- and college-based programs, consistent with the purposes for which school districts are established and within the meaning of Education Code Sections 44321 and 44452.
- C. The University is accredited by the Western Association of Schools and Universities, and its education credentialing programs have been approved by the California Commission on Teacher Credentialing.
- D. The District is authorized to enter into an agreement with a state university, the University of California or any other university or college accredited by the State Board of Education, approved by the CDE and the CTC, as a teacher education institution, to provide teaching, educational therapy, school counseling, school psychology, other pupil personnel, and school administration experience through the employment of Interns and through school-based practica to students enrolled in teacher training and other education credentialing and certification curricula of such institutions.
- E. The District and the University wish to establish an Agreement for an Intern Partnership Program and Practica Program, applying to Teaching Credentials, Service Credentials, and Certificates, with respect to the following categories: **K-12 Education—Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist, including Bilingual Education, Added or Supplementary Authorizations, and Early Completion Option; and School Counselor (Pupil Personnel Services, PPS), Clinical School Psychologist, Educational Therapist, and Administrative Services; Speech Pathologist and other Health Sciences Services; and Social Services and Service Learning Programs Field Work** (credentials and certifications specified herein referred to as *Covered Programs, Program Categories, or Covered Categories*)—as provided in the California Education Code and meeting the provisions of the statutes and regulations of the CTC, whereby Interns in categories covered by this Agreement, students enrolled in the University’s preparation programs, may be employed by the District and assigned to classrooms as teachers-of-record, or to positions in other covered programs, in District schools, clinical sites or departments; and University students enrolled in the University’s preparation programs, but not employed by the District as Interns, may be placed in practica positions in District schools, clinical sites or departments. The University agrees to provide the preparation programs, and the District agrees to provide supervised on-site experience, under terms and conditions specified in this Agreement.

At the prerogative of each, the District and the University may work collaboratively in the recruitment of candidates for credentials and certificates, considering the University’s preparation programs and programs for employment and placement of Interns in the District.

It is understood by the University and the District that the University is not compelled under this Agreement to implement all *Covered Programs*. Not all credential or certificate programs identified as *Covered Programs* may be in effect currently at the University, either because the University has not yet developed and implemented programs, or because programs are not approved by the relevant governing departments, commissions or agencies of the State of California; the University is prohibited from implementing programs that require such approval if they have not been approved under State governance. The provisions of this Agreement applicable to such programs or their components do not apply in the implementation of this Agreement, until such programs are approved under State governance and implemented at the University.

It is understood by the University and the District that the District will provide written notification to the University, as soon as possible under practical circumstances, if a claim or charge arises, concerning a student of the University, regarding the performance of that student in an internship or practicum assignment, for purposes that may have bearing upon the student's participation in the specific teacher-credentialing program of the University. The District and the University agree to share relevant information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer-review and joint-defense laws.

Additionally, the University is bound by this Agreement to inform the District immediately in the case that State approval or other accreditation of any of its programs covered under this Agreement is revoked, withdrawn, or suspended by action of a governing State department, commission, agency, or other accrediting body, or if implementation or continuation of any of its programs is cancelled or delayed, or lapses, by action of the University on its own account.

With respect to Intern Teachers, the following agreements and verifications apply:

University agrees and verifies that:

- i. Each Intern Teacher will have met the requirements for enrollment in its Credential Programs, as described under *Article 4: Eligibility* of this Agreement.
- ii. Each Intern Teacher will have verified a minimum of hours of experience with students in an education setting, as required for admission to the University Program, and as required by the CTC for issuance of the Intern Credential, as described under *Article 4: Eligibility* of this Agreement.
- iii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CTC for issuance of the Intern Credential, as described under *Article 4: Eligibility* of this Agreement.
- iv. Each Intern Teacher will apply for the Internship Credential through the Credentials Services Office at the University within the first term of course work, if application for the Internship Credential had not already been filed with the CTC at the time employment processes were completed with the District.

- v. Each semester, each intern will be provided a minimum of three (3) hours per week of adequate instruction, advising, encouragement and support, as appropriate, by University personnel, including but not limited to College of Education faculty and the College of Education field supervisor.
- vi. The University will provide program coordination as needed with the cooperating district to manage the Intern application and training process to ensure timely completion of credential coursework and filing for Intern and Preliminary credentials with the Commission on Teacher Credentialing.
- vii. The University will communicate to credential candidates and to the District if candidates fail to complete required course work or otherwise are in danger of not completing credential program components. The University will work collaboratively with the District to provide options for candidates to complete preparations and fulfill requirements.
- viii. Based on current CTC pre-service requirements regarding English Learner content in Teacher Intern Credential programs and Supervision of Teacher Interns, the University will comply with CTC regulations and policies pertaining to supervision and support.

District agrees and verifies that:

- i. The purpose of the Teacher Internship Program is to contribute to the group of qualified teachers the District seeks to maintain.
 - ii. Each Intern Teacher's services will meet the instructional needs of the District.
 - iii. Each Intern Teacher will be assigned under a teacher contract with an appointment of at least .60 FTE of his or her work day in a teaching position that allows for substantial experience in the instruction of District students.
 - iv. No Intern Teacher will displace any teacher who holds qualifying credentials for his or her assigned position in the District.
 - v. Based on current CTC pre-service requirements regarding English Learner content in Teacher Intern Credential programs and Supervision of Teacher Interns, the District will comply with CTC regulations and policies pertaining to supervision and support.
- F. Under this Agreement, the University may provide for the payment in funds or services or other valuable consideration for operations of the District. This may regard supervision of University students, concerning internships or practica, in fulfillment of the terms of this Agreement (G-I, below), or of other operations allowable under this Memorandum, by further agreement of the parties, of an amount not to exceed the actual cost to the District of the services rendered.
- G. The University may determine, at its prerogative, to compensate, in any of the covered categories, appropriately credentialed Supervisors employed by the District, for all services required under this agreement pursuant to the supervision of practica (Student Teaching), by payment of honoraria, or by issuing continuing education units or credit hours, to the District employees who supervise University students. Such compensation,

if determined, will be based on the University's current stipend amount, in any given year under this Agreement, for supervision of practica provided by the District employees pursuant to this agreement. Continuing education units or credits may be awarded according to University guidelines and processes.

- H. Any honoraria of payment provided herein will be transmitted by the University directly to Supervisors of student practica, no later than June 1 of each academic year, as compensation for and recognition of supervisory services performed.
- I. If the University exercises its prerogative to issue certificates of continuing education credit to District teachers who have supervised University students for the purpose of providing practica, the University will provide copies of those certificates to the District as evidence of compensation for services rendered by those Supervisors.

ARTICLE 2: DEFINITIONS

- A. *Intern* or *University Intern* (or as specified for any of the covered categories of Internship) in this Agreement refers to a candidate enrolled in a covered program at the University, which leads to a Preliminary or Clear teaching credential, or a Service Credential in any respective covered category. Interns are employees of the District, holding positions-of-record regarding the credentials or authorizations for which they are candidates in their respective covered categories.
- B. *University Supervisor*, *University Academic Supervisor*, *Clinical Academic Supervisor*, or *Supervisor* in this context refers to a representative of the University meeting the criteria established by the University for this position. The Supervisor may be retired from the District or hold an applicable position within the District and work in an Adjunct Faculty relationship with the University. Criteria for Supervisor, respective to the credential program under consideration, are: Master's degree in the covered category preferred; at least five (5) years of professional service experience required, with two (2) years in the District preferred. Candidates will make application to the University according to its requirements and through its processes.
- C. *Coach*, *District Coach*, *Mentor*, or *Support Provider* (or as specified for any of the covered categories of Internship) refers to an employee of the District who is an experienced practitioner in the respective covered category, other relevant practitioner, or is otherwise approved by the District. A Coach meets the criteria established by the University and the District for this position and holds currently valid California Clear credentials, preferably in the grade levels and/or subjects, or other category of service for which support is being provided. The Coach may not also serve as the University Academic Supervisor.
- D. *Intern Service* or *Internship* (or as specified for any of the covered categories of Internship) refers to the active participation by an Intern in the duties and functions of a practitioner-of-record, respective to the covered program, under the direct supervision and instruction of a site or department Administrator, and with the support of a Coach for purposes of formative assessment. During the period of the Internship, the Intern will be

enrolled in and actively participate in the respective covered education credentialing program of the University under the direction of University faculty.

- E. *Intern Assignment* refers to the time period required for the Internship. The Internship will satisfy all University and State requirements for the appropriate Preliminary Credential.
- F. *Practice Student, Practicum Student, Practice Teacher, Student Teacher, University Student, or Candidate*, as used herein and elsewhere in this Agreement refers to a candidate enrolled in a credential program at the University in one of the Covered Categories, which leads to a Preliminary Credential, or to a Service Credential or who are otherwise enrolled in an undergraduate program at the University designed to prepare future teachers. University Students are assigned to District sites for practica in the credential categories under consideration. Practica Students are not employees of the District.
- G. *Practice Teaching or Student Teaching, Student Practicum or Practica, Practicum or Practica, or Practice*, as used herein and elsewhere in this Agreement means active participation, commensurate with the credential Field Course, in the duties and functions or practice service in any of the covered categories (e.g. classroom teaching), at a District school site, clinical site, or in a District department, under the direct supervision and instruction of employees of the District holding valid life diplomas, clear credentials, or other applicable certifications issued by the State Board of Education, other than Emergency, Intern, or Provisional Credentials, authorizing them to serve as practitioners-of-record in the respective covered categories, in the schools, classes, clinical sites, or departments in which the practica are provided.
- H. *District Supervisor, Supervisor, Supervising Teacher, Master Teacher, Practicum Supervisor, Cooperating Teacher, Mentor Teacher, or Directing Teacher* refers to an employee of the District, in a current position-of-record, respective to the credential or authorization under consideration and meeting the criteria established by the District for this position (e.g. Teacher Supervisor, Master Teacher), holding a valid life diploma, credential or other applicable certification issued by the State Board of Education, other than Emergency, Intern, or Provisional credentials, authorizing her or him to serve as a practitioner in the Covered Category under this Agreement and applicable to the specific practicum, in the schools or classes in which the practicum is provided. Criteria for Supervisor, respective to the specific credential programs, are: Master's degree in the Covered Category preferred; at least five (5) years of professional service experience required, with two (2) years in the District preferred. Candidates will make application to the University according to its requirements and through its processes.
- I. *Practica Assignment* provisions and guidelines, and activities and parameters regarding them, as used herein and elsewhere in this Agreement for elementary and secondary schools, District departments, or educational clinical sites, are defined as follows:

General Provisions and Guidelines for Practica:

- i. University students will be allowed to observe and participate in prospective District schools, classrooms, clinical sites, or departments prior to the assumption of practica.
- ii. University students will be allowed ample opportunity and time to participate in site activities from the beginning to the end of the academic year.
- iii. University students will be allowed ample opportunity and time to participate in multiple placements per elementary school, middle school, high school, or other relevant sites or departments.
- iv. University students will be allowed ample opportunity to work in schools, classrooms, or clinical sites with significant populations of English Language Learners in ethnically diverse schools or other sites, as appropriate.
- v. University students will be allowed at least 20-25 hours per week for elementary and secondary education candidates for work in specified site(s). University students will be allowed to complete their required California Teacher Performance Assessment (CalTPA), California Administrators (CalAPA), or any other Assessment that may be required by the CTC.
- vi. University students in elementary and secondary school placements will commit to experience at least four (4) full weeks, full days, of practica.
- vii. For Adult Education Schools, University students should be allowed approximately thirty (30) minutes of practica daily, three (3) days per week during regular sessions.
- viii. University students will participate in activities in schools, other appropriate sites, or departments for the number of weeks specified by the University program, per semester of practica.
- ix. University students engaged in an experiential immersive placement through any other University undergraduate programs may be involved in such programs where there is no expectation by the University that all of the above guidelines will be applied to such placements as these University students are pre-credential undergraduates.
- x. District will ensure that there are written policies and procedures for handling emergencies that might involve Student Teachers and their Supervising Teachers; these policies and procedures will be disseminated and explained to Student Teachers in District placements.
- xi. The above provisions (i – x) will apply in accordance with any federal, state, or local shelter-in-place (SIP) orders or guidelines in effect during the term of this Agreement. In the event that District schools or other clinical sites are closed in full or in part due to a public-health or public-safety emergency situation (including but not limited to the COVID-19 pandemic), the relevant activities may occur remotely and/or virtually to the extent possible.

Provisions and Guidelines for Practica Specific to this Agreement:

- i. The number of semester units of practica to be provided for each student of the University assigned to practica under this agreement will be determined by the University.
- ii. An assignment of a student of the University to practica in schools, classes, or other sites or departments of the District will be at the discretion of the University. Assignments will be secured for approximately nine (9) to

eighteen (18) weeks, given a full semester, or for a period of time otherwise determined at the prerogative of the University and specified under the University program. A student may be given more than one practicum assignment by the University in District schools, classes, or other sites or departments.

- iii. The assignment of a student of the University for practica in the District will be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given her/him by the University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.
- iv. In the event the assignment of a student of the University to practicum is terminated by the University for any reason, the District or District employees providing services, according to the prerogatives provided in this Agreement, will receive compensation as payment, honoraria, or continuing education credit hours in an amount representing time actually devoted to supervision of the University student practicum under consideration, except that if such assignment is terminated within one week of the last week of the term of the assignment, compensation will be made for an assignment of nine (9) weeks or eighteen (18) weeks, or whatever time frame applies according to the University program. Practica Supervisors must work directly with the University, according to University policies, in order to receive compensation.
- v. Absences of students from assigned practica will not be counted as absences in computing the semester units of practica provided to University students by the District or Practica Supervisors, in order to avoid adjusting compensation for supervision should absences occur. Compensation to the Practica Supervisors will be based on semester units and not on actual hours of University student (e.g. Student Teacher) attendance at the assigned practica sites. Assignment of actual credit for attendance earned by University practica students in the District, as semester units, is the prerogative of the University.

Based on these recitals and definitions, the District and the University agree as follows:

ARTICLE 3: TERMS OF AGREEMENT

1. Term of Agreement — Amendment, Renewal, Termination: The term of this Agreement will be three (3) years, from July 1, 2020 through June 30, 2023, effective upon execution by the authorized representatives of both parties. This Agreement will be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement will continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

In the case of termination of this Agreement, all University Interns (e.g. District teachers, school counselors, educational therapists, school psychologists, or administrators) employed with the District as of the date of termination or expiration of this Agreement will be permitted to complete their Internships with the District; and the District may elect to

continue employment of any Intern, beyond the term of this Agreement, subject to the evaluation and employment protocols of the District.

In the case of termination of this Agreement, all University Students already enrolled in and participating in practica placements in District schools, clinical sites, or departments, as of the date of termination or expiration of this Agreement, will be permitted a period of time not to exceed six (6) months from the date of the notice of termination during which to complete their practica placements with the District.

ARTICLE 4: INTERNSHIP AND STUDENT PRACTICUM ELIGIBILITY

2. Program Requirements: Each University student (credential candidate) accepted for an Internship and/or Practicum in the District must have met the following qualifying criteria:
 - a. Baccalaureate degree, or advanced degree from an accredited institution of higher education (IHE), documented by official transcripts, with a minimum GPA, as established by the University, for the last sixty (60) units of coursework.
 - b. Passage of an examination which has been determined by the CTC to meet the California Basic Skills requirement; and verification of subject matter competence by completion of an approved program, or by a course waiver from an accredited university under the guidelines of the CTC, or passage of: (1) the CSET in the area of applicable subject matter, and (2) other exams as may be required by the California Department of Education or the California Commission on Teacher Credentialing.
 - c. If applicable, BCLAD Teacher Interns must have passed a written and oral exam and have completed academic coursework in their identified non-English language area.
 - d. Each Candidate, respectively—either before being placed as an Intern, or before assuming responsibility for full-time Student Teaching in a practicum setting in the second semester—will have acquired a minimum of one hundred twenty 120 hours of verified pre-service coursework, of which forty-five (45) hours will be related to English Language Learners (ELL), as well as forty-five (45) hours of experience with students, including those who are English Language Learners in educational settings; or already will hold, by other means, such as a previously completed teaching credential program, a current Preliminary or Clear Credential with valid EL Authorization; or will have recorded a passing score on CTEL Examination(s).
 - e. Each Intern candidate will have passed CTC-approved U.S. Constitution coursework or examination(s).
 - f. Screening by University staff, which may include the following: a personal interview; written self-evaluation regarding teaching and learning, school counseling, school psychology services, or school administration, as applicable to the credential program under consideration; and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
 - g. Interview with a University Academic Supervisor and a lead faculty member for the applicable credential program (Program).
 - h. For Intern candidates in Covered Categories, admission to the University's applicable School of Education Internship Credential Program. Recommendation for an internship by a University designee.
 - i. For University students to be assigned to practica in Covered Categories, admission to the University's applicable School of Education Credential Program. Recommendation for student practica by a University designee.

- j. Interview and screening by University or District staff, as determined by District protocols, including a background check—paper screening, and fingerprint clearance from the Department of Justice and the Federal Bureau of Investigation—and approval by personnel of District Talent Division (TD), which includes the department of Talent Development, and by school-site administration.
- k. Evidence of negative tuberculosis test performed within six months of the Intern’s or Practicum Student’s start date.

ARTICLE 5: PLACEMENT OF INTERNS AND DURATION OF INTERNSHIP

3. Placement of Interns: University students, certified as qualified and competent by the University, according to the standards set by the Commission on Teacher Credentialing, to provide Intern services to the District in any of the covered categories, may, at the District’s discretion, be accepted and assigned to its schools, classes, clinical educational sites, or departments for services as Interns. The University and the District may coordinate the process of selection and placement of Interns. The University reserves the right to make the final determination on any Intern’s acceptance into the University Internship Credential Program. The District reserves the right to make the final determination on the employment and placement of any Intern. Neither the University nor the District will discriminate in the selection of, or acceptance or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex or gender, sexual orientation, gender identity, gender expression, disability, age, veteran’s status, medical condition, marital status, or citizenship, within the limits imposed by law.

Each Intern must be placed in classrooms that include students who are English Language Learners (ELL) and students identified with special needs. *(CTC Guidelines 2014)*

Prior to an Intern assuming daily teaching responsibilities, the District must validate that the Intern meets the Commission’s identified criteria. *(CTC Guidelines 2014)*

In the event that District schools or other clinical sites are closed in full or in part due to a public-health or public-safety emergency situation (including but not limited to the COVID-19 pandemic), Intern placement may be remote and/or virtual to the extent possible.

4. Duration of Internship: Once a student has been employed as an Intern by the District, and if the Intern remains in good standing as a student in the Program at the University and within the District’s policies and performance standards, the Intern will be allowed to finish his or her Internship with the District. However, an Intern who performs below acceptable District or University standards, after appropriate support and advice efforts have been implemented, may be removed from the paid Internship position by the District and/or be removed from the Program by the University. In the case of an Intern’s removal from the District assignment or the Program by either the District or the University, respectively, either party will provide immediate written notification to the other. All services provided by the University and the District pursuant to this Agreement will terminate upon an Intern’s removal from the District or termination of participation in the Program with respect to the Intern removed.

ARTICLE 6: INTERN EMPLOYMENT STATUS AND RESPONSIBILITY

5. Intern Employment Status: The Intern will be considered a District employee for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, medical leave, personal leave, retirement benefits, or any other payments or benefits for or on behalf of Interns.
6. Intern Salary and Benefits: The Intern receives salary and benefits based on the District's current policies and agreements with the Bargaining Agent for the Certificated Teacher Unit. The Intern's salary will not be reduced to cover the cost of supervision by the University or the cost of support by the District under the terms of this Agreement.
7. Intern Responsibility and Performance of Duties: The Intern is expected to fulfill responsibilities and perform duties under the collective bargaining contract for the unit representing the covered category of employee for which the Intern is a practitioner-of-record. The Intern assumes full performance and legal responsibility for his or her classroom, other student constituency, school, or other District position or site assignment, as applicable, from the first day of the assignment as a paid employee of the District, for at least one academic year, given satisfactory performance according to relevant District certificated employee evaluation guidelines and employment protocols that apply to all certificated employees in the assignment category. In consideration of Internship status, the Intern should not be assigned extraordinary duties or committee responsibilities, but may be assigned to extracurricular activities and be expected to participate in department, faculty, or other relevant site meetings proportionate to the assignment load of a regular contracted employee in the covered category. For example: (1) the Intern will arrange and attend parent and/or teacher conferences as appropriate to any teaching, counseling, or administrative responsibility; (2) the Intern will participate in regular faculty, circuit, or department meetings; (3) the Intern should not sponsor or coach extra-curricular activities; (4) the Intern may request not to attend District, school, other site, or department meetings that conflict periodically with Internship Program responsibilities at the University, with the understanding that certain University classes or meetings require the Intern's participation at the University.

ARTICLE 7: DISTRICT CURRICULA, PERFORMANCE STANDARDS, AND CERTIFICATED EMPLOYEE EVALUATION

8. District Curricula and Programs: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, school counselors, school psychologists, educational therapists, and site administrators who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.
9. District Performance Standards: The District establishes performance standards for all certificated employees, including Interns, within the framework of the California Standards for the Teaching Profession, and other standards of the California Commission on Teacher

Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel will be evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

All teachers, following their completion of requirements for the Preliminary Credential within the University credential program, will be evaluated by professional staff within the District's Induction Program for purposes of formative assessment and recommendation for the Clear Credential.

ARTICLE 8: INTERNSHIP PROGRAM SUPPORT

10. Intern Program Support and Supervision — University and District Agreement re: CTC Guidelines:

- a. In total, a minimum of one hundred forty-four (144) hours of support/mentoring and supervision will be provided to each Intern teacher per school year, including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum and development of effective teaching methodologies. The minimum support/mentoring and supervision provided to an Intern teacher who assumes daily teaching responsibilities after the beginning of the school year will be equal to four (4) hours times the number of instructional weeks remaining in the school year, this taking into account the requirement for a minimum of two (2) hours every five (5) instructional days of adequate supervision.
- b. The following additional support/mentoring and supervision will be provided to an Intern teacher who enters the program without a valid English Learner authorization listed on a previously issued Multiple Subjects, Single Subject, or Education Specialist Teaching Credential; a valid English Learner of Crosscultural, Language and Academic Development (CLAD) authorization:
 - i. An additional forty-five (45) hours of support/mentoring and supervision specific to meeting the needs of English Learners will be provided by the Commission-approved program (University) to an intern teacher who enters the program without a valid English Learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner authorization or Crosscultural, Language and Academic Development (CLAD) certificate. The minimum support/mentoring and supervision provided to an Intern teacher who assumes daily teaching responsibilities after the beginning of a school year will be equal to four (4) hours times the number of instructional weeks remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the Intern teacher's development of knowledge and skills in the instruction of English Learners.
 - ii. The California employing agency (District) will identify an individual who will be immediately available to assist the Intern Teacher with planning lessons that are appropriately designed and differentiated for English Learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor who is providing general support and supervision,

- provided that the individual possesses an English Learner authorization and will be available to assist the Intern Teacher in this regard.
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the Intern Credential may be exempted from the additional forty-five (45) hours of support/mentoring and supervision specific to the needs of English Learners.

11. Intern Program Support in Covered Categories:

- a. Each Intern will be provided, according to current Support and Supervision guidelines set forth by the California Commission on Teacher Credentialing, adequate supervision, advice, encouragement and support, as appropriate, by District personnel—as designated by the District office of Talent Development (TD), the department of New Teacher Support (NTS), or site administrators—including but not limited to the school site faculty and the District Support Provider. Each Support Provider (Mentor) will hold a valid Clear or Life Credential with EL Authorization and will have completed three (3) years of successful teaching experience. (*CTC Guidelines 2014*)
- b. The District and the University each will provide for qualified support of Interns. The University will provide for a qualified Academic Supervisor, and the District will provide for a qualified on-site Coach or Mentor (District-employed Supervisor), to assist each Intern in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration. District-employed Supervisors may participate in University training regarding University requirements.
- c. The District and the University will determine independently the qualifications of their respective Supervisors and Coaches. The University will be responsible for designating its own Academic Supervisors for its students employed as Interns by the District. The District will be responsible for designating its own Coaches for its Interns. The District Coach may be recommended by the professional field support staff of the District, including the Talent Division, the office of Talent Development (TD), and the department of New Teacher Support (NTS), according to division, office and department guidelines concerning recruitment, professional development, and service for the Coaches in its support programs.
- d. The University will provide program coordination, as needed, with the District to manage the intern application and training process to ensure timely completion of credential coursework and filing for Intern and Preliminary Credentials with the California Commission on Teacher Credentialing. (*CTC Guidelines 2014*)
- e. Each semester, each intern will be provided a minimum of three (3) hours per week of instruction, advising, encouragement and support, as appropriate, by University personnel, including but not limited to University faculty and University Field Supervisors or Fieldwork Instructors. (*CTC Guidelines 2014*) These guidelines for overall University Program support of interns notwithstanding, the standards for teacher credential programs issued by the Commission on Teacher Credentialing (*CTC 2019*) require annually a minimum of twelve (12) sessions per intern of on-site-District supervision by University Field Supervisors or Fieldwork Instructors.
- f. The University will provide trained and qualified University Academic Supervisors, who are familiar with and understand Oakland Public Schools, to support, observe and assess Interns in their assignments on a regular schedule appropriate to the needs of the Intern

and the school. The University will provide training for all University Academic Supervisors. University Academic Supervisors may consult regularly with on-site District Coaches (District-employed Supervisors) and administrators, and will inform District personnel of any changes in the Intern's program, preparation schedule, or status within the University.

- g. The supervision plan for Interns will be the University supervision plan for its Internship credential program students, respective to the credential program under consideration, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.

12. Intern Teacher Program Support:

- a. The District will provide highly trained and qualified Teacher Coaches (District-employed), preferably on-site, who are recognized for successful classroom teaching experience, who have approval of site administrators, and who are recommended by the Talent Division, Talent Development, and New Teacher Support (NTS), according to division, and department guidelines concerning recruitment, professional development, and service for the Teacher Coaches in its support programs. The University may provide training for all District Teacher Coaches working with the University's Interns.
- b. The on-site support plan for Intern Teachers will be implemented according to the guidelines developed by TD or NTS, or otherwise as provided for by District departments in conjunction with the Intern Partnership Program, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.
- c. Under the District's plan for support of Interns, each Intern/Teacher Coach pair may be allowed up to four (4) release days with substitute teacher coverage; this release time will be for the purpose of observing master teachers or for participating in other professional development activities approved by the District. Allowable release time will depend upon funding, as may be covered under this Agreement. (*Article 13, Program Sponsorship*)
- d. Each Intern, at the discretion of the site administrator, may, on a limited basis, be released from other required District meetings or activities, as needed, to observe other credentialed teachers, to meet with the District Support Provider, or to attend classes at the University. (*CTC Guidelines 2014*)
- e. The District site Teacher Coach and the University Academic Supervisor assigned to an Intern Teacher may meet periodically with the Intern to discuss the Intern's classroom practices and professional development generally, and to ensure compliance with the California Standards for the Teaching Profession (CSTP) and the standards outlined in the State's Teacher Induction Program, including, but not limited to, Teaching Performance Expectations (TPE) in the Intern's classroom.
- f. The District site Teacher Coach and the University Academic Supervisor may meet periodically without the Intern Teacher to discuss the Intern's progress, as needed. In no case, however, may the District Teacher Coach function in an evaluative capacity. Teacher evaluation for purposes of continuing employment or assignment is the responsibility of the site administrator and/or other personnel in the Talent Division, department of Talent Development (TD), and the department of New Teacher Support (NTS).
- g. The District will designate a coordinator to ensure supervisory and support assistance to District Intern Teachers.

- h. If required, the District will report numbers of Interns annually to the California Commission on Teacher Credentialing (CTC) during an annual Intern census. (*CTC Guidelines 2014*)

ARTICLE 9: INDIVIDUAL TEACHER PROVISIONAL INTERNSHIP PERMIT

13. University and District Requirements and Services: Individual Provisional Teacher Internship Permit (PIP) candidates are subject to all fees, requirements and services provided by the University in its credential programs. Additional support will be provided under the auspices of the University, as prescribed under CTC guidelines. Each candidate must discuss any additional services with the District Coordinator of Internship Programs or other supervisory personnel within the District Talent Division, department of Talent Development (TD), or NTS.
14. Supervision of Interns under the PIP: University Field Supervisors, in consultation with the District Coordinator of Internship Programs, will be responsible for developing the Individual Development Plan (IDP) for each intern authorized by a PIP. As required by law, authorized personnel of the University and the District must approve each IDP.
15. Transition to University Internship Credential: University students authorized by Provisional Internship Permits for employment by the District, due to time constraints, specific cohort or program components, or other restrictions within the University's purview, will apply through the University for a University Internship Credential at the earliest possible date, given the University's admission policies. This provision will not apply to Interns who complete requirements for the Preliminary Credential before the beginning of the University's next admission cycle.

ARTICLE 10: TEACHER INTERN ORIENTATION AND PROFESSIONAL DEVELOPMENT

16. Program Orientation: Prior to the beginning of the Intern's teaching experience at the District, the University will hold Program orientation meetings for Intern teachers.

The University also may offer training seminars that may be attended by District Teacher Coaches, TD or NTS staff, or other District field support staff. University representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to site Teacher Coaches. In addition, the contents of any *University Program Handbook*—the parameters of Intern teaching, roles and responsibilities, special assistance procedures, and pertinent University policies and procedures—may also be reviewed with Interns and District site Teacher Coaches.

Talent Division (TD) or department of Talent Development staff, or other District field support staff may also attend University orientation meetings for the purpose of informing Interns about the role of the Talent Division, department of Talent Development, and NTS primarily, in on-site support processes once a candidate is placed in the District.

17. District Professional Development Programs: The District will include Intern Teachers in appropriate District support programs and provide training in regularly scheduled staff development activities. Interns may elect to participate in any professional development opportunities within the District, including those programs managed by the Talent Division, department of Talent Development, and those programs managed specifically by the department of New Teacher Support (NTS), or other relevant District departments.

ARTICLE 11: RESPONSIBILITY FOR ACADEMIC PROGRAM AND ASSESSMENT OF INTERNS

18. Academic Responsibility: The University will maintain exclusive control over all academic issues involving its credential and certificate programs, which will include, without limitation: selection of course content and required textbooks; delivery of instruction; selection and approval of faculty; admission, registration, and retention of District Interns as University students; evaluation of the education and prior experience of Interns; evaluation of the academic progress of Interns; scheduling of courses; awarding of academic credit; and conferring of academic degrees.
19. Assessment: Academic assessment is a function of the University program designed for the specific classroom teaching, pupil personnel services, education therapy services, or administrative services credential categories covered in this Agreement, and of any Field Experience course (Practica), or any other program component designed by the University. Students engaged in Field Experience will pre-assess their teaching, pupil personnel, educational therapy, or administrative skills, develop a plan for growth, and assess their growth at the close of the course with the University Academic Supervisor. No evaluative assessment will be considered the responsibility, either in whole or in part, of the District site Coach, who works with the Intern on a collegial basis for the purpose of formative assessment only.
20. Summative Performance Evaluation: At the end of each semester, or otherwise according to the University's Program, the University Academic Supervisor will complete a summative performance evaluation of the Intern and make a recommendation concerning the Intern's readiness for independent teaching, pupil personnel services, educational therapy services, or administrative services, which will be given to the University's Department of Credentials. This performance evaluation will determine the Intern's competence relative to the program standards of the California Commission on Teacher Credentialing or other relevant standards of the California Department of Education for the specific credential or certificate the Intern is seeking to obtain. The signed evaluation forms will belong to University as part of the Intern's student records and may be kept on file in the office of either the Department or of the Credential Analyst at the University.

The supervising site or department administrator of the District will complete a summative evaluation of the Intern's performance according to District evaluation protocols for certificated employees in the applicable credential category, for purposes of continuing employment and assignment to a position in the District. District evaluation forms will belong to the District as part of the Intern's personnel records. However, the supervising District administrator will make available to the University Academic Supervisor any

relevant information from this evaluation for assessment by the University of the student, concerning the recommendation of the Intern for the Preliminary Credential and the appropriateness of the Intern's continuing placement at the District.

ARTICLE 12: TEACHER INTERN PARTNERSHIP PROGRAM STEERING COMMITTEE

21. Oakland Intern Partnership Program Steering Committee: The University may designate a representative or representatives from its professional staff to participate in the District's Teacher Intern Partnership Program Steering Committee (IPPSC), which may include NTS staff, other OUSD Talent Division, department of Talent Development staff, and representatives of the colleges and universities with which the District maintains Teacher Intern Partnership Programs. The IPPSC may meet periodically to collaborate on matters concerning the education and support of Teacher Interns, and to develop functions of the Oakland Intern Partnership Program (OIPP).

ARTICLE 13: PROGRAM SPONSORSHIP —TEACHER INTERN PARTNERSHIP AND RESIDENCY PROGRAM

22. Teacher Intern Partnership Program Sponsorship and Fiscal Oversight: The District will serve as Lead Sponsor and, if funding is covered under this Agreement, as Fiscal Agent for the Partnership, with the University as Co-Sponsor. Management of these functions will be the responsibility of the District Talent Division, department of Talent Development (TD) or other District department as may be designated by the District Administration or Board.

Funding by the District of the University Program, derived from any categorical grants of the California Department of Education (CDE) or Commission on Teacher Credentialing (CTC) that do not regard scholarships or stipends awarded to District employees for teacher education, as in the Oakland Teacher Residency Program, is not covered under this Agreement. The District, at its prerogative, may provide teacher-education scholarships or stipends to District employees if funding becomes available. Fiscal oversight will apply to funding of scholarship programs, if such funding is granted at the prerogative of the District.

If funds are to be reallocated by the District to the University for its Teacher Internship Credential Program, a budget will be jointly developed, and reviewed annually, by the University and the District, to utilize resources identified as available under the Agreement in accordance with Partnership Program funding guidelines. This budget will focus on adequate support of Teacher Interns only—for increased supervision and coaching, coursework, or other professional development activities and resources. This budget may provide for support of the University's Teacher Internship Credential Program, concerning costs of on-site supervision or other professional resources, and for direct and indirect administrative costs of the District with regard to services provided to Teacher Interns by Talent Division/Talent Development (TD), New Teacher Support (NTS), or other District departments in conjunction with the Intern Partnership Program. The District will provide the University with information regarding the possible funding of its program under District and Partnership Program budget guidelines.

Reallocation of funds from District accounts to the University for the Multiple Subjects, Single Subjects, or Education Specialist Intern Credential Programs shall not exceed an amount determined, during any given fiscal year, by the Fiscal Agent, for a per-Intern allocation. *[The allocation to the University shall not exceed eighty thousand dollars (\$80,000) annually—calculated not to exceed \$2000 per Intern, and not to exceed a total of forty (40) Multiple Subjects, Single Subjects, and/or Education Specialist Interns from the University employed by the District annually. Reallocation of funds to the University under the three-year term of this Agreement shall not exceed two hundred forty thousand dollars (\$240,000)].* However, if it is determined by the District Talent Division that it is necessary to employ numbers of Interns from the University exceeding those factors indicated above, and such determination is implemented in accordance with District governance policies and procedures, approved by District Administration according to those policies, allocations of funds to the University under the Partnership Program may exceed amounts specified herein.

However, funding by the District of the University's Program is not guaranteed in any given fiscal year; reallocation of funds to the University shall depend entirely upon funds available for this purpose, in the judgment of the Fiscal Agent.

On the basis of each academic semester, the list of University students employed by the District and placed for service at Districts sites, as Intern Teachers, will be verified by the University and submitted to the District Talent Division/Talent Development, which will verify these placements. Additionally, University supervision of Intern Teachers, according to CTC guidelines and provisions of this Agreement, will be recorded by the University, which will submit these records to the District to be verified by Talent Development. Following notice to the University of District-verified University supervision of Interns and per-intern calculations, in consideration of any funding available for this purpose, and under the provisions of this Agreement, including those applicable according to CDE or CTC guidelines, the University will submit invoices to the District through Talent Division/Talent Development or other designated District department, according to information and instructions given to the University by the Fiscal Agent. Invoices will be payable within each fiscal year. Funds allocated to the University under the terms of this Agreement become the University's funds, and may be spent by the University according to its own processes for budgets and expenditures, not limited to the current fiscal year, as long as such expenditures are consistent with the terms of this Agreement, in compliance with the budget proposed by the University and approved by the Fiscal Agent, including the provisions covering University supervision of Intern Teachers as noted above.

Funding, if determined available and applicable during a given fiscal year, calculated by the Fiscal Agent, will be considered payable in two (2) installments—given that numbers of Intern Teachers may vary between semesters: February 1 for the first academic semester; June 30 for the second academic semester. An invoice for first-semester funding will be submitted by the University to the District by November 15 of the fiscal year. An invoice for second-semester funding will be submitted by the University to the District by May 15 of the fiscal year.

ARTICLE 14: PLACEMENT OF UNIVERSITY STUDENTS FOR PRACTICA

23. Placement of University Students for Practica: University students, certified as qualified and competent by the University to serve as Practice Students in any of the Covered Categories, may, at the District's discretion, be accepted and assigned to its schools for purposes of practica. The University and the District may coordinate the process of selection and placement of Practica Students. The University reserves the right to make the final determination on any Candidate's acceptance into the relevant Credential Program (Program) at the University. The District reserves the right to accept or reject the placement of any Practica Student in a District school, clinical site, or department. Neither the University nor the District will discriminate in the selection of, or acceptance or participation by, any Candidate pursuant to this Agreement because of race, color, national origin, religion, sex or gender, sexual orientation, gender identity, gender expression, disability, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.

The District may, for good cause, refuse to accept for practica experiences, in any of the Covered Categories, any student of the University assigned by the University to applicable practica duties in classrooms, schools, departments, or clinical sites of the District. The University may, for good cause, terminate the assignment of any student of the University to respective practica assignments or functions in the District.

24. Assignment of University Students to Practica: Assignment of a student of the University to practica in the District will be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the notice of assignment card or other document given by the University putting such assignment into effect, but not earlier than the date of such assignment as shown.

In the event the assignment of a student of the University to practica is terminated by the University for any reason, the Supervising Teacher, Clinical Academic Supervisor, Administrative Supervisor, or other relevant District Supervisor, in consideration of the prerogatives and provisions specified in this Agreement, will receive compensation for supervision on account of such student as if there had been no termination of the assignment; except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the Supervisor will receive payment for an assignment of nine (9) weeks only. If a student is assigned by the University to another District Supervisor after an assignment has become effective, this will be considered for payment purposes as an entirely new and separate assignment.

25. Duration of Practica Placement: In the case of expiration or termination of this Agreement, all students of the University placed in the District for purposes of practica as of the date of termination or expiration of this Agreement will be permitted to complete their practica placements with the District.

However, a Candidate who performs below acceptable District or University standards for practica in any of the covered categories, after appropriate support and advice efforts have been exhausted, may be removed from a practicum placement by the District or the University and/or be removed from the Program by the University. In the case of a Candidate's removal from the practicum assignment or the Program by either the District or the University, respectively, either party will provide immediate written notification to the

other. All services provided by the University and the District pursuant to this Agreement will terminate upon a Candidate's removal from the District or termination of participation in the Program.

Absences of University students from assigned practica will not be counted as absences in computing the semester units of practica provided to University students by the District or District Supervisors, in order to avoid adjusting compensation for supervision should absences occur. Compensation for supervision is to be based on semester units and not on actual hours of attendance. Computation of actual attendance, for credit as semester units, by student teachers is the obligation of the University.

ARTICLE 15: PRACTICUM STUDENT STATUS AND RESPONSIBILITY

26. University Practica Student Status: The University student assigned to practicum will be considered only a student of the University and not a District employee for any purposes. However, if a qualified Student Teacher under University supervision is requested by the District to serve as a Substitute Teacher for the Master Teacher otherwise providing direct practicum supervision, in that particular District assignment, and obtains the appropriate permit, which regards, also, substitute-teacher status and salary provisions under the District contract for the relevant collective bargaining unit of the District, the University may, at its prerogative, allow such a placement, during the spring semester only, for a maximum of eight (8) days.
27. University Practica Student Responsibility: The University student assigned to practica is expected to fulfill responsibilities and perform relevant activities in the credential category under consideration as assigned by the University Fieldwork Instructor or University Supervisor and the District Supervisor in collaboration. In consideration of Practica Student status, the Practica Student should not be assigned or expected to participate in extraordinary school duties or school committee responsibilities, except as may be determined instructive by the University Fieldwork Instructor or University Supervisor and the District Supervisor in collaboration (e.g. extracurricular activities associated with teaching, counseling or administrative responsibilities; participation in circuit, department or faculty meetings; parent or teacher conferences, as appropriate). Practica Students should not sponsor or coach extracurricular activities. A Practica Student may request not to attend District or school meetings that conflict with Program activities or other responsibilities at the University.

ARTICLE 16: DISTRICT CURRICULA, PERFORMANCE STANDARDS, AND PRACTICUM STUDENT EVALUATION

28. District Curricula and Programs: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, educational therapists, school counselors, school psychologists, and site administrators, who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.

29. District and University Performance Standards: The District establishes performance standards for all teachers, including Student Teachers, Administrative Services candidates, and Pupil Personnel Services candidates placed in practica assignments, within the framework of the California Standards for the Teaching Profession (CSTP), and other standards of the California Commission on Teacher Credentialing and the California Department of Education for such assignments. Practica Students in these assignments may be observed and evaluated by administrators, according to District procedures, in collaboration with the University Supervisors, with reference to those standards, for the purpose of ensuring effective instruction of and service to District students, and may be evaluated by their supervising site and/or department administrators, according to District procedures, with reference to those standards, for the purpose of potential employment in the District.

University students assigned to practica in the District are expected to be evaluated by their University and District Supervisors with regard to University, District, and State standards. Such evaluation will be for the purpose of continuation in the University Program or in practica assignments, with consideration ultimately concerning the recommendation of the University student for the Preliminary Credential in the relevant credential category.

ARTICLE 17: PRACTICA SUPERVISION AND PROGRAM SUPPORT

30. Practica Supervision and Support: The District and the University each will provide qualified support for Practica Students. The University will provide a qualified University Fieldwork Instructor or University Supervisor, and the District will provide a qualified District Supervisor (e.g. Master/Cooperating/Mentor Teacher, Counselor, Administrator) to assist each Candidate in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration.

The District and the University will determine independently the qualifications of their respective Supervisors. The University will be responsible for designating its own Supervisors for its Candidates. The District and the University will be responsible, in cooperation, for identifying qualified District Supervisors with whom Practica Students may be placed, with final determination of placement the prerogative of the University. The University will conduct training of designated District Supervisors, given frameworks and guidelines of the University Program.

The University will provide highly trained and qualified Supervisors, who are familiar with and understand Oakland Public Schools, to support, observe, and assess Practica Students in their assignments on a regular schedule appropriate to the needs of the Candidate and the school. The University will provide training for all University Fieldwork Instructors or University Supervisors. University Supervisors may consult regularly with District Supervisors and site or department administrators, and will inform District personnel of any changes in the Candidate's program, preparation schedule, or status within the University, as permitted under the Family Educational Rights and Privacy Act (FERPA) of 1974.

The supervision plan for Candidates will be the University’s supervision plan for its credential program students assigned to practica, which will consider the needs and assets of the Candidate and of the individual school sites, clinical sites, or departments of the District. It is the prerogative of University Fieldwork Instructors or University Supervisors to offer distance supervision of Practica Students; such supervision may make use of various means of electronic communication, such as videography or other technologically appropriate formats. If such electronic means are to be implemented in the classroom of a Master Teacher or another District Supervisor, the Master Teacher or District Supervisor must approve its use in that context.

The District will provide highly trained and qualified District Supervisors, who are recognized for successful experience in the credential category under consideration, who have approval of site or department administrators, and who may be recommended by the professional field support staff of the District, including staff of the Talent Division, department of Talent Development (TD), and the department of New Teacher Support (NTS) specifically, according to TD/NTS recruitment, professional development, and service guidelines for the Supervisors or Coaches in its support programs.

Given implementation, by the University and District, of the plan for support of University Practica Students—credential candidates in any of the covered categories—placed in District programs at District sites, each University Practica Student, as noted above, who may be serving as a District employee, as a component of such a credential program, may be allowed up to four (4) release days with substitute-employee coverage; coverage will be provided under terms of the *Personal Leave* policy of the District for its employees in the covered category—as approved by the site administrator. Release time will be for the purpose of observing master practitioners (e.g. teachers or administrators), in covered categories, or for participating in other professional development activities approved by the University and the District. Such approved release time will be charged against the *Personal Leave* allowance of the District employee (University student) who has requested the leave.

ARTICLE 18: UNIVERSITY PRACTICA STUDENT ORIENTATION AND PROFESSIONAL DEVELOPMENT

31. **Program Orientation:** Prior to the beginning of University Students’ practica experiences in the District, the University will hold Program orientation meetings for its credential candidates.

The University also may offer training seminars that may be attended by District Supervisors or other District field support staff, including staff from Talent Division, the department of Talent Development specifically. University representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to District site Supervisors. In addition, the contents of any University *Program Handbook*—the parameters of practica, roles and responsibilities, special assistance procedures, and pertinent University policies and procedures—may also be reviewed with Practica Students and District site Supervisors, or with other District support staff.

Department of Talent Development/NTS staff or other District field support staff may also attend University orientation meetings for the purpose of informing Practica Students about the role of the Talent Division, department of Talent Development/NTS, primarily, in on-site support processes once a candidate is placed in the District.

32. District Professional Development Programs: With agreement of the University Supervisor, the District may include Practica Students in appropriate District support programs and provide training in regularly scheduled staff development activities. Practica Students may elect to participate in any professional development opportunities within the District, including those programs managed by the Talent Division (TD), department of Talent Development/NTS, or by another District division responsible for instructional services, and those programs managed specifically by TD/NTS or other relevant District departments or divisions responsible for instructional services in Covered Categories.

ARTICLE 19: PAYMENT OR OTHER COMPENSATION FOR DISTRICT SUPERVISORS

33. Payment of Honoraria or Other Compensation for District Supervisors or the District: If an honorarium is to be paid to a District Supervisor for the assignment of a Practica Student in Covered Categories), an honorarium form and a vendor form will be sent by the University directly to the District Supervisor to be completed, signed, and returned to the University. The University will process the honorarium form at the end of the semester in which the University student was supervised. The Supervisor may receive other compensation for and recognition of services, at the prerogative of the University, as outlined in *Article 1* of this Agreement, once all required materials and summative evaluations for the University student have been submitted to the University by the District Supervisor or Supervising Teacher. No honorarium or any other form of compensation is required of the University under this provision.

Notwithstanding any other provisions of this Agreement, the University will not be obligated by this Agreement to award the District or District Supervisors any amount in funds or honorary continuing education units, accordingly, in excess of the honoraria, at the prerogative of the University and calculated according to University policies for supervision of teaching practica or practica in other clinical, departmental or administrative placements in the District, as determined by the University, and as defined in these provisions, for students actually placed and for time applied to actual supervision.

ARTICLE 20: RESPONSIBILITY FOR ACADEMIC PROGRAM AND EVALUATION OF PRACTICA STUDENTS

34. Academic Responsibility: The University will have exclusive control over all academic issues involving the Program, which will include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Candidates as students; evaluation of a Candidate's prior experience and education; evaluation of a Candidate's academic progress; scheduling of courses; awarding of academic credit; and conferring of academic degrees.

35. Academic and Performance Evaluation of Practica Students: Academic assessment is a function of University courses designed for the specific credential categories covered in this Agreement and the Field Experience (Practica) course or any other program component designed by the University. Students engaged in practica will pre-assess their skills in the credential category under consideration, develop a plan for growth, and assess their growth at the close of the course with the University Fieldwork Instructor or University Supervisor. No evaluative academic assessment will be considered the responsibility, either in whole or in part, of the District Supervisor, who works with the Candidate for the purpose of practical instruction and formative assessment. The District Supervisor will provide a written evaluation of the University Student's performance in the practical components of the assignment (e.g. classroom teaching), concerning the Candidate's readiness for independent professional practice, which will be provided to the University Fieldwork Instructor or University Supervisor of the Candidate.
36. Summative Performance Evaluation: At the end of each semester or at the completion of a practicum assignment, or otherwise according to the University's Program, the University Fieldwork Instructor or University Supervisor will complete a summative performance evaluation of the Candidate, addressing University Program guidelines, CTC program standards, and District evaluation protocols in the Covered Categories, and make a recommendation concerning the Candidate's readiness for independent professional practice, which will be given to the University's Program managers. This performance evaluation will contribute to the determination of the Candidate's standing and competence relative to the California Commission on Teacher Credentialing program standards for the specific credential the Candidate is seeking to obtain. Any assessment forms, letters of recommendation, or other narratives requested by the University and completed by the District Supervisor, in this vein, will be delivered to University Fieldwork Instructor or University Supervisor as part of the Candidate's records, will belong to the University as part of the Candidate's student records, and will be kept on file at the University.

Any assessment forms, letters of recommendation, or other narratives that are part of the formative assessment process of the District will belong to the District as part of the Candidate's records regarding the particular District assignment. The District Supervisor may make available to the University Fieldwork Instructor or University Supervisor any additional relevant information from the District formative assessment that may have bearing on the assessment by the University of the Candidate, concerning a recommendation for the Preliminary Credential and the possibility of the Candidate's future employment by the District for a position in any of the Covered Categories.

ARTICLE 21: DISTRICT AND UNIVERSITY INSURANCE AND INDEMNIFICATION

37. Acknowledgment of Insurance Status: This Agreement acknowledges that the District is permissibly self-insured for all required coverages. In the case that the University is self-insured for all required coverages, the University will provide a legally authorized document so stating, or it will provide a Certificate of Insurance, issued by the Insurer—in either provision naming and endorsing the District as an Additional Insured—attached to this Agreement. The District and University each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder.

Such insurance will include but not be limited to the following:

- a. Commercial General Liability, Professional Liability, and Automobile Liability for bodily injury, personal injury and property damage;
- b. Workers' Compensation coverage to statutory limits; and
- c. Employers Liability coverage.

The District will defend, indemnify and hold the University, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement, only insofar as such claims may be made during the policy period, and only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.

The University will defend, indemnify and hold the District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement, only insofar as such claims may be made during the policy period, and only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.

The University's indemnification and insurance coverage herein will in no way be construed as to cover its students employed as Interns in the District, concerning their acts or omissions resulting in injury, damages or claims performed during the course and scope of their employment with the District or arising out of the performance of this Agreement in that regard.

ARTICLE 22: DEVELOPMENT OF RESOURCES

38. Development of Resources and Joint Efforts: The University and the District are committed to the joint development of future resources that benefit the Intern Partnership Program and University Credential programs generally, including any components regarding the assignment of University students to internships or practica in District schools, considering the provisions of this Agreement. This may involve joint participation in grant writing, joint sponsorship of teacher education events, and active participation in professional advisory or steering committees, given any institutional restrictions or prerogatives of either party. These provisions also regard reciprocal permission for the use of facilities, consistent with standard policies and procedures governing the use of any such facilities and on the same terms and conditions as may apply generally to outside users: terms and conditions concerning rooms, outdoor venues, or other staging areas, insofar as they are approved through relevant guidelines and permitting processes of either the District or the University, respectively, and which may include fees according to those guidelines, pertaining to facilities as may be secured through permitting processes, considering restrictions and responsibilities, given instructions for the use of furnishings and equipment, and given technological services, custodial services, and security services as may apply.

Teacher-preparation courses under the direction of the University may be conducted at District sites, without cost to the University, if a District custodian already assigned to the site remains on duty while such courses are in session, given that all other District policies and procedures apply, governing the use of such facilities.

ARTICLE 23: LABOR DISPUTES IN THE DISTRICT

39. Obligation of Neutrality: The University is obligated to maintain neutrality in any labor disputes of the District, to ensure that all field experiences in such contexts will be educationally valid for students of the University, to avoid placing University students in situations in which there may be risk of personal injury, and to avoid interfering with students or employees of the District engaged in instructional or administrative programs of the District.
40. University Student Placements in the Event of a Labor Dispute: In the event of a labor dispute in the District, University students involved in education Field Practice programs will report to the University until the University Field Coordinator or Director of Field Practice has assessed the situation and made a determination regarding the students' placements under the circumstances.
41. University Supervision During a Labor Dispute: During a labor dispute in the District, University faculty members who supervise University students will visit relevant District sites on a regular basis to observe activities, to meet with District personnel, as permitted under District policies, and to determine whether, from the perspective of the University, the situation remains educationally valid and physically safe for students of the University engaged in Field Practice.
42. Continuation of Field Experience During a Labor Dispute: During a labor dispute at the District, if, in the determination of the University Field Coordinator or Director of Field Practice and from the perspective of the University, the situation is educationally valid and physically safe, and the District Field Supervisor is present in his or her regular position, the University Field Coordinator or Director of Field Practice will allow University students the option of continuing the field experience at the assigned site or of suspending or terminating the assignment.
43. University Students Employed as Interns: Provisions concerning placement and supervision of University students engaged in Field Practice, herein under *Article 23*, regarding labor disputes in the District, do not apply to University students who, during the period of a dispute, are employed as Interns by the District, or are otherwise employed by the District, and are thereby placed in District positions, even though Interns may be enrolled in practica courses aligned with their credential or certificate programs, insofar as Interns are governed by the terms of their District employment, including provisions for the collective bargaining unit that represents them.

ARTICLE 24: GENERAL CONSIDERATIONS

44. Shelter-In-Place/Remote Participation: The University and District will act in accordance with, and will direct all agents, representatives, and employees to act in accordance with any federal, state, or local shelter-in-place (SIP) orders or guidelines in effect during the term of this Agreement. Nothing in this Agreement will be construed as requiring any University or District agent, representative, or employee to violate any such SIP orders or guidelines. In the event that District schools or other clinical sites are closed in full or in part due to a public-health or public-safety emergency situation (including but not limited to the COVID-19 pandemic), all obligations set forth in this Agreement may occur remotely and/or virtually to the extent possible.
45. Relationship of Parties: Nothing in this Agreement is intended nor will be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship, except as specified in the provisions, between the University and the District.
46. Publicity: Neither the University nor the District will cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.
47. Reporting Obligations: The University and the District acknowledge that when a University student shares that she or he has experienced sexual harassment, sexual or interpersonal misconduct, the University has responsibilities it must fulfill in order to comply, as the case may be, with Title IX, the Violence Against Women Act, the Clery Act, and other relevant federal, state, or local laws. The parties agree to the following procedures through which the District will transmit reports of sexual or interpersonal misconduct it receives from a University student to the University.

The District will transmit immediately, or as soon as possible under practical circumstances, to the University all reports of sexual or interpersonal misconduct received by an employee or agent of the District alleging that a University student experienced sexual harassment, sexual or interpersonal misconduct—regardless of whether or not the University student was a University student of record at the time the alleged sexual harassment, sexual or interpersonal misconduct was reported or occurred. The District will report such information to the University's Title IX Coordinator, or, if after regular business hours, Monday-Friday, 8:00 AM-5:00 PM, to the California Department of Public Safety, 310-338-2893. Reports will include:

- a. Name, telephone number, e-mail address, and residence address of the University student who is reported to have experienced sexual or interpersonal misconduct.
- b. Name and contact information, if known, of the individual who allegedly engaged in the sexual or interpersonal misconduct, as reported, if known.
- c. Description of the incident of sexual or interpersonal misconduct, as alleged, including location, date and time, if known.

48. Records: It is understood and agreed that all employment records will remain the property of the District; and all student Candidate records, including Candidate portfolio assessments, will remain the property of University. The District acknowledges that the education records of University students assigned to the District are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. The parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any University student assigned to the District under this Agreement. With regard to this provision, if the District receives from the University or contributes to any education records containing personally identifiable information of University students pursuant to this Agreement, the District may transmit, share or disclose such education records, only with the written consent of the University students affected, or to other school officials of the University who have a legitimate interest in those education records. In addition, the District may use such personally identifiable information only for purposes of performance of this Agreement. Any disclosure of University student education records to parties other than the University will require the written consent of any affected University student and the University. Disclosures regarding the employment or employee-performance records of any University student in his or her capacity as a District employee will require the written consent of the University student who is in service as a District employee.

University students participating in the Practica Program pursuant to this Agreement are considered members of the District's workforce for purposes of the Health Insurance Portability and Accountability Act (HIPAA), within the definition of "health care operations," and therefore may have access to client information as provided for in the Privacy Rule of HIPAA. Therefore, additional agreements are not necessary for HIPAA compliance purposes. This paragraph applies solely to HIPAA privacy and security regulations applicable to the District and does not establish an employment relationship.

Academic artifacts created by a Student Teacher during practica for purposes of University coursework remain the property of the Student Teacher or the University, depending upon policies of the University to which the Student Teacher has agreed through program-admission processes.

49. Entire Agreement and Severability: This Agreement contains the entire agreement between the District and the University, and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement will be valid unless provided in writing and signed by authorized representatives of both parties, as described in *Article 3, Term of Agreement*. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected.

50. Choice of Law: This Agreement will be interpreted in accordance with the laws of the State of California. Venue for any action to enforce or interpret the provisions of this Agreement will be determined mutually by the parties to this Agreement.

51. Assignment: Neither the University nor the District will assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.

52. Notices: All notices, demands, or other communications given under this Agreement will be in writing and sent to the addresses listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered by personal or overnight mail or facsimile, or effective three (3) days after mailing if by United States certified mail, return receipt requested. Electronic mail and telephone contact, given that e-mail or voicemail messages are acknowledged as received, are considered acceptable for ordinary communications concerning the daily execution of the terms of this agreement.

UNIVERSITY

Procurement & Contract

Jon Medwin, Director
Procurement & Support Services
California State University East Bay
25800 Carlos Bee Boulevard, SA2750
Hayward, CA 94542
Telephone: 510.885.2775
Facsimile: 510.885.4258
E-mail: jon.medwin@csueastbay.edu

Diego Campos, Buyer
Telephone: 510.885.3959
E-mail: diego.campos@csueastbay.edu

College of Education & Allied Studies
Carolyn Nelson, EdD, Dean
Telephone: 510.885.7439
E-mail: carolyn.nelson@csueastbay.edu

Department of Teacher Education—Programs
Dania Massey, MA, Intern Coordinator
25800 Carlos Bee Blvd, AE-250, Hayward, CA 94542
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E-mail: dania.massey@csueastbay.edu

Eric Engdahl, PhD, Professor
Chair, Department of Teacher Education
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Mobile: 415.847.4910
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Jack Davis, PhD, Professor
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E-mail: jack.davis@csueastbay.edu

Ardella Dailey, EdD, Associate Professor
Chair, Department of Educational Leadership
Telephone: 510.885.2632
E-mail: ardella.dailey@csueabay.edu

DISTRICT

Tara Gard, Deputy Chief, Talent Division
Oakland Unified School District
1000 Broadway, Suite 150
Oakland, CA 94607-4033
Telephone: 510.879-0202
E-mail: tara.gard@ousd.org

Sara Glasband, Director
Talent Development
Mobile Telephone: 510.517.7414
E-mail: sarah.glasband@ousd.org

William L. Winston, Education Consulting LLC, Management and Operations
Talent Division / Employee Retention and Development
Mobile Telephone: 510.406.5668
E-mail: william.winston@ousd.org / wwinston@pacbell.net

53. Representations: Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue with respect to this Agreement, as long as the Agreement remains in force.
54. General Provisions: The Agreement: (a) will be binding and enforceable by the parties and their respective legal representatives, successors, or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures, but which together will constitute one instrument; (c) will be governed by applicable law of the State of California; and (d) has been executed as indicated below.
55. Third Party Rights. This Agreement is not intended to create any rights or interests for any other person or entity other than the District or the University.

EXECUTION of AGREEMENT

**Oakland Unified School District
and
Trustees of the California State University
California State University East Bay
College of Education and Allied Studies**

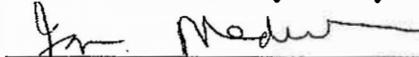
This Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Intern Partnership Program and Practica Program—applying to K-12 Teaching, including Education Specialist, School Counselor, Clinical School Psychologist, Educational Therapist, and Administrative Services, and other Pupil Personnel Services credentials and certifications, as may be specified; Speech Pathologist, and other Health Science certifications; and Social Services and Service Learning Programs Field Work— is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and the Trustees of the California State University on behalf of CALIFORNIA STATE UNIVERSITY EAST BAY (University or CSUEB), a California State University.

**Teacher Education, K-12 Credentials
Multiple Subjects — Single Subjects — Designated Subjects — Education Specialist
Alternative Certification Intern Partnership Program
Including Added or Supplementary Authorizations
and Teaching Practica
Early Completion Option**

**Pupil Personnel and Administrative Services, Credentials and Certificates
School Counselor, Clinical School Psychologist, Educational Therapist, and
Administrative Services Internships and Practica;
Speech Pathologist and other Health Science Certifications;
and Social Services and Service Learning Programs Fieldwork**

Term of Agreement—Amendment, Renewal, Termination: The term of this Agreement will be three (3) years, from July 1, 2020 through June 30, 2023, effective upon execution by the authorized representatives of both parties. This Agreement will be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement will continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

California State University East Bay



Jon Medwin, Director
Procurement & Support Services

7/15/2020

Date



Carolyn Nelson, EdD, Dean
College of Education & Allied Studies

9-15-20

Date

Oakland Unified School District



Jody London, President
Board of Education

9/10/2020

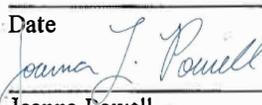
Date



Kyla Johnson-Trammell, Superintendent
Secretary, Board of Education

9/10/2020

Date



Joanna Powell
Staff Attorney, OUSD

8/5/2020

Date

CERTIFICATE OF COVERAGE

DATE (MM/DD/YYYY)
7/15/2020

PRODUCER

Alliant Insurance Services, Inc.
100 Pine Street, 11th Floor
San Francisco CA 94111

THIS CERTIFICATE IS ISSUED AS A MATTER OF EVIDENCE ONLY AND CONFERES NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE MEMORANDUM(S) OF COVERAGE BELOW.

THIS CERTIFICATE OF COVERAGE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING COVERAGE PROVIDER, AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: IF THE CERTIFICATE HOLDER IS AN ADDITIONAL COVERED PARTY, THE MEMORANDUM OF COVERAGE MUST BE ENDORSED. A STATEMENT ON THIS CERTIFICATE DOES NOT CONFER RIGHTS TO THE CERTIFICATE HOLDER IN LIEU OF SUCH ENDORSEMENT(S).

IMPORTANT: IF SUBROGATION IS WAIVED, SUBJECT TO THE TERMS AND CONDITIONS OF THE MEMORANDUM(S) OF COVERAGE AN ENDORSEMENT MAY BE REQUIRED. A STATEMENT ON THE CERTIFICATE DOES NOT CONFER RIGHTS TO THE CERTIFICATE HOLDER IN LIEU OF SUCH ENDORSEMENT(S).

NAMED COVERED PARTY

CSU, East Bay
25800 Carlos Bee Blvd
Hayward CA 94542

PROGRAM AFFORDING COVERAGE

A: CSURMA

B:

C:

COVERAGES

THIS IS TO CERTIFY THAT THE COVERAGE IS AFFORDED TO THE ABOVE NAMED MEMBER, AS PROVIDED BY THE MEMORANDUM(S) OF COVERAGE, FOR THE PERIOD SHOWN BELOW, NOT WITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED BY THE PROGRAM DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS, AND CONDITIONS OF SUCH MEMORANDUM(S) OF COVERAGE. THE FOLLOWING COVERAGE IS IN EFFECT.

JPA LTR	TYPE OF COVERAGE	MEMORANDUM NUMBER	COVERAGE EFFECTIVE DATE (MM/DD/YY)	COVERAGE EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	GENERAL LIABILITY	CSURMA-LIAB-1718	7/1/2017	6/30/2018	EACH OCCURRENCE	\$2,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				FIRE DAMAGE (Any one fire)	\$
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXPENSE (Any one person)	\$
	<input checked="" type="checkbox"/> Contractual Liab				PERSONAL & ADV INJURY	\$
	<input checked="" type="checkbox"/> STR \$750,000				GENERAL AGGREGATE	\$4,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:				PRODUCTS-COMP/OP AGG	\$4,000,000
	<input type="checkbox"/> MEMOR-ANDUM <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC					
	AUTOMOBILE LIABILITY				COMBINED SINGLE LIMIT (Ea accident)	\$
	<input type="checkbox"/> ANY AUTO					\$
	<input type="checkbox"/> ALL OWNED AUTOS					
	<input type="checkbox"/> SCHEDULED AUTOS					
	<input type="checkbox"/> HIRED AUTOS					
	<input type="checkbox"/> NON-OWNED AUTOS					
A	WORKERS' COMPENSATION AND EMPLOYERS LIABILITY	CSURMA-WC-1718	7/1/2017	6/30/2018	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE/OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	\$1,000,000
	IF YES, DESCRIBED UNDER SPECIAL PROVISION BELOW				E.L. DISEASE - EA EMPLOYEE	\$1,000,000
					E.L. DISEASE - POLICY LIMIT	\$1,000,000
	OTHER					
	OTHER					

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL/PROVISIONS

Note: Workers' Compensation Coverage is provided as evidence only.
Oakland Unified School District is named as additional covered party as respects Memorandum of Understanding between Oakland Unified School District and California State University East Bay for an Intern Partnership Program and Practica Program - applying to credentials for K-12 Teaching in Multiple Subjects, Single Subjects, and Education Specialist categories, including Added Authorizations; and School Counselor, Clinical School Psychologist, Educational Therapist, and Administrative Services Internships and Practica.

CERTIFICATE HOLDER

Oakland Unified School District
Talent Division
1000 Broadway, Suite 150
Oakland CA 94607

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED MEMORANDUM(S) OF COVERAGE BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE MEMORANDUM(S) OF COVERAGE PROVISIONS.

AUTHORIZED REPRESENTATIVE





Endorsement No.: Per Blanket Additional Covered Party attached to Memorandum of Coverage of Coverage listed below

Effective: 07/01/2020

Forms a part of MOC No.: CSURMA-LIAB-1718

Issued to: Per Attached Certificate of Coverage

Issued by: California State University Risk Management Authority (CSURMA)

Issued on behalf of Member: CSURMA Member On File With Company

This Endorsement Changes The Memorandum of Coverage. Please Read It Carefully.

ADDITIONAL COVERED PARTY

Section VI. DEFINITIONS - The definition of **Additional Covered Party** is amended to include as a covered party the person or organization shown as the entity “Issued To” above, but only with respect to bodily injury and property damage liability arising out of the “Described Lease or Activity” above for that covered party by or for you.

The coverage provided does not apply to any **occurrence** taking place:

1. Prior to the commencement of the **Members’** operations or occupation of the premises; or
2. After the **Members’** operations have been completed or occupation of the premises has ceased.

The limits of coverage will be limited to the limits required within the terms of the written contract or the limits of liability of this Memorandum, whichever is less, and will apply in excess of the **Members’ retained limit** shown in the Declarations. CSURMA will not be obligated for limits of coverage shown in the written contract that are greater than the limits of liability of this Memorandum.

Any other coverage carried by a certificate holder which may be applicable shall be deemed excess and the **Member’s** coverage primary notwithstanding any conflicting provisions in the **Member’s** memorandum of coverage.

All other terms and conditions in the memorandum of coverage remain unchanged.
 CSURMA0001 (07/10)

Signed: _____ 

Date: 7/1/2020



MEMORANDUM OF UNDERSTANDING ROUTING FORM 2020-21

Basic Directions

Services cannot be provided until the MOU is fully approved and a Purchase Order has been issued.

1. Contractor and OUSD Administrator reach agreement about scope of work and compensation.
2. Contractor and OUSD Administrator agreed upon terms are reflected in the Memorandum of Understanding.
3. OUSD Administrator verifies contractor does not appear on the Excluded Parties List.
4. OUSD contract originator creates the requisition on IFAS.
5. Within 2 weeks of creating the requisition, the OUSD Administrator submits completed MOU packet to Legal for approval.

Agency Information

Agency Name				Agency's Contact Person	
Street Address				Title	
City				Telephone	
State		Zip Code		Email	
OUSD Vendor Number					
Attachments	<input type="checkbox"/> Proof of general liability and workers' compensation insurance <input type="checkbox"/> Statement of qualifications <input type="checkbox"/> Printout showing this vendor does not appear on the Excluded Parties List. (www.sam.gov/portal/public/Sam/)				

Compensation and Terms – Must be within OUSD Billing Guidelines

Anticipated Start Date		Date work will end		Total Contract Amount	
------------------------	--	--------------------	--	-----------------------	--

Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
			5825	\$	
			5825	\$	
			5825	\$	
			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact		Email	@ousd.org		
Telephone		Fax			
Site/Dept. Name		Enrollment Grades		through	

Approval and Routing (in order of approval steps)

Services cannot be provided before the MOU is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov>)

Please sign under the appropriate column.	Approved	Denied – Reason	Date
1. Site Administrator	<i>[Signature]</i>		08/11/2020
2. Resource Manager			
3. Network Superintendent / Executive Director			
4. Cabinet (SBO, CFO, CSO, Deputy Chief)			
5. Board of Education or Superintendent			
Procurement	Date Received		

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at California State University, East Bay

Professional Services Division
June 2018

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at California State University, East Bay. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice		X	
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	6		
Preliminary Single Subject	6	6		
Preliminary Education Specialist Mild/Moderate	22	22		
Preliminary Education Specialist Moderate/Severe	24	24		
Autism Spectrum Disorders Added Authorization	3	3		
Early Childhood Added Authorization (Inactive)	4	4		
Reading and Literacy Added Authorization	5	5		
Preliminary Administrative Services Credential	9	9		
Clear Administrative Services	5	5		
PPS School Counseling	32	32		
PPS School Psychology	27	27		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Speech Language Pathology	16	16		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the accreditation visit
- Preparation of the institutional documentation and evidence
- Selection and composition of the accreditation team
- Intensive evaluation of program data
- Preparation of the accreditation team report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: California State University, East Bay

Dates of Visit: April 29 – May 2, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
Date	Accreditation Status
April, 2009	Accreditation with Stipulations
May, 2011	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for all programs offered at California State University, East Bay.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that four of the Common Standards are fully met for California State University, East Bay. *Common Standard 3: Course of Study, Fieldwork, and Clinical Practice* is **Met with Concerns**.

Overall Recommendation

The accreditation team verified that California State University, East Bay and its programs, when judged as a whole, met or exceeded the Commission’s adopted Common Standards and Program

Standards applicable to the institution. The team unanimously recommends a decision of **Accreditation**. On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Multiple Subject

Preliminary Multiple Subject
Preliminary Multiple Subject Intern

Administrative Services

Preliminary and Intern
Clear

Single Subject

Preliminary Single Subject
Preliminary Single Subject Intern

Pupil Personnel Services

School Counseling and Intern
School Psychologist and Intern

Education Specialist Credentials

Preliminary Mild to Moderate Disabilities
Preliminary Moderate to Severe Disabilities

Education Specialist Added Authorizations

Autism Spectrum Disorders
Early Childhood (Inactive February, 2018)

Other Teaching Credentials

Reading and Literacy Added Authorization

Other Related Services

Speech Language Pathology

Staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, East Bay be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- California State University, East Bay continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Christine Zeppos
Brandman University

Common Standards:

Anne Weisenberg
California State University, Stanislaus

Mike Kotar
Retired, California State University, Chico

Programs Cluster:

Donna Glassman-Sommer
Tulare County Office of Education

Candace Poindexter
Loyola Marymount University

Caron Melblom-Nishioka
California State University, Dominguez Hills

Veronica Escoffery-Runnels
University of LaVerne

Staff to the Visit:

Teri Clark
Commission on Teacher Credentialing

Jake Shuler
Commission on Teacher Credentialing

Documents Reviewed

University Catalog
Common Standards Submission
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Program Assessment Feedback
Program Review Feedback

Survey Data
Field Experience Notebooks
Course Matrices
Advisement Documents
Faculty Vitae
College Annual Report
Databases
TPA Data
Course Scope and Sequence

Interviews Conducted

Stakeholders	TOTAL
Candidates	99
Completers	93
Employers	29
Institutional Administration	14
Program Coordinators	25
Faculty	22
TPA Coordinator	3
Mentors/Coaches	5
Field Supervisors – Program	42
Field Supervisors – District	42
Credential Analysts and Staff	2
Advisory Board	8
TOTAL	384

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

In 1959, The State College for Alameda County opened its doors to 300 students. Four name changes later, California State University, East Bay (CSUEB) serves approximately 15,000 students. The Hayward Hills campus, on 342 acres, includes ten major buildings. Cal State East Bay also has campuses in Contra Costa County, Oakland, and online. CSUEB offers fifty baccalaureate degrees, 37 masters degrees, and one doctoral degree and is fully accredited by the Western Association of Schools and Colleges. The university is organized in four colleges: Letters, Arts, and Social Sciences (CLASS), Business and Economics (CBE), Science (COS), and Education and Allied Studies (CEAS).

CSUEB is proud of a highly diverse student body: 73% of current students identify as either Hispanic/Latino (34%), Asian (24%), African American/Black (11%), Multiple Ethnicity (6%), Hawaiian/Pacific Islander (1%), or American Indian/Alaska Native (.5%). (See Institutional Effectiveness & Research for more institutional data). CSUEB is located in a vibrant, forward-thinking region, featuring thriving urban communities and some of the most innovative businesses in the world. Graduates have distinguished themselves in a number of fields.

Education Unit

The CSUEB Professional Education Unit consists of 12 Commission-approved programs, all of which are housed in the College of Education and Allied Studies (CEAS) except one, Speech/Language Pathology, which is in the College of Letters, Arts, and Social Sciences (CLASS). The Unit's credential programs are housed in four academic departments:

- (1) Communicative Sciences and Disorders (CLASS: Speech/Language Pathology)
- (2) Educational Leadership (CEAS: Preliminary Administrative Services, Clear Administrative Services)
- (3) Educational Psychology (CEAS: Education Specialist, Mild/Moderate Disabilities; Educational Specialist, Moderate/Severe Disabilities; Autism Spectrum Added Authorization; Early Childhood Added Authorization [inactive February 2018]; Pupil Personnel Services, School Counseling; and Pupil Personnel Services, School Psychology)
- (4) Teacher Education (CEAS: Multiple Subject Teaching, Single Subject Teaching, Reading and Literacy Added Authorization)

In the spring 2018 quarter, the unit included 35 total faculty in the following categories: tenured, tenure-track, or Faculty Early Retirement Program (FERP). In the spring 2018 quarter, the unit employed 104 adjunct faculty in the lecturer classification. Though many lecturers teach program courses, a large percentage focus solely on field supervision.

A true sense of unit identity has evolved over the years, primarily through the Accreditation CEAS Team (ACT) which includes the program coordinators of all Commission-approved programs. ACT is chaired by the unit's Accreditation Coordinator, who reports directly to the head of the Professional Education Unit, the CEAS Dean. In April of 2016, CSUEB officially withdrew from the Council for the Accreditation of Educator Preparation (CAEP). Thus, from that point forward, the Professional Education Unit includes only the university's Commission-approved licensure programs.

The chart below provides data on the number of program completers during the 2016-2017 academic year and the number of candidates enrolled in the Unit's programs during the current academic year, 2017-2018. During the 2016-2017 academic year, a total of 391 candidates completed credential programs. To date, 352 of the 2016-2017 candidates applied for their credential(s) and were recommended by East Bay. This academic year, 2017-2018, there are 498 candidates enrolled in the Unit's programs.

Table 1
Program Review Status

Department	Program Name	# of Program Completers (2016-17)	# of Candidates Enrolled (2017-18)
Teacher Education	Multiple Subject	106	96
	Single Subject	98	124
	Reading and Literacy Added Authorization	9	20
Educational Psychology	Education Specialist, Mild/Moderate	19	16
	Education Specialist, Moderate/Severe	1*	9
	Autism Spectrum Added Authorization	0	1
	Early Childhood Added Authorization (Inactive, Feb 2018)	0	0
	Pupil Personnel Services, School Counseling	12	15
	Pupil Personnel Services, School Psychology	10	13
Educational Leadership	Preliminary Administrative Services	95	118
	Clear Administrative Services	14	46
College of Letters, Arts, and Social Sciences	Speech Language Pathology	27	40

*No Applicants were accepted for Moderate/Severe for this year

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Multiple Subject/Single Subject Credential and Multiple Subject/Single Subject Internship Credential

Program Design

The Multiple Subject/Single Subject Credential program at California University, East Bay is offered in the College of Education and Allied Studies (CEAS). The Chair of the Department of Teacher Education has administrative authority over the program, although Multiple and Single Subject Program Coordinators, who report directly to the chair, oversee the operationalization of the program. The programs are continually monitored by the program coordinators, program placement coordinator, and faculty who ensure that programs reflect a purposeful, interrelated, developmentally designed sequence of coursework and clinical practice experiences for candidates. In conducting the affairs of the department, the chair consults with the associate dean and with faculty, both formally and informally. The faculty makes policy recommendations to the chair as verified by interviews with the department faculty and program coordinators. Policies concerning the credential programs in the Department of Teacher Education are established through a process of shared governance both within the department and with input from associated school districts. Department faculty and program coordinators verify that this process of shared governance is an effective system. All policies are discussed at department faculty meetings which include adjunct as well as full time faculty. The Multiple Subject and Single Subject Program Coordinators also communicate with supervisors, candidates, and school administrators verified through interviews with the department chair, program coordinators, and supervisors. Interviews with two placement coordinators confirm that they report to the chair and work with districts to secure placements for candidates.

The development, implementation, and evaluation of the Multiple Subject and Single Subject Credential programs are a collaborative enterprise between the faculty in the CSUEB Department of Teacher Education and personnel from local school districts. As noted by the chair of the department, the Campus Committee on Professional PreK-12 Education also provides a forum for representatives from other CSUEB departments and local school districts to consider issues relating to the Multiple and Single Subject Credential programs. The Council meets annually in both Contra Costa and Alameda County and is chaired by the dean.

Coursework for the Multiple Subject and Single Subject programs are organized in cohorts of approximately 20 – 35 candidates who enter in either summer or winter quarters and follow a defined sequence of classes. Completers, current candidates, the Multiple Subject Coordinator, and the chair all agree that the cohort model is very effective and is one of the greatest strengths of the program. The coursework is centered in four-quarters, or one calendar year. Upon successful completion of the professional preparation program, candidates are eligible for either a Preliminary Multiple Subject or a Single Subject credential. Coursework for all candidates is organized into four categories: 1) Foundations and General Pedagogy courses, 2) Subject Specific Curriculum & Instruction courses, 3) Field Experiences courses, and 4)

Performance Assessment for California Teachers (PACT) Orientation and Submission courses. This was verified by a document and syllabi review.

Current candidates, the chair, and program coordinators confirm that fieldwork is woven throughout the program beginning with observations and participation while teacher candidates are engaged in initial coursework. This is followed by full-time student teaching designed to meet the needs of each program throughout the public school year. Multiple Subject candidates have two placements, one in a K-2 grade classroom and one in a 3-5 grade classroom, while Single Subject candidates are placed in both a middle school and a high school assignment. Interns meet the field experience requirements in their own classrooms (with an additional alternative grade placement during a school break). A review of the syllabi and interviews with current candidates and recent completers all verify that course instructors present educational theory, while field supervisors observe its application in the classroom. Student Teaching Seminars provide a forum for candidates to reflect on their practice and clearly realize the connections between content, teaching, and learning.

The Department of Teacher Education has an advisory committee made up of school district personnel (human resources personnel, principals, teachers), and alumni, which meets annually as noted by the department chair. It was confirmed by the program coordinator and placement coordinator that they communicate regularly with district partners and university supervisors on a variety of topics including but not limited to candidate performance and program improvement. These discussions are communicated regularly to the chair, again verified through interviews with all stakeholders involved. Faculty sit on many advisory councils for partner school districts, such as induction advisories and pathway advisories.

Course of Study

An asset of both the Multiple Subject and Single Subject Credential programs at CSUEB is the concurrent nature of course work and field experiences. The preliminary credential program design weaves clinical practice and field experience throughout the course of study. Syllabi and document review, current candidate and recent completer interviews all confirm that during the fall, winter, and spring quarters, candidates are concurrently enrolled in coursework and fieldwork. Candidates complete fieldwork as either student teachers or interns.

An extensive review of syllabi for both programs and interviews with current candidates confirm that the delivered courses show a developmental sequence with TED 5351 Psychological Foundations of Education and TED 5311 Classroom Environment courses, forming the foundation of the first quarter. Also, during this initial quarter, Multiple and Single Subject candidates all take a literacy course and a class addressing English learners appropriate for their specific credential level.

The second quarter includes TED 5378 (Multiple Subject) and TED 5314 (Single Subject), which focus on teaching special populations and emphasize the principles of universal design for

learning and lesson design for each level. This quarter also includes single subject methods and TED 5357- Curriculum and Instruction in Science, Health and Safety, as well as a continuation of the class for English learners for multiple subject candidates. Current candidates and recent completers noted that the emphasis on working with English learners was a definite strength of the program.

The third quarter continues building on the previous learning in both programs by addressing math and reading curriculum for multiple subject candidates, while single subject candidates concentrate on a continuation of their content area studies and TED 5318- Professional Responsibilities. The final quarter allows the multiple subject candidates to address Visual and Performing Arts and Physical Education while single subject candidates take additional content methods classes in addition to the TED 5211- Computer Technology class, which was taken by the multiple subject candidates during their first quarter.

Program completers and current candidates confirm that the course of study has been designed to enable them to experience a variety of different teaching situations by being placed in two different settings for their clinical practice. Coursework and field assignments are clearly connected and sequenced as verified by a review of the syllabi and interviews with faculty, program coordinators, current candidates and recent graduates. Interviewees also stated that the courses taken allow candidates to gain a firm foundation on a perspective of social justice and developmental issues in education, as well as provide an opportunity for candidates to develop as reflective practitioners.

Program completers and current candidates stated that they were well informed about the program requirements prior to beginning their coursework. Both completers and current candidates confirm that program coordinators interview candidates, provide student teacher orientations, and share general program information, requirements for candidates, state requirements, and other program expectations. University supervisors verify that the program coordinators hold informational meetings twice a year and agreed that the collaboration with the department is beneficial in their ability to support the program's expectations.

Candidate Competence

Document review, as well as interviews with the chair and program coordinators, confirm that candidate performance in the Multiple and Single Subject programs is based on multiple assessments at various transition points throughout. The comprehensive assessment of candidates includes (a) grades on specific course assignments, (b) assessment of candidate performance in field experiences, (c) RICA, (d) Content Area Tests (CATs) in math, science, and social studies which also prepare candidates for PACT, and (e) PACT.

A fair, valid, and reliable assessment of the candidate's status with respect to the Teaching Performance Expectations (TPEs) is embedded throughout the programs' design and assessed by faculty during coursework and the university supervisor and cooperating teacher during clinical

practice. This was verified by interviews with program faculty, program coordinators, and university supervisors. An extensive review of the syllabi confirm that all course assignments are aligned with the TPEs and include a variety of avenues for candidates to establish their competence: reflective essays, responses to classroom scenarios, technology-based projects as well as unit and lesson plans. Interviews with Multiple Subject faculty, both fulltime and adjunct, as well as with program coordinators confirm the strong connection between course development and the TPEs. Current candidates and recent graduates agree that they have multiple opportunities at various points in the program to practice, develop and demonstrate competency in coursework through the administration of Content Area Test (CATs), clinical practice, and through completion of the PACT. The CSUEB Teacher Education Department provides a great deal of support to prepare candidates for success on the Performance Assessment for California Teachers as verified by program coordinators, faculty and PACT coordinators. PACT orientation classes conducted by trained instructor/assessors are provided throughout the year. Following submission of PACT, recent completers and current candidates report that they typically received feedback in no more than 4 weeks following timely submission.

A review of the evidence and interviews with the program coordinators and university supervisors confirmed that cooperating teachers are appropriately qualified to supervise candidates and that thoughtful consideration is given to match candidates with cooperating teachers. However, several of the neighboring districts used for student teaching and intern placement manage the placement of student teachers independent of the university. Interviews confirm that university supervisors formally observe candidates four to five times each semester, give candidates written observations, feedback and recommendations at a post-conference for each observation. Recent graduates and current candidates indicate that the level of support provided by the supervisors, cooperating teachers, and faculty has been invaluable in their preparation. Supervisors from all levels meet each semester for training and to confer about candidates as they move from beginning clinical practice to advanced clinical practice. Interviews with supervisors, program coordinators, and program faculty confirm this critical interaction. University supervisors also collaborate with cooperating teachers and prepare a final summative assessment each semester based on the TPEs.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the preliminary Multiple Subject/Single Subject credential programs.

Reading and Literacy Added Authorization

Program Design

The Reading and Literacy Added Authorization (RLAA) is offered through the CSU East Bay Department of Teacher Education (TED) under the auspices of University Extension. Since September 2017, a new coordinator has lead the program and reports to the Chair of the

Department of Teacher Education. The chair has authority over the program and reports directly to the Dean of the College of Education and Allied Studies (CEAS), as well as to the associate dean. With input from the faculty, the coordinator makes policy recommendations to the TED chair, who provides great support for the program according to an interview with the program coordinator. Both the coordinator and the chair communicate collaboratively with the Credential Student Services Center (CSSC), which is in charge of all credential documentation. The chair, dean and the program coordinator regularly communicate with University Extension and CSU East Bay Graduate Programs administrators as verified by interviews with the Chair and Program Coordinator during the site visit.

Stakeholders to the RLAA program include the TED and RLAA faculty, students, program graduates, and representatives from local school districts. These stakeholders have not met as a formal advisory body for several years due to change in leadership but is currently being reconstituted for future stakeholder input. The RLAA faculty meet to collaborate on program effectiveness, goals, and improvement. The department chair and program coordinator confirmed that the development, implementation, and evaluation of the RLAA are collaborative enterprises between the faculty in TED and reading faculty.

The RLAA program is a cohort model; one cohort of 20-25 candidates is admitted per year. Candidates are usually full-time teachers in school districts in Alameda, Contra Costa, and other San Francisco Bay Area counties. Document review and interviews with the program coordinator confirm that candidates can earn the M.S. degree with the successful completion of three additional graduate courses (12 units which includes a capstone project) and 13 post-baccalaureate units which candidates may either bring in from a recent accredited credential program or meet through approved electives.

Course of Study

The RLAA can be completed in one academic year, which includes one summer. To earn the RLAA, candidates first complete a series of five four unit courses (20 units) beginning in the summer. Classes are offered in a hybrid format, with approximately 60-70% of classes face-to-face and the two remaining classes via online instruction. Upon successful completion of this coursework and three or more years of classroom teaching, candidates can be recommended for the RLAA. The sequence of coursework is carefully structured to provide an effective integration of theory and practice. Current candidates, recent completers, and a review of the program documents confirmed that the progression of coursework begins with a summer reading clinic which allows candidates to have hands-on experiences working with diverse students and an opportunity to implement current strategies. The program then progresses to advanced integration of all of the components of reading.

Extensive review of the syllabi confirm that all courses are designed to provide candidates with multiple opportunities to apply the knowledge and skills acquired in their coursework. Interviews with current candidates and a review of the syllabi verify that candidates develop knowledge and

skills and gain new understandings of the developmental process of reading as well as the specific components of phonemic awareness, phonics, fluency and comprehension. A review of course syllabi and an interview with the program coordinator verify that the courses in the RLAA program address one or more critical areas, including: promoting a culture of literacy; planning, implementing, and assessing literacy instruction; and assessment and intervention.

A review of program documents and course syllabi verifies that the program adequately provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels. For example, in the course entitled Culture of Literacy: Focus on Diversity (TED 6220)-, candidates learn to develop a culture of literacy that capitalizes on students' diverse knowledge and skills, and learn to support second language development while planning, implementing and assessing instruction for students in diverse ethnic, cultural and socioeconomic groups.

Review of the course syllabi verified that candidates write a paper discussing how they support high academic expectation in terms of student literacy as well as describing the culture of literacy they have created in their own classroom and/or school in TED 6253 – Literacy Research and Methods 2: Comprehension. In TED 6231- Literacy Assessment and Intervention I, candidates also complete the Site Based Data Analysis project which includes examining the role of student motivation in the assessment process and determining whether scores can be attributed to the level of motivation and student engagement.

Because candidates in the program are employed as full-time K-12 teachers, there are no traditional field placements. However, a review of course syllabi, and interviews with current candidates and recent completers confirm that course fieldwork assignments are designed to provide candidates with opportunities to work with students of different age and grade levels. For example, in the two summer clinic experiences, candidates work with one lower elementary and one upper grade student for ten hours of direct intervention.

Course syllabi, interviews with current candidates and recent completers, and a discussion with the program coordinator indicate that fieldwork and practicum experiences are closely related and woven into the program, including the initial clinic experience which focuses on English Learners and beginning readers. A review of the syllabus verify that fieldwork activities and assessments are embedded within all RLAA courses in a cyclic fashion. Other fieldwork experiences include action research in TED 6020- Research in Education and signature assignments that focus on the major components of reading instruction. Interviews with the coordinator and current candidates confirm that throughout the program they are exposed to numerous assessments used to the strengths and needs of readers as well as readings that expand their knowledge base. As an example, TED 6231 Reading and Language Arts: Assessment I, requires candidates to evaluate assessments, and analyze data from both informal and formal assessments. Candidates then use assessment results to plan and implement intervention lessons in TED 6231 Reading and Language Arts II: Assessment and Intervention. These

assignments, verified by course syllabi and interviews, provide an opportunity for candidates to become proficient in formative and summative assessments.

Candidate Competence

A review of the syllabi confirm that candidates are continually assessed for program competencies via course assignments and signature assessments. Current candidates and recent completers confirm that they received information about program requirements and assessments during the program orientation prior to entry. Along with a detailed website and handbook, current candidates verified that they were informed about, and provided with, detailed guidelines, rubrics, and other resources to assist them in understanding and successfully completing the course and program requirements. Syllabi review verified that for signature assignments, candidates received a scored rubric, while reading completers confirmed they received instructor feedback for all course assignments.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Reading and Literacy Added Authorization program.

Education Specialist, Mild to Moderate Disabilities Education Specialist, Moderate to Severe Disabilities Autism Spectrum Added Authorization

Program Design

The Education Specialist credential programs at California State University, East Bay are housed in the Department of Educational Psychology. The special education program cluster includes the Preliminary Mild to Moderate Disabilities and Moderate to Severe Disabilities Education Specialist credential programs, and an Autism Spectrum Added Authorization program. Candidates may also pursue a Masters of Science in Special Education. The Early Childhood Added Authorization program is currently inactive.

Somewhat unique to the CSUEB Education Specialist programs is the requirement that applicants hold a valid California Multiple or Single Subject teaching credential in order to be considered for program admission. Candidates who do not already hold a credential may enroll in a dual credential program known as TED/SPED. Candidates in the dual credential program work towards the Multiple Subject or Single Subject credential and the Education Specialist credentials simultaneously during the seven-quarter program. Candidates holding a Preliminary Multiple or Single Subject credential can complete their coursework in six quarters. As the older Level I and Level II Special Education Authorizations were phased out, CSUEB made the decision to no longer offer the Clear Education Specialist credential programs.

Course of Study

Candidates in the Education Specialist Credential program complete a range of 70-75 quarter units during the six or seven-quarter program to earn the credential. Candidates are assessed at various points throughout the credential program. A variety of projects, presentations, and authentic assignments, with scoring rubrics, are used to assess candidate performance in coursework. Candidates in the Mild/Moderate credential program complete eleven key assignments. The scores that they receive on these assignments serve to demonstrate their individual acquisition of knowledge as they learn and grow as a special educator. Dual credential candidates complete two quarters of student teaching in a general education setting during their first year in the program. This occurs prior to engaging in four quarters of fieldwork and student teaching in settings with students with exceptionalities. The faculty indicated that data from student surveys has informed changes in practice at course, program, department and college levels.

Approximately 20 students completed one of the three Education Specialist Credential programs in 2016-2017 and 26 are enrolled for the 2017-2018 academic year. Faculty regularly review data collected across the credential and added authorization programs and use the information to inform modifications and program improvement. Examples of program improvement based on feedback are the addition of content dealing with mental health to various courses in the Mild to Moderate Disabilities program and the addition of an additional course in the Moderate/Severe program (EPSY 6127, Instructional and Behavioral Support: Mild/Moderate Disabilities) that deals with mental health and strategies for managing student behaviors.

The Autism Spectrum Added Authorization recently went inactive. Candidates took four courses that are part of the Mild to Moderate Disabilities and or Moderate to Severe Disabilities coursework to complete the authorization. The Autism Spectrum Added Authorization standards are embedded in the content and assignments of the course materials. This was evidenced through course syllabi.

Candidate Competence

As noted in the Program Assessment documentation and confirmed during interviews, "Candidate competence is assessed throughout the program through participation in class activities, presentations and discussions, written assignments including case studies and assessment/intervention reports, and candidate created instructional programs, lessons and units as well as key or Signature Assignments. Candidate competence is concurrently evaluated through performance on field-based assignments, fieldwork and throughout the student teaching experience. Field-based assignments are evaluated by the course instructor; fieldwork and student teaching performance is evaluated by the Master/Cooperating teacher and the University Supervisor, all of whom have the same credential that the candidate is seeking"(p159). It is further described that, "The evaluation of candidate performance is both formative, with an emphasis on mastery learning and summative demonstration of candidate's competence"(p.164). During the visit, faculty shared information about the online fieldwork

evaluation tools. The team also found evidence of student feedback that was provided through survey data and they heard from faculty and candidates about in-class evaluation methods, as well as the creation of corrective action plans as needed. Feedback from community stakeholders was noted in the form of both formal and informal advisory committee meetings.

The Program Assessment Document states and it was confirmed through interviews that, “Candidate performance is assessed throughout the programs through a variety of observable and measurable means including performance on course assignments and activities, instructor observations, evaluation of course assignments, job related artifacts, and candidate performance in the field” (p160). Candidates referred to the practical application of assignments and faculty noted the intentional connection of course content, seminar activities and assignments to the field.

Candidates in the Mild to Moderate Disabilities credential program create an electronic portfolio that is organized around the Teaching Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTPs) and provides the candidates an opportunity to highlight their unique knowledge and skills related to the standards. Rubrics are used to evaluate the portfolios. The electronic portfolio review is accomplished prior to being recommended for the credential. Candidates in the Moderate to Severe Disabilities credential program engage in the development of signature assignments related to the CSTPs and TPEs that are reviewed by program faculty prior to being recommended for the credential. Additionally, candidates engage in self-reflection that, along with a synthesis of teaching and fieldwork evaluations, become the basis for the bridging document that they develop in consultation with their mentors and University supervisors. Candidates in both the Mild to Moderate Disabilities and the Moderate to Severe Disabilities credential programs also prepare a bridging document that they will use during their induction programs.

It has been reported and was verified during the visit that there are multiple points through the program for faculty and university field supervisors to discuss candidate competencies and needs. It was also noted and confirmed through interviews that candidates have ample opportunities for guidance and advisor support. If necessary, corrective plans are actively developed that involve the candidate, university supervisor and master teacher.

During on site interviews, faculty demonstrated passionate interest in all aspects of program development, improvement, management and candidate success. Candidates indicated a feeling that they were well prepared for work in the field of Special Education. They commented repeatedly about the extent of faculty commitment to their success, both professional and personal. Candidates indicated that while the course work was rigorous, and at times the sequence of courses and the amount of courses required per quarter was daunting, they came to see why the program design “made sense.” It was also noted by both completers and current candidates that faculty are responsive and will work to modify the sequence and timeline if necessary for individual needs. Additionally, candidates noted that even though the staff was

small they “made it work” for students, and they “wished that there was more support for the faculty.”

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Education Specialist, Mild to Moderate Disabilities, Education Specialist, Moderate to Severe Disabilities, and Autism Spectrum Added Authorization programs.

Speech Language Pathology Credential

Program Design

The Speech Language Pathology credential program at California State University, East Bay is housed in the College of Letters, Arts and Social Sciences in the Department of Communication Disorders (CLASS). The Masters in Speech Language Pathology is required for recommendation for the Speech Language Pathology Services credential.

Faculty communication is reportedly regular and takes the form of conversations, emails and weekly department meetings. Additional meetings between clinical supervisors and program leadership are generally held twice a quarter at the mid and ending points.

Course of Study

Candidates in the Speech Language Pathology program complete 78-quarter units of coursework, 74 of which are also masters degree courses. Candidates must be admitted to the masters program simultaneously. Candidates who do not have an undergraduate degree in communication disorders are admitted conditionally. Once the prerequisite level courses are successfully completed, conditional status is removed.

The required coursework exceeds the standards set by the Commission on Teacher Credentialing and the American Speech-Language-Hearing Association (ASHA). An example of this includes the establishment of the course entitled “School Based Issues in Speech Pathology (SPPA 6228), which was developed in response to candidate concerns that they needed more preparation for Individualized Education Program (IEP) development, collaboration in the schools, and the use of district special education data management systems. Another example can be found in the intentional embedding of materials and discussions related to cultural and linguistic diversity. It was noted that this represents a commitment to the mission of the College of Education and the university with respect to equity and social justice. Faculty also noted the need to constantly update course content to reflect the rapid advances in technology and the impact on interventions in Speech/ Language Pathology. As an example, faculty described a survey created

to assess candidate needs and a detailed process that was developed to evaluate and then download useful Speech Language apps.

Candidate Competence

Candidates are regularly assessed throughout the program. They are assigned supervisors for all clinic/therapy experiences and meet with them regularly to discuss and review interactions. Additionally, onsite experiences are videotaped. This allows the student opportunities for self-reflection and modifications as therapy sessions progress. Assessment measures are integrated and periodic and involve regular evaluation during at least three transition points through the candidates' program. Assessment measures involve the use of key assignments as well as clinical evaluations and a final Praxis assessment as an exit exam. Candidates meet and review their evaluations with their supervisors often. Interviews with current candidates (27) and alumni (10) indicate unanimous appreciation for the preparation and support received as students. The Speech Language Pathology program compared their data across programs and found no difference among responders related to gender, ethnicity or age, but did note higher competency scores for interns.

During the off-site interview, it was noted that during the 2016-2017 AY, 100% of the candidates who took the PRAXIS exam passed. During on campus interviews, faculty explained a shared vision for program planning, candidate development, support as well as assessment of candidate competence.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Speech Language Pathology program.

Preliminary and Clear Administrative Services Credential

The Department of Educational Leadership (DEL), within the College of Education and Allied Studies is committed to supporting the development of bold, socially responsible leaders who serve a highly diverse student population, including English Learners, students living in poverty, foster care students, and all students and families who may be under-served due to issues of race, class, immigration, religion, gender identity, high mobility, disability, or special status. DEL faculty are committed to providing a coherent fieldwork experience in the Administrative Services Clear Credential (ASCC) program and providing seamless support for candidates who completed the Preliminary Administrative Services Credential (PASC) program and continue to participate in the two-year induction program. To support this integration, faculty have participated with coaches in a number of activities including Coaching for Equity Training & Follow-up Workshop and Quarterly Coaching Meetings.

Program Design

Preliminary Administrative Services

Within the CEAS and the DEL, the Chair of the Department of Educational Leadership and the PASC Coordinator work with full-time faculty, coaches (university supervisors), adjuncts and district partners to provide an ongoing support system for PASC candidates in addition to communication and collaboration with surrounding districts. In interviews, completers stated they felt there was a strong system of support in CSUEB's hybrid and face-to-face structured program.

The credential and degree programs within the DEL provide a cohort structure where candidates enter the program at the same time and move through the program together. They are in the same cohort for their core classes, creating a community of learners and leaders. Both current candidates and completers describe their cohorts as a very strong component of the program. They often work with members of their cohort outside of their core courses such as meeting before class to work through issues encountered in their online course. Candidates and completers described their discussion groups as a community of learners and leaders who work together collaboratively, supporting each other in professional growth. Candidates appreciated how they meet face to face to discuss assignments before their online classes. Additionally, they rely on their discussion groups to problem solve complex issues addressed in core classes. Professionals emerge from these cohort communities prepared to serve as transformational leaders.

Both completers and current students valued the focus of the PASC's program equity lens woven throughout their fieldwork activities and coursework. Stakeholder interviews resonated with the same message. One superintendent from a neighboring large district reported that he hired most of his new administrators from CSUEB because the equity training the new administrators received from this program prepared them better than other programs and assisted in meeting the current challenges in low performing schools.

The program's equity model clearly is the framework that guides the development of the program. Stakeholders and candidates all spoke highly of how the equity plan is a guide for candidates with signature assignments to serve underrepresented groups in a leadership role.

Faculty members work collaboratively with coaches and candidates both supporting and advising candidates throughout the three quarters it takes to complete the PASC. Candidates, coaches and faculty reported regularly scheduled meetings and shared commitments to candidate progress.

Clear Administrative Services

The Clear Administrative Services Credential Induction Program Coordinator, the Chair of the Department of Educational Leadership and the PASC Program Coordinator work with full-time

faculty, coaches, adjuncts and district partners to provide an ongoing support system for Administrative Services Clear Credential (ASCC) candidates. Frequent and purposeful communication occurs based on scheduled meetings and shared commitments to candidate progress.

The program is designed to embody a data-informed decision-making process that guides continuous improvement. The CSUEB program consists of a field-based academic program leading to an Administrative Services Credential in two years. Educational leadership students also have the option of completing a Masters in Educational Leadership and/or a doctoral degree in Educational Leadership for Social Justice. The credential and degree programs within the Department of Educational Leadership follow the cohort model. A cohort is a group of professional educators who enter the program at the same time and are placed into a group for their core classes.

Course of Study

Preliminary Administrative Services

Review of the PASC course schedule and interviews with candidates, completers, and faculty verified the sequence of course work and its connection with fieldwork experience. Candidates and completers in interviews indicated that they selected the CSUEB program to pursue leadership development through the lens of social justice and equity. Candidates and completers verified the on-going feedback on their leadership development occurs within the development of their Equity Plan. Candidates and district mentors described a self-selection process for fieldwork placement typically being held at their site. In interviews, the coordinators and chair of the department identified a 3-way meeting in fall quarter with the candidate, university coach, and district/site mentor that is held to outline a leadership project, create a plan to complete fieldwork activities, and discuss the candidate's strengths & needs for further experience.

The California Administrator Performance Expectations (CAPEs) are addressed in the fieldwork activities. Candidates and completers described fieldwork activities as very practical and tied to the CAPEs. The University coach and district mentor monitor the candidate's leadership project and fieldwork activities throughout the year. Program coordinators reported and candidate completers confirmed that coaching conversations with the university coach occur and that the coach provides substantive written feedback on the candidate's fieldwork reflections each quarter. The completers and candidates discussed benefits from peer feedback and collaborative work groups. Candidates and completers highlighted the value of peer groups within the cohort meeting before their face to face class to examine and clarify class topics addressed in the online class the candidates were simultaneously enrolled in. During the interviews, the candidates noted their appreciation for the faculty who serve as advisors. The personal attention from faculty was discussed as extremely valuable in providing ongoing and substantive comments on key assignments, advisement, and consistent follow up in keeping the candidates on track.

Clear Administrative Services

The CSUEB program consists of a field-based academic program leading to a Clear Administrative Services Credential in two years. Completers in the clear program also indicated their cohorts created a community of learners and leaders who worked together collaboratively, supporting each other during rich, intense experiences in professional growth. Completers explained they were prepared to serve as transformational leaders.

As ASCC cohort leaders teach either a Year 1 or a Year 2 three-quarter course sequence that provides face-to-face meeting times for candidates throughout the school year. Fieldwork coaches also attend these sessions. Both candidates and completers felt their fieldwork and coursework assignments were aligned to build candidates' experience with and understanding of the California Professional Standards for Education Leaders (CPSEL). Both candidates and completers found their coursework, discussions, and assignments were relevant and connected to their field experiences. The CPSEL portfolio includes summative CPSEL reflections with artifacts/evidence from the field. Each seminar session focuses on the need to identify and better serve under-served student populations.

Candidate Competence

Preliminary Administrative Services

Assessments of the PASC program include a CAPE Formative Assessment, a CAPE Summative Portfolio, a CAPE Fieldwork Assessment, an Equity Plan, an Efolio, and the sharing of their research project at the Leadership Institute.

The university coach and district mentor monitor job-embedded tasks to determine if there are developments that are appropriate to incorporate into a candidate's Individual Induction Plan (IIP) when the completer moves into the Induction program. They also provide direct communication regarding candidates' ongoing progress throughout the candidate's program.

Clear Administrative Services

Interviews with completers and candidates confirmed that the induction program coordinators advise candidates and develop an Individual Learning Plan (ILP). Upon entry in the program, a meeting with the university coach, district mentor, and candidate is convened to develop the ILP. The key question addressed is: What does the candidate need to know and be able to do in order to lead effectively in his/her current position? In addition, the candidate submits a CPSEL Self-Assessment portfolio that consists of Part 1: Individual Learning Plan (ILP) and Part 2: Narratives with Three Pieces of Evidence for Each Narrative.

The university coach and district mentor monitor job-embedded tasks to determine if there are developments that should be incorporated into a candidate's ILP. They also collaboratively provide direct communication regarding candidates' ongoing progress throughout the two years of induction.

Coaching activities and monthly seminars are aligned to address and assess candidates' competence in relation to the CPSEL as documented in first and second year portfolios. Coaching activities include: face to face meetings, observation cycles, electronic conversations, role play scenarios, analysis of written documents and communications, debriefing, and planning sessions that support individual candidates' acquisition of skills and understanding of the CPSELS.

Candidates and completers spoke highly of the Equity Plan, which is initiated in the preliminary program and continued in the clear program. Furthermore, candidates and completers spoke of the value of the e-portfolio that is scored with a rubric. The candidates use the Description of Practice (DOP) to self-assess their level of practice. Candidates attend the university's Leadership Institute to present their research. Lastly, candidates complete an exit interview assessment process that is also used for the purpose of collecting data.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for both the Preliminary and Clear Administrative Services Credential program.

Pupil Personnel Services: School Counseling Credential

The School Counseling program at California State University, East Bay is housed in the department of Educational Psychology within the College of Education and Allied Studies. The program is unique in offering three outcomes: rigorous studies toward a M.S. in Counseling, professional training toward the PPS Credential in School Counseling, and clinical training and experience toward the Marriage and Family Licensure as specified by the BBS (Board of Behavioral Sciences).

Based on California Commission on Teacher Credentialing Standards and the American School Counseling Association National Model (ASCA), the School Counseling program emphasizes academic, career, and social-emotional program development for pupils. Within the program, a strength-based philosophy and focus on candidate development of content knowledge, professional skill, and program disposition is emphasized.

Program Design

The school counseling program is strongly field based and encompasses course assignments specifically designed to be carried out in field settings. Currently based on the quarter system, the program requires two years of full-time attendance to complete the 117 units of course work (plus 3 prerequisite courses). All courses are planned in a hierarchical sequence, in order to encourage students to structure their knowledge in a constructive manner. Resultantly, from the point of admission to the point of graduation, every student completes a tiered and organized sequence of courses.

Each year within the program, candidates are placed in a fieldwork setting for a combined total of 900 hours. The configuration of fieldwork hours differs for both first and second year candidates due to required hours in the college Community Counseling Center (CCC). First year candidates are required to complete all fieldwork hours (450) within a PK-12 school setting. Second year candidates complete the same number of fieldwork hours (450) but participate in PK-12 fieldwork settings for 250 hours and engage with clients in the CCC for 200 hours.

The program is currently co-coordinated by a program coordinator and the chair of the department who are responsible for program operations, including course scheduling, faculty-student and program-district communication, student outcome learning data collection, and facilitation of training. Administrative oversight of the program rests with the department chair and the Dean of the College of Education and Allied Studies. In maintaining an effective program, it is evident that the leadership recognizes the importance of addressing program and candidate needs. Resultantly, faculty in the school counseling program meet regularly to discuss ongoing program needs and to monitor student progress.

Communication from the program to candidates is enabled via use of the University's BlackBoard electronic system where they are notified about program announcements, training resources, receive required forms and/or requests for information. Additionally, district information such as field-placement presentations is also posted. Within the college, the coordinator collaborates with multiple offices including the credential analyst and Student Services. Other programs on campus are included within the communication loop and contact occurs at quarterly meetings of the Campus Committee on Professional PK-12 education. Communication with the institution at large regarding annual student learning outcomes and program changes is facilitated by the coordinator through the university's annual Committee on Academic Planning and Review (CAPR) Report.

Part of the stated mission of the school counseling program is to promote social justice and democracy by preparing knowledgeable and competent professional school counselors who advocate care and support for all students and engage in participatory leadership to help all students reach high academic expectations. In recognition of this mission, within the most recent two years the program has made modifications to a course in order to foster discussions and employ assignments to address the need for meaningful candidate participation in the area of career counseling/development within coursework assignments and site-based field work activities. Candidates are required to develop a Support Personnel Accountability Report Card (SPARC) for their respective fieldwork site and submit the SPARC to the California Department of Education for review. The SPARC engages the candidate in identifying the career and college readiness at their site via the production of an artifact that becomes part of the Professional Practice Portfolio. This learning is also further grounded in an assignment which requires candidates to assess career center at their fieldwork site as a Linked Learning activity. Candidates, completers, and fieldwork supervisors report that the coursework completed within

the program supports their acquisition of skills and their ability to appropriately apply learned theories to the variety of on-the-ground situations faced within the school setting.

Institutionally, the program is required to move from the current quarter system to the semester system of course matriculation. This change will take place fall 2018 and the program has developed plans to address this change. Candidates have been verbally notified of the change and will be invited to a planning meeting prior to the close of the current quarter where faculty will address questions and concerns.

An evident part of the program's continuous improvement cycle is the inclusion of candidates as a stakeholder group. Candidates and completers report they feel their comments and concerns are heard and purposefully considered by the program coordinator and faculty. One way this occurs is through the Cohort Student Representative meetings where candidates are able to freely provide input to the program and present areas of concerns. Candidate input is also actively sought through quarterly student course evaluations, and annual program evaluations (courses, university supervision, and advisory support).

Stakeholders external to the program such as school counseling supervisors, completers, coordinators of counseling services, and district lead counselors are invited to become Advisory Committee members. This committee meets annually and provides input on student trainee performance, program communication and structure, and changes that impact candidate preparation. Interviews with these stakeholders confirmed the program's consistent and open lines of communication.

Review of all documents and interviews with candidates and faculty members including field supervisors and administrators provide evidence of a well-constructed credential program. Candidates and completers report being well prepared for field placement and counseling work in schools armed with theoretical and professional knowledge gained from their tenure in the program. They report overall consistency of good quality teaching in the program and appreciation for the support and guidance provided by faculty and field supervisors. Commentary from fieldwork site supervisors, lead school counselors, and coordinators of counseling services confirm candidate's skills and abilities observed in the field. These professionals report that the program consistently produces candidates who demonstrate the ability to deliver effective services to children, families, and teachers and who also display good collaborative consultation skills with the ability to integrate and proactively apply their knowledge, skills, and dispositions in school contexts.

Course of Study

Courses are aligned for admission to the program and applicants must complete three prerequisites prior to being accepted into the program. Candidates and completers report that although fulfilling the prerequisites was initially daunting, they believe it is an indication of the importance the program places on student preparation. Once accepted into the program,

candidates through their coursework, field work, and experiences in the CCC develop a set of competencies to effectively collaborate with others in and beyond their school communities, ensure opportunities for meaningful participation for all students, and commit to lifelong professional development.

The program is strongly field-based, with course assignments specifically designed to be carried out in field settings. Program faculty are dedicated to providing students with experiences that are appropriate to their particular level of readiness, with the difficulty and complexity of assignments increasing steadily as candidate's progress through the program and grow in their training. The integral nature of fieldwork within the program was noted both by candidates and field work supervisors who commented that the assignments which are completed within the field settings provide the candidates with the opportunity to fully conceptualize theories they are learning within the classroom, integrate that knowledge, and apply it in school contexts.

First year school counseling candidates are required to complete a total of 450 hours in within the PreK-12 school setting where amongst other responsibilities, they gain knowledge and demonstrate skill through the implementation of guidance lessons, review of case studies and collection of data to determine the effectiveness of the services they provide. Second year candidates complete a total 450 fieldwork hours via a combination of hours within the CCC (200) and participation in the PreK-12 fieldwork setting (250). Also, within the 450 hours, second year students are responsible for not only completing similar activities as first year students but they must also specifically engage in parent training, client advocacy work, and work with students/clients who are culturally different from themselves.

The program has a pre-approved list of site agreements (or Memoranda of Understanding) with multiple highly diverse school districts in the region and many of the potential site supervisors are program graduates. Candidates have the option to select a field placement/internship site from among the agreement list provided by the program. However, they also have the option to choose a school that is not on the list and establish a new site (with Coordinator approval). Candidates are able to gain experience in working with English learners and students from a wide variety of cultural backgrounds. Through field work coupled with coursework, students are able to practice cultural competency throughout the program.

In meeting with program coordinators, it was evident that they are committed to candidates developing sound professional values in concert with the acquisition of professional knowledge. In order to facilitate this process, they emphasize the importance of supervision. Each candidate receives weekly supervision from both the site supervisor and university supervisors and quarterly advisement from the program coordinator. Additionally, through Annual Reviews, university faculty provide feedback to each candidate regarding their professional progress. Site supervisor evaluations are provided to first and second year students at the end of each quarter using the respective First Year Fieldwork Evaluation, and Second Year Advanced Fieldwork

Evaluation forms. Data from evaluations is aggregated and analyzed to make program recommendations to enhance candidate learning.

Communication between the university supervisors and site supervisor is key. In conversation with site supervisors they confirmed sufficient and effective channels of communication between both groups and a responsiveness from the university if candidate dispositional or other issues arise at a site so as to ensure that both the candidate and the district participate in a mutually beneficial experience. Formal contact between university and each field-based site supervisors occur via calls and e-mails at the beginning of the quarter. Multiple contacts to monitor candidate progress and share any university or district concerns as applicable occur at least twice per quarter during the fieldwork assignment.

Informal contacts between university and site supervisors also occur as necessary to address questions. In addition to candidate specific communication, site-based supervisors are invited to offer additional comments or suggestions for improved student progress and suggestions for program improvement in the formal Fieldwork Supervisor Evaluation.

In interviews, candidates reported being well prepared for fieldwork in schools through a combination of their coursework and experience in the CCC. Candidates commented upon a number of classes such as; Fieldwork Supervision, Counseling Across Cultures, and Micro Counseling, as courses that were pivotal to their learning.

Candidate Competence

Candidate performance is based on multiple assessments beginning with admission, and continuing throughout the program during appropriate transitions, and at the completion of the program. The Commission's School Counseling Standards areas are integrated into the program. Core Knowledge Base and Foundations, as well as Professional Skills and Training are introduced to candidates, initially assessed, and are anchored to training and assessment standards and ethical professional practice throughout the program. Both formally and informally, all candidates receive evaluations from field supervisors and university supervisors. Additionally, each candidate is assessed through the Professional Practice Portfolios and the Praxis II exam in school counseling.

Candidates are assessed for program competencies, skills/knowledge, and program dispositions through formal evaluations completed by the site supervisor via the Fieldwork Supervisor Evaluation form at the end of each year they are in the program. These evaluations occur by means of a combination of feedback mechanisms including supervisor rating forms, telephone, and face-to-face contacts between university and field site supervisors. Additionally, documentation of intern performance is provided in the Professional Practice Portfolio which demonstrates candidate competence in a variety of areas. The portfolios are evaluated by program faculty utilizing the portfolio rubric for evidence of skills competency.

The Praxis II - Professional School Counselor exam is also utilized within the program to assess candidate competence. Candidates must earn a passing score on the Praxis II exam to demonstrate their competence in school counseling prior to completion of the program.

In addition to completion of the Professional Practice Portfolio, second year students complete an Exit Interview with program faculty. The interview involves a collaborative dialogue and provides the candidate with a platform to share evidence of their professional growth and the impact they have had in the schools where they have served during their two years within the program. The Professional Practice Portfolio includes key assignments and evidence of candidate's professional development illustrating their practice and competence as a beginning school counselor.

Candidates and completers report a clear understanding of assessment requirements and expectations. In interviews, candidates indicated that both faculty and the program handbook prepared them at each level of the assessment process. Both groups reported that they felt confident in their understanding of program requirements for matriculation in and completion of the program.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Pupil Personnel Services, School Counseling program.

Pupil Personnel Services: School Psychology Credential

Program Design

The School Psychology program at California State University, East Bay is housed in the department of Educational Psychology within the College of Education and Allied Studies. The program is certified by the National Association of School Psychologists (NASP) and offers rigorous studies toward the masters degree in Counseling, professional training toward the PPS Credential in School Psychology, and clinical training and experience toward the Marriage and Family Therapy (MFT) Licensure specified by the California Board of Behavioral Sciences.

The program is based on 175 quarter units of course work (plus 5 prerequisite courses) and requires full-time student attendance. Fieldwork hours differ for both first and second year candidates due to required hours in the college Community Counseling Center (CCC). First year candidates are required to engage in 120 hours of fieldwork at the CCC and 360 hours in a school fieldwork setting. Second year candidates engage in all fieldwork within a school setting and complete a total of 528 hours. During the culminating field experience in the third-year, candidates complete a full-time 1200 hour school-based internship.

The coordinator of the School Psychology program is responsible for program operations, including course scheduling, admissions, faculty-student communication and program-district communication, student outcome learning data collection, and facilitation of training. Administrative oversight of the program rests with the department chair and the Dean of the College of Education and Allied Studies.

The stated mission of the school psychology program is to prepare participatory leaders, committed to professional excellence, social justice, and democracy who will influence a diverse and interconnected world. In order to facilitate this mission, the coordinator meets with program faculty every Wednesday morning during the academic year to discuss university coursework and fieldwork, student progress and concerns, and preparation planning.

Communication from the program to candidates is enabled via use of the University's BlackBoard electronic system where they are notified about program announcements, training resources, receive required forms and/or requests for information. Additionally, district information such as field-placement presentations is also posted. Within the college, the coordinator collaborates with multiple offices including the credential analyst and Student Services. Other programs on campus are included within the communication loop and contact occurs at quarterly meetings of the Campus Committee on Professional PK-12 education. Communication with the institution at large regarding annual student learning outcomes and program changes is facilitated by the coordinator through the university's annual Committee on Academic Planning and Review (CAPR) Report.

Over the recent two years the program has modified the culminating Professional Practice Portfolio through the integration of a problem-solving model into all case studies. Resultantly, within the portfolio, interns now clearly demonstrate their ability to conceptualize the essential challenges of cases, collect data to understand the problem, devise best practice approaches to address the issue and evaluate the impact of services provided. Evidence of the application of this change was evident in the commentary of both candidates and fieldwork supervisors who report that the course work within the program provides a rich theoretical foundation through which Interns are able to understand various real-world situations and appropriately employ practical solutions.

Institutionally, the program is required to move from the current quarter system to the semester system of course matriculation. This change will take place fall 2018 and the program has developed plans to address this change. Candidates have been verbally notified of the change and will be invited to a planning meeting prior to the close of the current quarter where faculty will address questions and concerns.

Input from essential stakeholders is an evident part of the program's continuous improvement cycle. Candidates and completers report they feel their comments and concerns are purposefully considered by the program coordinator and faculty. One way this occurs is through the quarterly

student representative meetings with program faculty where candidates provide program feedback, present program strengths and areas for growth and concern. Additionally, candidate input is actively sought through: quarterly course evaluations; annual student surveys of field supervisors and field placements; and annual student program surveys in which students anonymously provide feedback on coursework, university supervision, and training support.

External stakeholders such as fieldwork site supervisors, completers, coordinators of student services and lead school psychologists are invited to become Advisory Committee members. This committee meets annually and provides feedback on candidate trainee performance, program communication and structure, and changes that impact candidate preparation. They also provide suggestions regarding school district needs. Interviews with these stakeholders confirmed the programs consistent communication

Utilization of the cohort model within the program was repeatedly commented upon by completers, and candidates, as being one of the many strengths of the program. Both groups reported that they received support from faculty, but also significant support from the peers within their cohorts. This cohort support was enhanced by two separate department-approved and student lead initiatives: The Social Justice League and the Buddy program. The Social Justice league is a formal student organization that engages in community service through empowering people to work toward positive social change and social justice. The informal Buddy Program pairs each incoming candidate with a current candidate. Both initiatives routinely act as ways to inform first year candidates of program requirements, advice, and encouragement. The mentorship process engendered by both initiatives is an efficient way to bridge continuity across all three years of the program.

Document review and interviews with candidates, completers, and faculty, provide evidence of a well-designed program. Candidates report that they feel confident and prepared for the demands of being a school psychologist in diverse and challenging schools not only as a result of the coursework they have completed but also because of their fieldwork experiences at school sites and within the Community Counseling Center. Additionally, candidates and completers commented upon the strength and flexibility of program leadership and their appreciation for the consistent support offered by program faculty. Fieldwork site supervisors, lead psychologists, and coordinators of student services confirm candidates assertions and report that the program consistently produces candidates who demonstrate and engage in culturally responsive practices, utilize data to collaboratively problem solve, and view all students, families, and communities through a resiliency and strengths-based lens.

Course of Study

Prior to entering the school psychology program, candidates must demonstrate a foundation in basic psychological concepts by completing five prerequisite courses. Once accepted into the program, each candidate develops a set of competencies to effectively work with students, families, and communities with variable cultural linguistic diversity, socio-economic status levels,

and learning abilities through coursework, fieldwork experiences and clinical hours in the university Community Counseling Clinic.

Within the first year of the program, candidates are required to complete 120 clinical hours in the CCC. The clinic serves as a setting where candidate's development of foundational counseling skills and understanding of theoretical orientations learned within courses are grounded in real world experiences with the families, children, adults, and couples that come into the clinic. Academic coursework taken in the first two years is coordinated with field placements so that candidates can employ intervention, assessment, consultation/collaboration, and program development skills in K-12 schools. Additional knowledge and skills in law, ethics, social justice and advocacy are also practiced. Completers and candidates confirmed that the combination of theoretical knowledge and practical application in fieldwork and clinical settings supported their learning and helped to build confidence in their growing skills, especially during the internship year.

Candidates engage in field-based activities in all areas of professional training throughout their tenure in the program and complete a total of approximately 900 hours of supervised field experience within the first two years of the program and 1200 hours of supervised internship in the third year.

The program has a pre-approved list of internship agreements (or Memoranda of Understanding) with more than 30 local, highly diverse school districts in the region and many of the potential site supervisors are program graduates. Candidates have the option to select a field placement/internship site from among the agreement list provided by the program. However, they also have the option to choose a school that is not on the list and establish a new site (with Coordinator approval). Candidates are able to gain experience in working with English Language learners and students from a wide variety of cultural backgrounds. Coupled with coursework, students are able to practice cultural competency throughout the program.

Each candidate receives weekly supervision from both the site supervisor and university supervisor and quarterly advisement from the program coordinator. Additionally, Annual Reviews provide university faculty feedback to each candidate regarding professional progress. Site supervisor evaluations are provided to first and second year students at the end of each quarter using the respective First Year Fieldwork Evaluation, and Second Year Advanced Fieldwork Evaluation forms. Interns are evaluated by their site supervisors via the Third Year, Intern Fieldwork Evaluation form. Data from evaluations is aggregated and analyzed to make program recommendations to enhance candidate learning.

University supervisors communicate formally via calls and e-mail with each site supervisor regarding candidate progress and university-district concerns at least twice a quarter during the fieldwork assignment. Multiple informal contacts also occur as necessary to address questions. Interviews with university based and site-based supervisors confirmed sufficient and effective

channels of communication between both groups and a responsiveness from the university if candidate dispositional or other issues arise at a site so as to ensure that both the candidate and the district participate in a mutually beneficial experience. Site based supervisors also provide quarterly suggestions for program improvement in the formal Fieldwork Supervisor Evaluation.

In interviews, candidates reported being well prepared for fieldwork in schools through their coursework and experience in the CCC. Candidates commented upon a number of classes such as: Micro Counseling, Fieldwork Supervision, and Practicum in Report Writing as courses that were pivotal to their learning.

Candidate Competence

In addition to assessments within coursework, candidates are assessed for program competencies, skills/knowledge, NASP training standards for graduate preparation, and program dispositions and aptitudes throughout their tenure in the program. Both formally and informally, all candidates receive evaluations from field supervisors and university supervisors. Additionally, each candidate is assessed through Formative and Professional Portfolios for fieldwork/internship, and the Praxis exam in school psychology.

Candidates receive formal evaluations from the site supervisor through completion of the Fieldwork Supervisor Evaluation form at the end of each year they are in the program. During the second year in the program, candidates begin developing a Formative Portfolio to represent their acquired skill and knowledge. As a third-year, full-time intern, candidates are evaluated by means of a combination of feedback mechanisms including supervisor rating forms, telephone and face-to-face contacts between university and field site supervisors, and the documentation of intern performance provided in the professional portfolio which demonstrates their competence in a variety of areas. The portfolios are evaluated by program faculty utilizing the portfolio rubric for evidence of skills competency.

Candidates must earn a passing score on the Praxis II exam at or above the National score of 147 to demonstrate their competence in school psychology prior to completion of the program. Upon passing the Praxis II the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).

The final Exit Interview assessment is for third year internship students only and is the culminating dialogue with faculty members or university supervisor regarding the development of the candidate's professional identity and practice as a professional school psychologist. The Exit Interview involves a collaborative review of specific self-assessments the candidates Professional Portfolio that will include key assignments and evidence illustrating the candidates practice and competence as a beginning school psychologist.

Candidates and completers reported a clear understanding of assessment requirements and expectations. They indicated that both faculty and the program handbook prepared them at

each level of the assessment process. Both groups reported that they felt confident in their understanding of program requirements for matriculation in and completion of the program.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Pupil Personnel Services: School Psychology program.

Common Standards

Standard 1: Institutional Infrastructure to Support Educator Preparation

Finding: Met

The programs at California State University, East Bay College of Education and Applied Studies are grounded by a mission and vision which are well aligned with California's adopted standards and curricular frameworks. The vision articulates a commitment to exemplifying the ideals of social justice and democracy, distinguished by excellence in teaching and scholarship, vibrant programs, and graduates who are powerful forces in their communities. The mission is to prepare collaborative leaders, committed to professional excellence, social justice, and democracy, who will influence a diverse and interconnected world. Both the vision and mission are infused throughout the preparation programs. Stakeholders who were interviewed (employers, administration, faculty, candidates, and completers) were able to articulate the importance of the unit vision and mission in guiding their work and personalized their commitment in many different ways. Completers, for example, mentioned how they not only see themselves as experts in understanding social justice and democracy, but must be the change agents and advocates in transforming their schools and communities in that regard. The unit also articulates important values: Excellence in Teaching and Scholarship; Collaboration and Partnership; Assessment and Evaluation; and Equity and Diversity, which were also acknowledged by completers and employers as areas of strength of the unit.

Interviews with the Campus Committee on Professional K-12 Education, a committee of unit leaders, leaders outside of the unit, and faculty across colleges, confirmed that unit regularly involves faculty, instructional personnel and relevant stakeholders in the unit, along with coordination and the decision making for all educator preparation programs. In addition, interviews and document review from the CEAS Accreditation Team, which has representatives from every program and includes credential staff, highlights the extensive conversations, review of data, and action taken through support by the unit leadership and university, in improving educator preparation. For example, stakeholder interviews confirmed that the process of data review, faculty discussion, along with discussion in the CEAS Accreditation team was followed by a recommendation of a faculty hire. The funding of a Speech Language Pathology position with specialization in bilingual education was implemented as a result of this process. Suggestions for both program and process improvement were noted by both committees and examples of programmatic changes and resource allocations accordingly were also confirmed. P-12 stakeholders are frequently brought into relevant discussions, such as ensuring candidates are placed in diverse settings, which were noted by faculty, program coordinators and employers. As was noted by the CEAS Dean and confirmed in staff interviews, staff are involved in unit discussions and described their input as valued in decision making and unit efficiency, when appropriate, such as in the development of the new staff structure.

Interviews with employers, program coordinators, faculty, and the dean confirmed that the unit faculty and instructional personnel collaborate with colleagues in P-12 settings through various formal and informal activities. A unit-wide Superintendents Forum garnering feedback occurred

recently, and program advisory boards have operated in a variety of formats and frequency over the past several years which provide input and feedback for continuous improvement of educator preparation. An example of stakeholder input was identified by the SLP Program Chair and then confirmed by faculty in interviews, which noted feedback from the employers on lack of preparedness of candidates in school settings, specifically a request for greater preparation and management of IEPs and in the use of the special education database systems and collaboration. This feedback resulted in the unit developing an optional elective course to address this need. While the PPS/PPSC program advisory board meets regularly and documents feedback, the other program advisory boards, which include school superintendents, principals, and service professionals from multiple districts, are held less frequently or with less documented feedback for continuous improvement; however, evidence provided in document review, interviews with employers, program coordinators and faculty confirmed the frequent informal communication in each program was occurring and recommendations for program improvement were subsequently made. In addition, program coordinators, employers and faculty confirmed that in the administrator preparation programs, valuable meetings occur between program faculty and districts on a rotating basis to hear superintendents or assistant superintendent of human resources' feedback on cooperating teacher placements, needs of the districts, and areas requiring program improvement. The Hayward Promise, a \$30 million partnership grant to offer wrap-around services and support to several local districts, is an example of the highly collaborative discussions and partnerships between the unit and the P-12 community. Documentation of the regularity and the systematic collaboration memorializing the improvements made based on the feedback would improve this area.

The unit has robust institutional support from the university. The Office of the Provost supports the unit through grant writing support and extensive faculty development support and activities. The CEAS dean confirmed that faculty receive annual professional development stipends for research and conference attendance, and that new faculty receive additional added support and personal mentoring to ensure their success. Document review and interviews with the provost, deans, and faculty confirmed that there are sufficient resources to administer the programs in the unit. Self-Support Program competitive funds are also available to the unit to provide additional monetary support. Staff stated during interviews that they are provided with what they need to be able to advise and support candidates. Across programs, candidates confirmed that they are receiving the necessary support to complete the program.

The unit is led by the CEAS dean; however, the Speech Language Pathology Preliminary Credential is housed outside of the CEAS in the College of Letters, Arts, and Social Sciences. It was confirmed in interviews with the Provost, the CLASS dean, and the CEAS dean, that the CEAS dean is the unit head for all Commission-approved programs and influences the hiring, budget, and curriculum as needed to ensure adherence to Commission standards. All three individuals highlighted the positive collaboration, trust and respect for each other, along with the common goals of providing high quality faculty and programs, as the primary reasons for success of resource sharing and support for program in different colleges. The provost and deans confirmed there is

a process to ensure adequate resources are allocated to serve three goals: the college has what it needs to ensure quality and demand, retention of students, and candidate program completion. While community feedback about demand for programs, specifically Speech Language Pathology and Special Education, was not readily apparent as being shared with the provost, the CEAS and CLASS deans were each aware of the community feedback and have concrete reasoning for lack of expansion, or new plans for expansion, to address the community needs.

The recruitment of diverse faculty and the faculty development to support them are best practices at CSUEB. Document review and provost, dean and faculty interviews confirmed a true commitment to diversity and professional development support. In recruitment, when a faculty line is approved, the University Diversity Officer and a trained diversity advocate are assigned to guide and monitor the processes throughout the search to ensure all reasonable efforts are made to ensure both diversity and excellence in each unit hire. Administrators can declare a failed search if the applicant pool is not diverse. As stated previously, extensive faculty development support is offered to faculty to ensure retention and success in their positions.

Extensive document review and interviews with the provost, deans and faculty confirmed that faculty and field-based supervisors are evaluated by a variety of means depending on program to ensure only qualified personnel are retained. All faculty are evaluated using a university evaluation system. Candidates and completers confirmed that they completed course evaluations and, in most cases, evaluations of their university supervisors. The CEAS Accreditation Team confirmed that the data is reviewed systematically at the program level. While interviews confirmed that the data is reviewed, there are some uneven processes in the area of clinical supervision and the monitoring of clinical practice.

Document review and interviews with administration and staff confirmed staff of the Credential Student Service Center (CSSC) has the responsibility for maintaining records for all programs in the unit. The credential analysts in the CSSC serve as the authorized representatives to recommend candidates for the credential and there is a process in place to ensure candidates have met all the requirements for the credential. Candidates in the teaching credential programs are tracked by credential analysts upon admission throughout the program and verify that candidates have met all requirements prior to being given whole class instruction responsibilities. In all programs, requirements are tracked by the credential analyst using an electronic system supported by the university internally-developed Credential Candidate Database. CSSC staff report to the Associate Dean of CEAS who ensures that the process for credential recommendations is followed. Interviews confirmed that the credential analysts are highly trained and regularly attend Commission-sponsored conferences and activities. At the conclusion of the program, the credential analyst reviews each candidate file and recommends qualified candidates. Candidates confirmed the process for the credential recommendation and also stated that the credential analysts are easily accessible to provide advice and assistance.

Standard 2: Candidate Recruitment and Support**Finding: Met**

Interviews with staff, faculty, and candidates, and review of documents indicate that the unit recruits and supports candidates in all educator preparation programs to ensure their success. Clear criteria for admission to each program based on multiple measures of candidate qualifications are communicated through application materials, information meetings held during each open application period, and on unit and program websites. Informational videos explaining programs, admission criteria, and the application process and forms are available online.

The unit has written and disseminated a plan focused on recruiting and admitting candidates to diversify the educators prepared by CSU, East Bay. Program coordinators explained that a historic role for the campus has been to serve traditionally underrepresented students. To implement the diversity recruitment plan, the unit is providing additional financial assistance for candidates, additional contacts and mentoring for applicants from underrepresented groups, involving program completers from underrepresented populations in candidate recruitment meetings and informational videos, and scheduling information meetings in communities with greater population diversity such as, nearby tribal lands and rural areas. Additional examples of steps taken to implement the diversity plan include a Commission-sponsored Classified to Teacher project in which the unit partners with school districts to provide needed pipeline services such as small group advising and preparation for subject matter exams. The unit is also a partner with California State University, Northridge on the Kellogg Foundation sponsored Future Minority Male Teachers of California project, and has started a campus chapter of EduCorps. EduCorps is a CSU initiative to increase the number and diversity of students entering CSU teacher preparation programs.

The unit surveys applicants for diversity. The diversity report available at the time of this review provided baseline data for each program that will be used to assess changes in diversity of candidates and measure the effectiveness of diversity recruitment activities going forward. In interviews, employers reported appreciation at being able to hire teachers from CSU East Bay who reflect the diversity of students in their classrooms and are already community members, stating that these teachers are key to the success of their schools.

Policies and requirements communicated through program personnel, handbooks, and websites, as well as clearly identified support personnel that include program coordinators, faculty, supervisors, staff, and department and unit administrators are available to ensure that candidates are guided to success. Program personnel reported on the steps they take to ensure success; candidates, in interviews, confirmed that they are well supported by program personnel.

Systematic processes for monitoring candidate progress through each professional preparation program are in place. The Credential Student Service Center maintains databases for monitoring student progress, tracking completion of requirements and success in courses and field experiences. Program coordinators, faculty, and university-based supervisors also monitor

student progress and provide assistance to ensure success. For candidates who need additional assistance in successfully meeting program and credential requirements, an improvement plan process is available to support candidates and help them focus on areas needing improvement. Examples of improvement plans were inspected that clearly identified actions candidates were to take and how they would be evaluated. In interviews, program coordinators described actions that are taken to help students succeed including the use of formal improvement plans.

Standard 3: Course of Study, Fieldwork and Clinical Practice Finding: Met with Concerns

A review of Common Standards and Program Review documents provided evidence that CSUEB programs follow a cohort model where candidates have multiple opportunities to learn, discuss, and practice the knowledge and skills to educate and support P-12 students. Although programs follow a cohort model, flexibility is provided when needed. Through interviews, completers reported that when they needed to step away from their program for a while, they were able to. Faculty supported them, kept in touch, counseled, and rooted for them to finish. These completers reported that they were put into a new cohort and were able to finish their program.

Completers and current students reported that the coursework sequence and the clinical experiences were good with the exception of some education specialist candidates who suggested that the assessment course should be offered earlier in the program. Additionally, Multiple Subject and Single Subject candidates reported that the computer class was outdated. Completers and current students reported that university supervisors and coordinators provided ample support and advising and felt that they were prepared for the rigor of the program. In an effort to support students, many programs offer multi-platform courses in order to meet the needs of all of their students.

Clinical experience and coursework are aligned and follow a progression as candidates move further into their programs. Clinical practice occurs throughout programs and, in most cases, aligns with what they are doing in class. Candidates reported that the connections were intentional and supported them in the classrooms.

District level administrators reported that CSUEB candidates receive great preparation and are highly sought for positions. One district reported that 90% of their Multiple Subject teachers graduated from CSUEB. They also agreed that the unit focus on equity was evident and made graduates well prepared to work in diverse communities. Employers reported that many CSUEB graduates eventually end up in leadership roles.

Program and placement coordinators work with district partners to select school sites and site-based supervisors. Initial program completers and current candidates have more than one placement where they have the opportunity to work with different grade levels and different schools that provide them with diverse experiences. A review of vitae and placement lists revealed that school-based supervisors held the appropriate credentials and experience.

Current candidates and completers in special education reported that their site-based supervisors were highly skilled and respected in their districts and community. Many were past graduates from CSUEB and also taught courses in the program. Speech Language Pathology site-based coordinators have additional requirements required by their profession that are also met.

Documents reviewed and interviews with site placement coordinators confirmed that they place candidates with site-based supervisors and use the criteria for the program established by the Commission on Teacher Credentialing. Documents provided evidence that CSUEB offers a variety of trainings and workshops for their supervisors/coaches and site-based supervisors. Depending on the program, most supervisors are trained. Most programs have handbooks or videos, or institutes to orient the site-base supervisors to their role. Some districts have socials to introduce all parties to each other and orient them to their roles. During interviews, many supervisors confirmed that they were given materials or training on their roles.

Some current Multiple Subject candidates reported that the site-based supervisors were not very knowledgeable about the program or their role and there was little communication between them and the university supervisor. Some PASC district mentors reported that they were not clear about their roles. The program detailed activities and the amount of time candidates should be working with their coach and district mentor. In interviews, some district mentors stated that they were not aware of this. According to program leadership, coaches should give packets to district/site mentors and three-way evaluations should be done at the completion of program, but some district mentors, candidates, and completers did not describe this component of fieldwork assessment in interviews. Fieldwork evaluations were also a part of the program review documents, but not shared with district mentors who were interviewed.

Faculty, including university supervisors, are evaluated at the end of each term. However, there does not seem to be consistent evidence across all programs that site-based supervisors are evaluated. Completers and current candidates reported that they did not provide feedback on their site-based supervisors.

Current candidates and completers did report that if there was a problem during placement they contacted their university supervisor or coordinator and, in most cases the matter was resolved. Fieldwork and clinical practice are evaluated via survey at the end of the program for all programs. Data is shared at the unit and program level for program improvement.

Programs included evidence of candidate placements that identified school sites, supervisors, assignments, etc. Many programs have more than one placement that allows them to work with a range of students. If a first placement does not reflect the diversity of California's students, the second one will. This is part of the CEAS mission and they are very intentional about it. District administrators all reported that completers were ready to work with a range of students.

Rationale

The findings in the report were developed based on multiple sources of information across the team members. The information was triangulated across completers, district mentors, and university supervisors.

Relevant language from Common Standard 3 - "Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner"

Training and Orientation of Site-Based Supervisors – The Preliminary Administrative Services (PASC) program documents include a fieldwork table that details the activities and amount of time candidates should be working with their coaches and district mentor. Some district mentors (site-based supervisors) indicated in interviews that they were not aware of this information. According to the program leadership, coaches should give packets to district mentors and should conduct three-way evaluations at the completion of the program. In the Preliminary teacher preparation programs, the majority of site-based supervisors reported that the university supervisor sat down with them to explain the expectations of them as a cooperating teacher but a small group of site-based supervisors report that this did not take place. There is a lack of evidence that all site-based supervisors are oriented and trained for their role as is required by the standard.

Systematic Evaluation of Site-Based Supervisors - Faculty, including university supervisors, are evaluated at the end of each term. However, there does not seem to be consistent evidence that site-based supervisors are evaluated formally or informally across programs as is required by the standard. Completers and current candidates reported that they did not evaluate the site-based supervisors in a number of the programs.

Standard 4 – Continuous Improvement

Finding: Met

Review of documents and interviews of faculty, staff, candidates, and stakeholders indicated that the unit has implemented a continuous improvement process. A unit assessment system chart that identifies personnel, their roles and responsibilities in assessment and evaluation, and the sequence of steps for data analysis, reporting, and identifying and implementing program and unit improvements was provided among the accreditation documents. Interviews with unit administrators and staff confirmed that the assessment system is operated through a multi-year schedule of activities.

Since 2009, the unit has conducted three program improvement cycles. Each cycle includes annual collection of data, review and updates of program and unit improvement plans, identification of annual unit improvement objectives, and review and updating of unit assessment outcomes. Currently, three-unit assessment outcomes evaluate achievement of the unit mission, vision, and values. Five additional outcomes are directly based on the 2015 Common Standards. Data sources for each unit assessment outcome are identified in the

Schedule of Assessment Activities. Data sources include assignments completed by candidates, performance assessments, and field and clinical experience evaluations. The unit utilizes a campus designed Credential Candidate Database to manage most assessment data on credential candidates. This database interfaces with the CSU East Bay student information system to pull in data such as candidate grades in courses. Programs within the unit also evaluate signature assignments through the campus learning management system (LMS). The LMS database is capable of drawing in this information. These databases make information readily available for several types of analyses, comparisons across years, and evaluation purposes. The unit has staff available to assist in creating assessment reports from the databases. Assessment reports were among the accreditation documents made available, and some of the capabilities of the databases were demonstrated during the visit.

The Speech and Language Pathology program has some unique data needs. To meet these needs, the program adopted the CALIPSO application that manages candidate hours and clinical and practice evaluations. Data is made available for analysis and program improvement as well as student progress monitoring. The application was demonstrated during the visit. The program is in the final stages of transitioning all candidates to the CALIPSO application.

Follow-up surveys of program completers, cooperating teachers, supervisors, and employers, including data from CSU Center for Teacher Quality surveys, CTC Credential Program Completer Surveys, and CSU East Bay designed exit surveys for each credential program are analyzed and contribute to continuous improvement processes. The unit also attempts to keep track of the districts of employment of program graduates and uses various means to collect program impact information. Interviews with unit personnel, including the accreditation director and staff, indicated these types of data contribute to the ability of the unit to identify areas for improvement goals.

In an effort to better understand program impact, the unit conducted an in-depth three-year follow-up study of one cohort (N=22) of credential program completers. This study involved outreach to maintain contact, tracking of employment and retention, and interviews. Additional data sources are also available including surveys of applicants, faculty professional accomplishments, and anecdotal reports of professional successes and impacts by individual alumni and faculty.

The operation of the continuous improvement system was described in an interview with the Accreditation CEAS Team, a standing committee of the unit that includes among its members department chairs, program coordinators, and unit staff. For example, exit data analyzed by the Accreditation Team identified a need across programs to better prepare candidates to serve special education students. In collaboration, the team developed Saturday sessions that brought in special education personnel as presenters, served candidates from across programs, included a follow-up field-based assignment, and after two years contributed to the rationale for hiring of two new special education professors who are now working across preparation programs.

Standard 5 – Program Impact

Finding: Met

CSUEB ensures that all candidates who are recommended for a credential have the required knowledge and skills identified in the Commission’s standards. Each program is implementing assessments to verify that the candidates have the knowledge and skills. The credentials office has processes in place to ensure that only those candidates who have completed all requirements are recommended for the credential. A credential analyst reviews all data and then a second credential analyst verifies the recommendation.

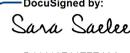
CSUEB has been working diligently on how to demonstrate that their unit and programs are having a positive impact on candidates, completers, and schools. The accreditation website showcases a variety of ways that CSUEB impacts teaching and learning in schools. As they are learning more, they are adding more information that shows the impact they are having. The administration is planning on sharing this information with all of its stakeholders. Interviewees discussed numerous ways in which they felt that CSUEB completers were making a positive impact. Below are a few of the impact examples that were shared:

- Completers felt that specific learning from courses and instructors led to improved teaching and leadership opportunities. Many candidates become leaders in their district and provide professional development workshops based on their preparation. Many completers reported what they learned in initial programs led to master’s thesis projects where data was collected on the impact they were making. They also felt that they were able to become better advocates for students based on understanding politics and systems learned from courses.
- District administrators shared that a positive impact has been the strong partnership between the university and the districts. These partnerships have made an impact on recruiting and retaining personnel. Most CSUEB completers remain in the profession. Partnerships have led to grant opportunities that help in many programs across the unit. The Hayward Promise Neighborhood is an excellent example of how the CSUEB programs are making a positive impact on the community. They also reported that candidate’s knowledge of CCSS and use of technology has made a positive impact on the current teachers in the field as well as the students. Producing well prepared candidates that are diverse and from the community that return to teach, counsel, and lead in those communities has been a huge impact and was a key to success.
- Speech Language Pathologist School Based Supervisors (supervisors) felt that the impact the program and candidates had was being able to maintain their therapy schedules even when being pulled to attend IEPs or observe students. Many SLP supervisors reported that some candidates have specific low-incidence training that they have been able to learn from. Their use of technology has also been helpful. These interns have even been asked to conduct professional development for the district SLPs to teach them what they’ve learned.

- Another impact on student learning was the number of bilingual SLP candidates that come from the programs. This has been very helpful at most school sites where the SLP was not bilingual. They were able to help communicate with parents. In regard to the SLP program, the Dean says the number one positive is the faculty of the program. They are young, good researchers and dedicated teachers, grant writers, generally go-getters.
- Administrative Credential candidates have shared their work in the schools and at board meetings and have even helped to shape policy.
- The Center for Research, Equity and Collaborative Engagement (CRECE) program has encouraged partnerships in research between schools and candidates, especially in the administrative services programs and the candidate's Equity plan.
- The Lifescaping Project is a compilation of writing from candidates that are shared at leadership institutes and at school board meetings.
- A current Education Specialist candidate shared that she is already making an impact at her charter school site by sharing things she has learned in the program and helping with curriculum decisions.
- The unit's focus on social justice is also helping candidates be advocates for all children. PPS candidates reported that they had counseling opportunities in the community.
- The Credential Office Manager stated that she is impressed by the number of CSUEB credential graduates that get their undergraduate education at East Bay, initial credential, later an admin credential, and stay in the area for work. She believes that close to 50% may be working in the area. Several have been awarded Teacher of the Year.

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**GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**

GRANTEE LEA NAME & GRANT NUMBER		Oakland Unified School District 2021C25		
PROJECT TITLE		Classified School Employee Teacher Credentialing Program		
PERFORMANCE PERIOD		July 1 st , 2022	through	June 30 th , 2026
Under the terms and conditions of this Agreement, the Grantee agrees to complete the Project as described in the project description, and the State of California, through the Commission on Teacher Credentialing agrees to fund the Project up to the Grant Amount.				
PROJECT DESCRIPTION				
Oakland Unified School District is to develop and implement a Classified School Employee Teacher Credentialing Program (Classified Grant) to recruit classified school employees to participate in a program designed to support the completion of a bachelor's degree and teacher preparation program, and to provide instructional service as fully credentialed teachers.				
Project is to be carried out in conformance with the Task List and Timeline attached as Exhibit A and the Budget attached as Exhibit B, (hereinafter both exhibits will be referred to as the "Work Plan") and all Agreement provisions as stated herein.				
ANNUAL GRANT AMOUNT NOT TO EXCEED		\$240,000.00		
The General and Special Provisions attached are made a part of and incorporated into the Agreement.				
Oakland Unified School District		Commission on Teacher Credentialing		
1000 Broadway, Suite 150 Oakland, CA 94607		1900 Capitol Ave, Sacramento, CA 95811		
BY (AUTHORIZED SIGNATURE):  <small>DocuSigned by: Lisa Grant-Dawson 791F762BC84641F...</small>		BY (AUTHORIZED SIGNATURE):  <small>DocuSigned by: Cara Mendoza DBBFF4FA70814A0...</small>		
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Lisa Grant-Dawson		PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator		
DATE SIGNED: Jul 20, 2022		DATE SIGNED: Jul 20, 2022		
CERTIFICATION OF FUNDING (FOR STATE USE ONLY)				
GRANT NUMBER 2021C25	FUND General Fund (0001)	ENY 2020	ACCOUNT 5432000	RPTG STRUCTURE 63602010
ANNUAL GRANT AMOUNT \$240,000.00	ITEM 6360-602-0001-5388	CHAPTER 44/21	STATUTE 2021	FISCAL YEAR 2021-22
I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance				
SIGNATURE OF ACCOUNTING OFFICER  <small>DocuSigned by: Sara Saalee D1141A714E7E4AA...</small>		DATE Jul 20, 2022		

Grant Number: 2021C25

**GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**

TERMS AND CONDITIONS OF GRANT

The Grantee shall be responsible for the performance of the work as set forth herein below and for the preparation of reports as specified in this Agreement. The Grantee's Project Representative shall promptly notify the State of events or proposed changes that could affect the Work Plan under this Agreement.

General Provisions

A. Definitions

1. The term "Agreement" as used herein means a grant agreement between the State and Grantee specifying the payment of Grant Amount by the State for the performance of Work Plan within the Project Performance Period by the Grantee.
2. The term "Encumbrance" as used herein means a planned expenditure of grant funds.
3. The term "Grant Amount" as used herein means funds allocated to the Grantee in accordance with [AB 130 Section 129 \(Chap. 44, Stats. 2021\)](#) and [Education Code 44391 – 44393](#).
4. The term "Grantee" as used herein means the party described as the Grantee on page one (1) of this Agreement.
5. The term "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program.
6. The term "Program" means the California Classified School Employee Teacher Credentialing Program.
7. The term "Project" as used herein means the project described on page one (1) of this Agreement.
8. The term "Project Performance Period" as used herein means the period of time that the Grant Amount is available, and the time in which the Project must be complete, billed and paid as described on page one (1) of this Agreement.
9. The term "Project Representative" as used herein means the person authorized by the Grantee to be responsible for the Project and can make daily management decisions.
10. The term "State" as used herein means the Commission on Teacher Credentialing.
11. The term "Work Plan" means the Classified Grant planning activities described in the LEA's application and budget herein attached as exhibits A and B, and as

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approved by the State.

B. Project Execution

1. Grantee agrees to complete the Project in accordance with the time of Project Performance Period, and under the terms and conditions of this Agreement. Extensions may be requested at least 90 days in advance of the date of termination and will be considered in the event of circumstances beyond the control of the Grantee, but in no event subsequent to the end of the Project Performance Period as identified in the Work Plan as the Project's date of completion.
2. Grantee agrees to submit in writing any deviation from the approved grant application to the State for approval, prior to implementation of changes.
3. The grantee will be expected to make appropriate yearly progress in implementing the Classified Grant according to the program design provided in the funded application. Funding for the program is contingent on satisfactory annual progress in implementing the Classified Grant program detailed in the initial application, annual certification of participants, updated annual budget plan expenditures, and to provide annual data as specified in the RFA. Applicants should note that if awarded grant funding, they must do the following:
 - i. Provide information about the Classified Grant to all eligible classified school employees in the school district, charter school, our county office of education and assistance to each classified employee recruited under the program regarding admission to a teacher training program.
 - ii. Provide an assurance to the Commission that they will require participants to satisfy both of the following requirements before participating in the program:
 1. Pass a criminal background check.
 2. Provide verification of one of the following:
 - a. Has earned an associate or higher-level degree.
 - b. Has successfully completed at least two years of study at a postsecondary educational institution.
 - iii. Provide certification to the Commission that the applicant has received a commitment from each participant that the following will be accomplished:
 1. Under the program, graduate from an institution of higher education with a bachelor's degree.
 2. Complete all the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.
 3. Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year the participant receives assistance from the Classified Grant program.

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4. Grantee should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.
5. Grant funding may be subject to change when any unspent funds are reported in any annual reports.
6. The Classified Program grant funding period, and the approved grant activities, may extend through June 30, 2026. The funds in this grant Agreement may be spent concurrently with previously awarded grant agreements until their respective cutoff dates to complete the planned activities described in the response to the selection criteria and as stated in the statute(s) in the grant Agreement that authorizes funding.
7. Grantee and program participants shall participate in an evaluation to determine the success of the program.

C. Project Costs

Subject to the availability of Grant Amount in the Act, the State hereby grants to the Grantee an annual sum of money (Annual Grant Amount) not to exceed the amount stated on page one (1) of this Agreement in consideration of and on condition that the sum be expended in carrying out the purpose as set forth in the Work Plan and under the terms and conditions set forth in this Agreement. Grantee agrees to assume any obligation to furnish any additional funds that may be necessary to complete the Project. All costs accrued for services or supplies prior to the execution of Agreement are not eligible for reimbursement.

The Grant Amount to be provided to the Grantee, under this Agreement, may be disbursed as follows:

1. Funds to grantees will be distributed in two total payments each fiscal year. The first payment will be 90 percent of the total budget amount, and the second payment will be the remaining 10 percent of the budget amount, distributed after the program has completed its activities and submitted required annual reports to the Commission.
2. An end of year budget form and program report will be collected annually and will be subject to Commission review and approval.
3. Subsequent annual payments will be determined by calculating the program need based on the actual expenditures reported by the program from the previous fiscal year and the projected enrollment numbers submitted by the program for the following fiscal year. Annual awards will be disbursed in two payments following the 90 percent (90%)/10 percent (10%) model described above. Unspent funds reported on annual reports will be deducted from the next allotment of funds.

D. Allowable Activities and Use of Funds

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1. Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) provided the Commission with \$125 million for the California Classified School Employee Teacher Credentialing Program that shall not exceed \$4,800 per teacher candidate per year (not to exceed \$24,000 over five years per participant) in the program of the jurisdiction of the grant recipient. Per statute, a local educational agency receiving a grant shall not use more than 10 percent of a grant award for program administration costs. Funding is available through June 30, 2026.
2. Sample activities that can be funded through the Classified Program grants include but are not limited to any of the following: release time, classified employee participant tuition, fees, books, examination fees, credential fees, stipends, program administration, participant recruitment activities and collaboration with IHEs to include any or all the allowable designated shortage areas or diversification of the teacher workforce efforts described in the authorizing legislation.
3. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

E. Payment Documentation

1. Payment shall be made yearly for the annual grant amount, less 10% withholding to be released upon satisfactory completion of all required deliverables.
2. Any overpayment of Grant Amount in excess of final project costs shall be returned to the State within 60 days after completion of the Project or the end of the Project Performance Period as shown on page one (1).

F. Project Administration

1. Grantee agrees to provide all technical and administrative services as needed for Agreement completion. Grantee agrees to monitor and review all work performed; and coordinate budgeting and scheduling to assure that the Agreement is completed within budget, on schedule, and in accordance with approved procedures, applicable laws, and regulations.
2. Grantee ensures that the Agreement requirements are met through completion of annual reports, submitted to the State in accordance with the Work Plan and through regular communication with the State.
3. Grantee agrees to promptly submit reports as the State has requested in this Agreement or may request during the life of this Agreement.

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4. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).

G. Project Termination

1. Failure by the Grantee to comply with the terms of this Agreement or any other Agreement under the Act may be cause for suspension of all obligations of the State hereunder.
2. Failure of the Grantee to comply with the terms of this Agreement shall not be cause for the suspension of all obligations of the State hereunder if in the judgment of the State such failure was due to no fault of the Grantee.
3. In such case, any amount required to settle at minimum cost any irrevocable obligations properly incurred shall be eligible for reimbursement under this Agreement.
4. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds within sixty (60) days of project cessation.
5. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this Agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
6. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.

H. Financial Records

1. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
2. Grantee agrees to maintain satisfactory financial accounts, documents, and records for the Project and to make them available to the State for auditing at reasonable times. Grantee also agrees to retain such financial accounts, documents and records for three years following Project termination or completion.

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3. Grantee agrees to use a generally accepted accounting system.

I. Audit

1. Projects are subject to audit by the State for three years following the final payment of Grant Amount. The purpose of this audit is to verify that project expenditures were properly documented. Grantees will be contacted at least 30 days in advance of an audit.
2. Audit will include all books, papers, accounts, documents, or other records of the Grantee, as they relate to the Project for which the State authorized Grant Amount. The Grantee shall have the Project records, including the sources documents and cancelled warrants, readily available to the State.
3. The Grantee must also provide an employee having knowledge of the Project and the accounting procedure or system to assist the State's auditor. The Grantee shall provide a copy of any document, paper, record, or the like requested by the State.
4. All Project records must be retained for at least one year following an audit or final disputed audit findings.

2021-22 Authorizing Legislation

AB 130 Section 129 (Chap. 44, Stats. 2021)

(a) For the 2021–22 fiscal year, the sum of one hundred twenty-five million dollars (\$125,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing for the California Classified School Employee Teacher Credentialing Program, pursuant to Section 44393 of the Education Code. This funding shall be available for encumbrance until June 30, 2026.

(b) (1) A grant to a local educational agency shall not exceed twenty-four thousand dollars (\$24,000) over five years per participant teacher candidate.

(2) A local educational agency receiving a grant shall not use more than 10 percent of a grant award for program administration costs.

(c) The Commission on Teacher Credentialing shall do both of the following:

(1) Allocate grants for at least 5,208 new participants.

(2) Give priority to a local educational agency that meets any of the following:

(A) Has not previously received funding pursuant to Section 44393 of the Education Code.

(B) Has a higher share than other applicants of unduplicated pupils as defined in Section 42238.02 of the Education Code.

(C) Notwithstanding eligibility requirements pursuant to Section 44393 of the Education Code, has a plan to create a new, or expand an existing, program that recruits and supports expanding learning and preschool program staff and address kindergarten and early childhood education teacher shortages.

(d) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be

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“General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

Section 44392 of the Education Code

44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:

- (a) “Applicant” means a school district, charter school, or county office of education applying for program funds under the California Classified School Employee Teacher Credentialing Program.
- (b) “Institutions of higher education” means the California Community Colleges, the California State University, the University of California, and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program.
- (c) “Participant” means a classified school employee who elects to participate in the California Classified School Employee Teacher Credentialing Program.
- (d) “Program” means the California Classified School Employee Teacher Credentialing Program.
- (e) “Classified school employee” means a noncertificated school employee currently working in a public school.
- (f) “Teacher training program” means an undergraduate or graduate program of instruction conducted by a teacher preparation program approved by the commission that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

Section 44393 of the Education Code:

44393. (a) The California Classified School Employee Teacher Credentialing Program is hereby established for the purpose of recruiting classified school employees to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) Subject to an appropriation for these purposes in the annual Budget Act or another statute, the commission shall issue a request for proposals to all school districts, charter schools, and county offices of education in the state in order to solicit applications for funding. The criteria adopted by the commission for the selection of school districts, charter schools, or county offices of education to participate in the program shall include all of the following:

- (1) The extent to which the applicant demonstrates the capacity and willingness to accommodate the participation of classified school employees in teacher training programs conducted at institutions of higher education or a local educational agency.
- (2) The extent to which the applicant’s plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating classified school employees. Each selected applicant shall be required to enter into a written articulation agreement with the participating campuses of the institutions of

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higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for teachers in shortage areas in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive.

(4) The extent to which a developmentally sequenced series of job descriptions leads from an entry-level classified school employee position to an entry-level teaching position in that school district, charter school, or county office of education.

(5) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(c) An applicant that is selected to participate pursuant to subdivision (b) shall provide information about the program to all eligible classified school employees in the school district, charter school, or county office of education and assistance to each classified school employee it recruits under the program regarding admission to a teacher training program.

(d) (1) An applicant shall require participants to satisfy both of the following requirements before participating in the program:

(A) Pass a criminal background check.

(B) Provide verification of one of the following:

(i) Has earned an associate or higher level degree.

(ii) Has successfully completed at least two years of study at a postsecondary educational institution.

(2) An applicant shall certify that it has received a commitment from each participant that he or she will accomplish all of the following:

(A) Graduate from an institution of higher education under the program with a bachelor's degree.

(B) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.

(C) Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing teacher training programs to conduct an evaluation to determine the success of the program. The evaluation shall be completed on or before July 1, 2021. The commission shall submit the completed evaluation to the Governor and the education policy and fiscal committees of the Assembly and Senate.

(f) On or before January 1 of each year, the commission shall report to the Legislature regarding the status of the program, including, but not limited to, the number of classified school employees recruited, the academic progress of the classified school employees recruited, the

number of classified school employees recruited who are subsequently employed as teachers in the public schools, the degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education, and the ethnic and racial composition of the participants in the program. The report shall be made in conformance with Section 9795 of the Government Code.

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**Exhibit A
Task List and Timeline
(Supplied by Grantee, Question 5 of RFA Response)**

Program Calendar, Five Year Design for Each Cohort

Timeline	Quarter 1 (Aug-Oct)	Quarter 2 (Nov-Jan)	Quarter 3 (Feb-April)	Quarter 4 (May-July)
All Cohorts: Mandatory and optional meetings for all years in program & Reflection requirement	Mid-August: Initial meeting End of September: Mentor check-in meeting and candidate support follow-up	Early November: Meeting Mid-December: Mentor check-in meeting and candidate support follow-up Submit reflection	Early February: Meeting End of March: Mentor check-in meeting and candidate support follow-up	Early May: End-of-year meeting & reflection Submit semester reflection

- Candidates who enter with an AA (or equivalent)/multiple & single subjects: These candidates may enter the BA program for year 1 and 2, complete testing and eligibility requirements in year 3, then complete the multiple- or single-subject credentialing program in year 4.
- Candidates who enter with an AA (or equivalent)/Education Specialist: These candidates may enter the BA program for year 1 and 2, complete testing and eligibility requirements in year 3, then complete credential programs in years 4 and 5.

Year 1 Cohort: Entering with an AA or 60 units			
Can eventually enter BA program, and enter multiple or single subject credential or Ed Specialist program after.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
BA program: Employed in OUSD at least part-time. Begin or continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time if applicable during summer. Continue coursework towards BA/BS: 6-8 units per semester minimum if there is Summer session.

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AA Cohort, Year Two			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.	BA program: Employed in OUSD at least part-time. Complete coursework towards BA/BS: 6-8 units per semester minimum. May graduate with a BA.	BA Graduates: Begin test prep for CBEST and CSET

AA Cohort, Year 3			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
BA Graduates: Employed in OUSD at least part-time. Take/pass CBEST and CSET	BA Graduates: Employed in OUSD at least part-time. Take/pass CBEST and CSET. Apply to Education Specialist, multiple or single subject credentialing program	BA Graduates: Employed in OUSD at least part-time. Complete all application requirements to begin credentialing program Intern Candidates: Apply to OUSD & obtain a teaching position.	Employed in OUSD at least part-time if applicable during summer BA Graduates/ Credential Candidates: Fulfill 120 pre-service requirements and become intern-eligible or begin Summer coursework (traditional/Education Specialist) Intern Candidates: Obtain a teaching position in OUSD Student Teachers or Teacher Residents: Support in finding Cooperating / Mentor Teacher placement

AA Cohort, Year Four			
Quarter 1	Quarter 2	Quarter 3	Quarter 4

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<p>BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Begin credentialing coursework. Traditional Candidates: Must be employed at least part-time at the desired level of teaching, and student teaching. Continue credentialing coursework. (May take a leave of absence to student teach full-time.) Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Continued progress on credentialing coursework. Traditional Candidates: Continue credentialing coursework, plus student teaching or part-time employment. Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>Multiple Subject Candidates: Pass RICA & satisfy US Constitution requirement BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Complete credentialing coursework. Traditional Candidates: Complete credentialing coursework, plus student teaching or part-time employment. Multiple Subject Candidates: Pass RICA & satisfy US Constitution requirement Multiple and Single Subject candidates graduate with preliminary credential for those in 1-year program. Secure teaching position. Enroll in Induction.</p>	<p>Credential Candidates: Exit with determination of OUSD commitment years</p>
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AA Cohort, Year 5			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Education Specialist Candidates: Continued progress on Credentialing coursework. Exit with determination of OUSD commitment years and secure a position for next year.</p>			

- Candidates who enter with a BA/multiple & single subjects: These candidates may complete testing and eligibility requirements in year 1, and complete the single or multiple subject credential program in year 2.
- Candidates who enter with a BA/Education Specialist: These candidates may complete testing and eligibility requirements in year 1, and complete the Education Specialist program in years 2 and 3.

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<p>● Year 1: Cohort: Entering with a BA. Goal: Pass prerequisite tests and pre-service hours, and enter multiple or single subject credential or Education Specialist program</p>			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Employed in OUSD at least part-time	Employed in OUSD at least part-time	Employed in OUSD at least part-time	Employed in OUSD at least part-time,
Take/pass CBEST and CSET	Take/pass CBEST and CSET Begin application to multiple, single or Education Specialist program.	Take/pass CBEST and CSET Complete all application requirements to begin credentialing program. Intern Candidates: Begin applying to OUSD & obtain a teaching position.	If applicable during summer: Fulfill 120 pre-service requirements and become intern-eligible or begin Summer coursework (Traditional/SpEd) Apply to positions in OUSD & secure a teaching position

BA Cohort, Year 2			
Quarter 1	Quarter 2	Quarter 3	Quarter 4

<p>Intern Candidates: Intern teach Year 1. Begin credentialing coursework. Traditional and Education Specialist Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching. Continue credentialing coursework. (May take a leave of absence to student teach full-time.) Continued progress on credentialing coursework.</p>	<p>Employed in OUSD at least part-time Continue coursework towards BA/BS; complete by end of this year if possible Intern Candidates: Intern teach Year 1. Continue credentialing coursework. Traditional and Education Specialist Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching. Continue credentialing coursework. (May take a leave of absence to student teach full-time.)</p>	<p>Intern Candidates: Intern teach Year 1. Complete credentialing coursework. Traditional and Education Specialist Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching. Traditional candidates: Complete credentialing coursework. (May take a leave of absence to student teach full-time.) Graduate with Single Subject or Multiple Subject credential. Exit program with determined number of service years. Education Specialist Candidates: Continued progress on credentialing coursework.</p>	<p>Education Specialist Candidates: Employed in OUSD at least part-time if applicable. No summer session.</p>
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	Continued progress on credentialing coursework.		
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BA Cohort, Year 3			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Education Specialist Candidates: Continued progress on credentialing coursework.	Education Specialist Candidates: Continued progress on credentialing coursework.	Satisfy RICA & US Constitution requirements Education Specialist Candidates: Complete credentialing coursework. Graduate with preliminary multiple subject and Education Specialist credential. Exit program with determined number of service years.	Exit program with determined number of commitment years

- FAST-TRACK Candidates/multiple & single subjects: Candidates who enter with a BA and have already passed the CBEST, CSET and meet eligibility requirements as outlined by CSUEB may enter and complete the multiple or single subject program in year 1.
- FAST-TRACK Candidates/Education Specialist: Candidates who enter with a BA and have already passed the CBEST, CSET and meet eligibility requirements as outlined by CSUEB may enter and complete credential program in years 1 and 2.

Fast-track BA: Special Education Candidates, Year 1			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
All fast-track candidates: Test prep support for CBEST and CSET; Apply to C2T Pipeline Selections for fast-track cohort made. Candidates attend first orientation. Assist w/CSUEB applications. Complete applications in to CSUEB	Progress on credentialing coursework - Fall session	Employed in OUSD at least part-time Continued progress on credentialing coursework - Spring session	No Summer session

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Employed in OUSD in elementary classroom on an intern credential.			
Enrolled in the SpEd program (Multiple Subjects plus Education Specialist credentialing program)			

Fast-track BA: Special Education Candidates, Year 2			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Continued progress on credentialing coursework	Continued progress on credentialing coursework	Satisfy RICA and US Constitution MS requirements Complete credentialing coursework. Graduate with preliminary multiple subject and Education Specialist Credential. Secure OUSD teaching position. Enroll in Induction.	Exit program with determined number of OUSD commitment years.

General Subjects Fast-Track Cohorts

Year 1: Fast-track BA: Multiple or Single Subject Candidates - done at end of first year			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Multiple or Single Subject Candidates: Employed in OUSD in elementary classroom on an intern credential or student teaching part-time while employed part time	Employed in OUSD at least part-time Progress on credentialing coursework	Employed in OUSD at least part-time Complete credentialing coursework - Spring session Graduate with a preliminary single or multiple subject credential. Secure a position in OUSD. Exit program with determined number of OUSD commitment years.	Obtain / receive support with finding a position as needed.

Program timeline:

Grant Number: 2021C25

- June 10, 2022: Proposal submission
- July 2022 (Announcement of awards): Promote program for expanded learning and early childhood staff: Distribution of flyers; email blasts; newsletters; interest surveys; applications.
- August 2022: Start accepting applications. Hold informational meetings and start screenings/interview sessions. Cohort meetings begin for rolled over candidates from the first grant cycle.
- September 2022: Final selections made for new program participants. Notify candidates.
- October 2022: Launch: Hold all-comers orientation/meet and greet/information session about the various pathways and next steps

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Exhibit B
Budget
(Supplied by Grantee, Appendix E)

Projected number of participants per year: 50

Program Component	Grant Funds Requested per Participant	Targeted # of Participants Per Year	Year One Total Grant Funds Requested
Participant recruitment activities	\$80	50	\$4000
Collaboration with IHEs			
Release time			
IHE tuition, fees, books	\$3530	50	\$176,500
Examinations and credential fees	\$500	50	\$25,000
Living stipends for participants			
Other support services for participants	\$450	50	\$22,500
Program administration (10% cap on grant funds used for this purpose)	\$240	50	\$12,000

Program Component	Grant Funds Requested per Participant	Targeted # of Participants Per Year	Year One Total Grant Funds Requested
TOTALS	May not exceed \$4,800.00	50	\$240,000

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PAYEE DATA RECORD(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)
STD 204 (Rev. 03/2021)**Section 1 – Payee Information****NAME** (This is required. Do not leave this line blank. Must match the payee's federal tax return)

Lisa Grant-Dawson

BUSINESS NAME, DBA NAME or DISREGARDED SINGLE MEMBER LLC NAME (If different from above)

Oakland Unified School District

MAILING ADDRESS (number, street, apt. or suite no.) (See instructions on Page 2)

1000 Broadway, Suite 450

CITY, STATE, ZIP CODE

Oakland, CA 94607

E-MAIL ADDRESS

lisa.grantdawson@ousd.org

Section 2 – Entity Type**Check one (1) box only that matches the entity type of the Payee listed in Section 1 above.** (See instructions on page 2) **SOLE PROPRIETOR / INDIVIDUAL** **SINGLE MEMBER LLC** *Disregarded Entity owned by an individual* **PARTNERSHIP** **ESTATE OR TRUST** **CORPORATION** (see instructions on page 2) **MEDICAL** (e.g., dentistry, chiropractic, etc.) **LEGAL** (e.g., attorney services) **EXEMPT** (e.g., nonprofit) **ALL OTHERS****Section 3 – Tax Identification Number**Enter your Tax Identification Number (TIN) in the appropriate box. The TIN must **match** the name given in Section 1 of this form. Do not provide more than one (1) TIN. The TIN is a 9-digit number. **Note:** Payment will not be processed without a TIN.

- For **Individuals**, enter SSN.
- If you are a **Resident Alien**, and you do not have and are not eligible to get an SSN, enter your ITIN.
- Grantor Trusts (such as a Revocable Living Trust while the grantors are alive) may not have a separate FEIN. Those trusts must enter the individual grantor's SSN.
- For **Sole Proprietor or Single Member LLC (disregarded entity)**, in which the **sole member is an individual**, enter SSN (ITIN if applicable) or FEIN (FTB prefers SSN).
- For **Single Member LLC (disregarded entity)**, in which the **sole member is a business entity**, enter the owner entity's FEIN. Do not use the disregarded entity's FEIN.
- For all other entities including LLC that is taxed as a corporation or partnership, estates/trusts (with FEINs), enter the entity's FEIN.

Social Security Number (SSN) or Individual Tax Identification Number (ITIN)

_____ - _____ - _____

OR**Federal Employer Identification Number (FEIN)**94-600038 _____**Section 4 – Payee Residency Status** (See instructions) **CALIFORNIA RESIDENT** – Qualified to do business in California or maintains a permanent place of business in California. **CALIFORNIA NONRESIDENT** – Payments to nonresidents for services may be subject to state income tax withholding. No services performed in California Copy of Franchise Tax Board waiver of state withholding is attached.**Section 5 – Certification****I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the state agency below.****NAME OF AUTHORIZED PAYEE REPRESENTATIVE**

Lisa Grant-Dawson

TITLE

Chief Business Officers

E-MAIL ADDRESS

lisa.grantdawson@ousd.org

SIGNATURE DocuSigned by:**DATE**

7/20/22

TELEPHONE (include area code)

510.879.8855

Section 6 – Paying State Agency**Please return completed form to:****STATE AGENCY/DEPARTMENT OFFICE**

Commission on Teacher Credentialing

UNIT/SECTION

Fiscal Business Services

MAILING ADDRESS

1900 Capitol Avenue

FAX**TELEPHONE** (include area code)

(916) 327-0783

CITY

Sacramento

STATE

CA

ZIP CODE

95811

E-MAIL ADDRESS

accounting@ctc.ca.gov

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)
STD 204 (Rev. 03/2021)

GENERAL INSTRUCTIONS

Type or print the information on the Payee Data Record, STD 204 form. Sign, date, and return to the state agency/department office address shown in Section 6. Prompt return of this fully completed form will prevent delays when processing payments.

Information provided in this form will be used by California state agencies/departments to prepare Information Returns (Form 1099).

NOTE: Completion of this form is optional for Government entities, i.e. federal, state, local, and special districts.

A completed Payee Data Record, STD 204 form, is required for all payees (non-governmental entities or individuals) entering into a transaction that may lead to a payment from the state. Each state agency requires a completed, signed, and dated STD 204 on file; therefore, it is possible for you to receive this form from multiple state agencies with which you do business.

Payees who do not wish to complete the STD 204 may elect not to do business with the state. If the payee does not complete the STD 204 and the required payee data is not otherwise provided, payment may be reduced for federal and state backup withholding. Amounts reported on Information Returns (Form 1099) are in accordance with the Internal Revenue Code (IRC) and the California Revenue and Taxation Code (R&TC).

Section 1 – Payee Information

Name – Enter the name that appears on the payee's federal tax return. The name provided shall be the tax liable party and is subject to IRS TIN matching (when applicable).

- Sole Proprietor/Individual/Revocable Trusts – enter the name shown on your federal tax return.
- Single Member Limited Liability Companies (LLCs) that is disregarded as an entity separate from its owner for federal tax purposes - enter the name of the individual or business entity that is tax liable for the business in section 1. Enter the DBA, LLC name, trade, or fictitious name under Business Name.
- Note: for the State of California tax purposes, a Single Member LLC is not disregarded from its owner, even if they may be disregarded at the Federal level.
- Partnerships, Estates/Trusts, or Corporations – enter the entity name as shown on the entity's federal tax return. The name provided in Section 1 must match to the TIN provided in section 3. Enter any DBA, trade, or fictitious business names under Business Name.

Business Name – Enter the business name, DBA name, trade or fictitious name, or disregarded LLC name.

Mailing Address – The mailing address is the address where the payee will receive information returns. Use form STD 205, Payee Data Record Supplement to provide a remittance address if different from the mailing address for information returns, or make subsequent changes to the remittance address.

Section 2 – Entity Type

If the Payee in Section 1 is a(n)...	THEN Select the Box for...
Individual • Sole Proprietorship • Grantor (Revocable Living) Trust disregarded for federal tax purposes	Sole Proprietor/Individual
Limited Liability Company (LLC) owned by an individual and is disregarded for federal tax purposes	Single Member LLC-owned by an individual
Partnerships • Limited Liability Partnerships (LLP) • and, LLC treated as a Partnership	Partnerships
Estate • Trust (other than disregarded Grantor Trust)	Estate or Trust
Corporation that is medical in nature (e.g., medical and healthcare services, physician care, nursery care, dentistry, etc.) • LLC that is to be taxed like a Corporation and is medical in nature	Corporation-Medical
Corporation that is legal in nature (e.g., services of attorneys, arbitrators, notary publics involving legal or law related matters, etc.) • LLC that is to be taxed like a Corporation and is legal in nature	Corporation-Legal
Corporation that qualifies for an Exempt status, including 501(c) 3 and domestic non-profit corporations.	Corporation-Exempt
Corporation that does not meet the qualifications of any of the other corporation types listed above • LLC that is to be taxed as a Corporation and does not meet any of the other corporation types listed above	Corporation-All Other

Section 3 – Tax Identification Number

The State of California requires that all parties entering into business transactions that may lead to payment(s) from the state provide their Taxpayer Identification Number (TIN). The TIN is required by R&TC sections 18646 and 18661 to facilitate tax compliance enforcement activities and preparation of Form 1099 and other information returns as required by the IRC section 6109(a) and R&TC section 18662 and its regulations.

Section 4 – Payee Residency Status

Are you a California resident or nonresident?

- A corporation will be defined as a "resident" if it has a permanent place of business in California or is qualified through the Secretary of State to do business in California.
- A partnership is considered a resident partnership if it has a permanent place of business in California.
- An estate is a resident if the decedent was a California resident at time of death.
- A trust is a resident if at least one trustee is a California resident.
 - For individuals and sole proprietors, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose that will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident.

For information on Nonresident Withholding, contact the Franchise Tax Board at the numbers listed below:

Withholding Services and Compliance Section: 1-888-792-4900
For hearing impaired with TDD, call: 1-800-822-6268

E-mail address: wscs.gen@ftb.ca.gov
Website: www.ftb.ca.gov

Section 5 – Certification

Provide the name, title, email address, signature, and telephone number of individual completing this form and date completed. In the event that a SSN or ITIN is provided, the individual identified as the tax liable party must certify the form. Note: the signee may differ from the tax liable party in this situation if the signee can provide a power of attorney documented for the individual.

Section 6 – Paying State Agency

This section must be completed by the state agency/department requesting the STD 204.

Privacy Statement

Section 7(b) of the Privacy Act of 1974 (Public Law 93-579) requires that any federal, state, or local governmental agency, which requests an individual to disclose their social security account number, shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it. It is mandatory to furnish the information requested. Federal law requires that payment for which the requested information is not provided is subject to federal backup withholding and state law imposes noncompliance penalties of up to \$20,000. You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the state agency(ies) with which you transact that business.

All questions should be referred to the requesting state agency listed on the bottom front of this form.