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Introduction Date	12/14/2022
Enactment Number	22-2090
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

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

December 14, 2022

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief Talent Officer

Subject: Grant Agreement - Teacher Residency Expansion Grant – Talent/Human Resources

ACTION REQUESTED:

Acceptance by the Board of Education of a grant award from the Commission on Teacher Credentialing in the amount of \$800,000, to support the development of Black male elementary educators, for the period of August 1, 2022 to June 30, 2026, pursuant to the terms and conditions thereof for the grant years, if any.

BACKGROUND:

Grant award for OUSD schools for the 2022-2023 fiscal year was 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
22-2038	Yes	Grant	Allendale Elementary, Piedmont Ave. Elementary, Burckhalter Elementary and Martin Luther King, Jr. Elementary	The focus of the Teacher Residency Expansion grant is the support and development of Black male educators. This supports with test fees, mentoring, and other costs associated with earning a preliminary credential.	August 1, 2022 to June 30, 2026	Commission on Teacher Credentialing	\$800,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

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

- Grants valued at: \$800,000.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Award for OUSD for fiscal year 2022-2023, pursuant to the terms and conditions thereof, for the grant year, if any.

ATTACHMENTS:

- Board Memo
- Grant Face Sheet
- Grant Agreement
- Letter of Award

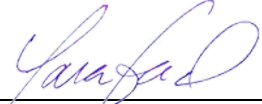
OUSD Grants Management Face Sheet

Title of Grant: Expansion Grant - Cal State Teach-Urban Ed Academy	Funding Cycle Dates: 08-01-2022 to 06-30-2026
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> Jeramee Snider 1900 Capitol Avenue Sacramento, CA 95811 (800) 952-5210 JSnider@ctc.ca.gov	Grant Amount for Full Funding Cycle: \$800,000
Funding Agency: California Commission on Teacher Credentialing	Grant Focus: Development of black male elementary educators.
List all School(s) or Department(s) to be Served: All OUSD Elementary Schools	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Developing an Oakland Teacher Residency focus on the development of Black Male educators will help to accelerate student learning outcomes across demographic categories.

<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 will progress monitor the experiences of mentors, student teaching residents, principals, and other community members who are invested in the development of our Urban Teaching Fellows.</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>OUSD has invested in funding a Coordinator position that oversees pathways and residency development. This is an in kind contribution from the District. We also may cover overhead costs if overhead costs for teacher residents' salaries are not covered completely by grant funds.</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			
Chief Academic Officer	Tara Gard		9/16/2022

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		9/19/22
Superintendent	Kyla Johnson-Trammell		

Approved as to form by OUSD Attorney Carrie Rasmussen on 11/15/22



**GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**





GRANTEE LEA NAME & GRANT NUMBER	Oakland Unified School District 2021TRE19
PROJECT TITLE	Teacher Residency Expansion Grant
PERFORMANCE PERIOD	August 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 support a collaborative partnership with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to expand current residency programs. Offering a teacher residency program requires careful collaborative planning and supportive infrastructure within and between the local education agency (LEA) and the IHE to assure that the LEA sites that will host teacher residents are fully ready to implement this type of teacher preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor teacher residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium.

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	\$200,000.00
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):  Digitally signed by Lisa Grant-Dawson Date: 2022.06.03 11:06:15 -07'00'	BY (AUTHORIZED SIGNATURE):  Digitally signed by Cara Mendoza Date: 2022.06.03 11:24:12 -07'00'
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Lisa Grant-Dawson	PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator
DATE SIGNED:  Gary Yee, President, Board of Education 12/15/2022	DATE SIGNED:
 Kyla Johnson Trammell, Secretary, Board of Education 12/15/2022	

CERTIFICATION OF FUNDING (FOR STATE USE ONLY)

GRANT NUMBER 2021TRE19	General Fund (0001) Proposition 98	ENY 2020	ACCOUNT 5432000	RPTG STRUCTURE 63602010
ANNUAL GRANT AMOUNT \$200,000.00	ITEM 6360-603-0001	CHAPTER 44/21	STATUTE 2021	FISCAL YEAR 2021-2022

I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance

SIGNATURE OF ACCOUNTING OFFICER Sara Saelee Digitally signed by Sara Saelee Date: 2022.06.03 11:48:38 -07'00'	DATE
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**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 [Education Code 44415.5](#).
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 State University, the University of California, and private regionally accredited institutions of higher education institutions that offer a commission-approved teacher preparation program
6. The term "Program" means the California Teacher Residency Expansion Grant 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 "Teacher Residency Expansion Grant Program" is a state grant program authorized under the provisions of EC [§44415](#) and [§44415.5](#) that provides funding for the development of teacher residency programs.
12. The term "Work Plan" means the residency pathway planning activities described in

the LEA's application and budget herein attached as exhibits A and B, and as 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. Grantees will be expected to make appropriate yearly progress in implementing their expanded residency model, resulting in an increase in the number of teacher resident candidates and according to the operational plan provided in the funded application. Applicants 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.
4. Grant funding may be subject to change when any unspent funds are reported in any annual reports.
5. The Teacher Residency Expansion grant funding period, and the approved grant activities, may extend through June 30, 2026. For grantees who also apply for or have already been awarded other Teacher Residency grant funding, the grantee may continue to operate their Teacher Residency Expansion Grant within the grant funding period and planned activities within the specified grant agreement. 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.

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. Upon approval of the application, the first payment will be 90 percent (90%) of the total annual budget amount projected for the first year of resident enrollment.
2. The second payment will be 10 percent (10%) of the total annual budget amount

projected for the first year of resident enrollment. The second payment will be provided to grantees after the program has completed its activities and submitted required annual reports to the Commission.

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

1. Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) provided the Commission with \$350 million for the Teacher Residency Grant Program, with up to \$325 million allocated to expansion and implementation grants that shall not exceed \$25,000 per teacher candidate in the residency program of the jurisdiction of the grant recipient. Per statute, the grant funds must be matched by the grantee LEA or consortium on an eighty cents (\$.80) to one dollar (\$1) basis. Matching funds may be actual dollars or in-kind services. Funding is available through June 30, 2026.
2. Sample activities that can be funded through the Teacher Residency Expansion Grants include but are not limited to expanding an existing LEA-IHE collaborative teacher residency to include any or all of 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 of completion of the Project or the end of the Project Performance Period as shown on page one (1), whichever is earlier.

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.
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.
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 Budget Act Legislation

Section 45:

Section 44415.5 is added to the Education Code, to read:

44415.5.

(a) For purposes of this section, the following definitions apply for the Teacher Residency Grant Program:

- (1) "Experienced mentor teacher" means an educator who meets all the following requirements:
 - (A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.
 - (B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.
 - (C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors.

(D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.

(2) “Teacher residency program” is a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

(b) For the 2021–22 fiscal year, the sum of three hundred fifty million dollars (\$350,000,000) is hereby appropriated from the General Fund to the commission for the Teacher Residency Grant Program to support teacher residency programs that recruit and support the preparation of teachers pursuant to this section. This funding shall be available for encumbrance until June 30, 2026.

(c) (1) The commission shall make one-time grants to grant applicants to establish new teacher residency programs, or expand, strengthen, or improve access to existing teacher residency programs that support either of the following:

(A) Designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual analysis of hiring and vacancy data.

(B) Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity.

(2) Grant recipients shall work with one or more commission-accredited teacher preparation programs and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident teachers who will be supported through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

(A) A school district.

(B) A county office of education.

(C) A charter school.

(D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(d) Grants allocated pursuant to subdivision (c) shall be up to twenty-five thousand dollars (\$25,000) per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the grant amount received per participant, as described in subdivision (f). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

(1) Teacher preparation costs.

(2) Stipends for mentor teachers, including, but not limited to, housing stipends.

(3) Residency program staff costs.

(4) Mentoring and beginning teacher induction costs following initial preparation.

(e) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(f) A grant recipient shall provide a match of grant funding in the form of one or both of the following:

(1) Eighty cents (\$0.80) for every one dollar (\$1) of grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (d).

(2) An in-kind match of program director personnel costs, mentor teacher personnel costs, or

other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(g) Grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a preliminary teaching credential that will authorize the candidate to teach either in a designated shortage field or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) upon completion of the program.

(2) Ensure that candidates are provided instruction in all of the following:

(A) Teaching the content area or areas in which the teacher will become certified to teach.

(B) Planning, curriculum development, and assessment.

(C) Learning and child development.

(D) Management of the classroom environment.

(E) Use of culturally responsive practices, supports for language development, and supports for serving pupils with disabilities.

(F) Professional responsibilities, including interaction with families and colleagues.

(3) Provide each candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate.

(4) Prepare candidates to teach in a school within the jurisdiction of the grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.

(5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and ensure candidates are enrolled in a teaching school or professional development program that is organized to support a high-quality teacher learning experience in a supportive work environment.

(h) To receive a grant, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(i) When selecting grant recipients, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for teachers in one or more designated shortage fields or for the purposes described in subparagraph (B) of paragraph (1) of subdivision (c), and to propose to establish a new, or expand, strengthen, or improve access to an existing, teacher residency program that recruits, prepares, and supports teachers to teach in either one or more such fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) in a school within the jurisdiction of the sponsoring grant applicant.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(j) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. A candidate who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service

provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year teaching commitment.

(k) If a candidate is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:

- (1) The candidate has completed at least one-half of the school year.
- (2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
- (3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.
- (4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
- (5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(l) For purposes of administering the grant program pursuant to subdivision (c), the commission shall do all of the following:

- (1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.
- (2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.
- (3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (j).

(m) If the commission determines or is informed that a sponsored candidate failed to earn a preliminary credential or meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient.

(n) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (m), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(o) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (n) shall be deposited into the Proposition 98 Reversion Account.

(p) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential or complete the period of placement the amount of grant funding invested in the candidate's residency

training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.

(q) Grant recipients shall not charge a teacher resident a fee to participate in the Teacher Residency Grant Program.

(r) (1) Notwithstanding subdivision (c), the commission may allocate up to twenty-five million dollars (\$25,000,000) of the amount appropriated pursuant to subdivision (b) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to expand, strengthen, improve access to, or create teacher residency programs that lead to more credentialed teachers to teach either in shortage fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c).

(2) (A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Individual capacity grants shall not exceed two hundred fifty thousand dollars (\$250,000) per grant recipient.

(s) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (b) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, 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, for the 2020–21 fiscal year.

SEC. 46.

Section 44417.5 is added to the Education Code, to read:

44417.5.

The commission shall conduct an evaluation of the Teacher Residency Grant Program described in Section 44415.5 to determine the effectiveness of this program in recruiting, developing support systems for, and retaining teachers prepared to teach either in commission-designated shortage areas or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) of Section 44415.5, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2027.

Exhibit A

Task List and Timeline

(Supplied by Grantee, Question 3 of RFA Response)

Through this collaboration, the aim is to serve eight Fellows each year of the program, for a total of 32 Resident Fellows graduating with the Multiple Subjects credential from 2022 through 2026. Under its Man the Bay initiative, Urban Ed Academy has developed a robust partnership network of over 25 Historically Black Colleges and Universities from which to recruit Black male college graduates to relocate to the Bay Area and train to become elementary school teachers. The organization makes fall and spring semester visits to schools within the partnership network to establish rapport and connection with prospects as well as administrators and professors who can make direct referrals to the initiative. In 2021, UEA generated over 300 leads for completed applications to its program. In exchange for a four year commitment to teaching, UEA offers residents comprehensive cost coverage of relocation to the Bay Area, all credential-related fees, and comfortable housing provisions for four years.

UEA's approach to recruitment and engagement includes building out three points of entry at each HBCU: traditional career services contacts; one non-education school professor as champion and host; and direct student leadership engagement through athletics and Greek-letter organizations. Where possible, UEA also establishes contact with the offices of the university president and provosts to help push conversations within the three points of entry further.

UEA's recruitment efforts are part of a larger strategy to establish pathways for Black male teaching candidates in Northern California in partnership with Kingmakers of Oakland. The organizations are in conversations with community colleges and California State University campuses in the Bay Area to set up a 2-year onramp for interested Black male college students to begin work during their junior or senior year to defray the cost and time needed post-graduation to matriculate into a credentialing program successfully. UEA brings both the existing HBCU pipeline and the future local recruitment pipeline to the collaborative table with OUSD and CalStateTEACH.

Exhibit B

Budget

(Supplied by Grantee, Appendix G)

	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor Teacher Professional Development/ Training Mentor Teacher Stipend (this may include housing stipends)	\$3,000 for Mentors	8	\$24,000 for mentor stipends
Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			
Salary/Stipend for Residents (this may include housing stipends)	\$16,250	8	\$130,000
IHE Faculty Stipends	\$1250	8	\$10,000
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$750	8	\$6000
Induction Support for Residents who Complete the Program Residency program staff costs			

Grant Number: 2021TRE19

Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$1,250	8	10,000
Other (describe below) Recruitment, Resident Support, and Mentor PD	\$2,500	8	20,000
	\$25,000	8	\$200,000

Expansion Grant - Cal State Teach-Urban Ed Academy-OUSD

Appendix C: Application Cover Page and Contact Information

Appendix D: Teacher Residency Expansion Grant Program Summary

Appendix E: Teacher Residency Expansion Grant Assurance Statements and Partnership Agreements

Section 1: Overview of the Current Operational Teacher Residency Partnership between the Applicant LEA and the Collaborating IHE(s)

Section 2. Describe the Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversify the Teacher Workforce of the LEA(s) to Match the LEA(s) Community's Diversity (10 points)

Section 3. The Expanded Teacher Residency Program to be Implemented

Section 4: Key Program Personnel and Shared Program Governance

Section 5. Sustainability

Section 6: Data Collection, Evaluation Reporting, Assurances, and Partnership Agreements

Section 7: Budgets and Budget Narratives for Each Program Year, including Matching Funds

Appendix G, Part I: Teacher Residency Expansion Grant Budget Overview Forms

Appendix G, Part II: Teacher Residency Expansion Grant Budget Overview Form

Section 8: Appendix H, Statutory Priority Points

Section 9: IHE Partnership Letters

Section 10: Appendix I, Grant Stewardship and Accreditation Status

Appendix C: Application Cover Page and Contact Information

Teacher Residency Grant

Applicant Information:

Name of LEA Applicant: Oakland Unified School District

Mailing Address: 1000 Broadway, Suite 150 Oakland, CA 94607

CDS Code: 01-61259-0000000

Contact Information

Contact Person: Sarah Glasband, Director of Talent Development - Recruitment & Retention

Telephone: 510-517-7414

Email: sarah.glasband@ousd.org

LEA Fiscal Agent Information

Name of Fiscal Agent: Lisa Grant Dawson, Chief Business Officer

Oakland Unified School District

Mailing Address: 1000 Broadway, Suite 450 Oakland, CA 94607

Telephone: 209-453-9114

Email: lisa.grantdawson@ousd.org

Alternate Contact Information

Name of Alternate Program Contact Person: Tara Gard

Title: Chief Talent Officer

Telephone: 510-879-1155

Email: tara.gard@ousd.org

Appendix D: Teacher Residency Expansion Grant Program Summary

Appendix D Teacher Residency Expansion Grant Program Summary

Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Fill in this form as applicable to the Teacher Residency Expansion Grant. Note: You may select any number of the residency programs listed below; this form may be expanded if additional pages are needed.

Estimate the target number of residents and the proposed per resident spending by credential or program type:

Residency Area	Target Number of Residents Annually	Proposed Amount of Grant Funds Per Resident
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Multiple Subjects with or without added authorizations	8 per year	\$25,000

LEA(s) and school sites where the residents would be placed. Please add rows as needed.

LEA(s)	School(s) for Resident Placement	Number of Residents Annually	Residency Area
Oakland Unified School District	Allendale Elementary	2	Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Multiple Subjects with or without added authorizations
Oakland Unified School District	Piedmont Ave Elementary	2	Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Multiple Subjects with or without added authorizations
Oakland Unified School District	Burckhalter	2	Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Multiple Subjects with or without added authorizations
Oakland Unified School	Martin Luther King, Jr.	2	Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity

District	Elementary		– Multiple Subjects with or without added authorizations
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Provide the rationale for the selection of the identified resident placement schools:

A preliminary assessment of OUSD schools highlighted these schools with strong African American site leaders who understand the need for a diverse teacher force and the impact that can have on student outcomes. We also identified the number of potential affinity based matches based on teacher ethnicity, credential type, teacher permanency and credential status. These sites serve predominantly low-income Black and Brown students and aim to provide the highest quality education for their students. These sites are committed to supporting Black male teaching candidates on the path to a Preliminary credential while benefiting from a built-in pathway for Black male educators.

Partner IHE(s) for the Teacher Residency Expansion Grant

Partner IHE	Residency Area
CalStateTEACH	Multiple Subjects Pathway (with or without added authorizations)

Appendix E: Teacher Residency Expansion Grant Assurance Statements and Partnership Agreements


The Residency Program Assures the Commission that if awarded grant funding:

1. All residents will teach at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework. (Appendix A (a)(2))
2. It is the responsibility of the Commission-approved teacher preparation program offered at the regionally accredited IHE to enroll the candidate in the program and to recommend a resident for the preliminary teaching credential once all requirements have been met.
3. Grantee LEAs or consortiums agree to prepare residents to teach and eventually be hired in a school within the jurisdiction of the grant recipient.
4. All residents agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. (Appendix A (j))
5. Each resident employed by the grantee LEA will receive mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate. (Appendix A (g)(3))
6. The LEA and IHE will cooperatively comply with annual reporting requests including but not limited to:
 - a. Teacher Residency Expansion Grant Program Annual Report– this template and the exact reporting areas are subject to change.

The Teacher Residency Expansion Grant Program Projections Report- this template and the exact reporting areas are subject to change.

- b. Results from candidate and program graduate surveys of the quality of preparation they received.
- c. Best practices found to be effective in implementing the program.
- d. Factors promoting or hindering program implementation.
- e. Lessons learned in order to inform future investments in this type of 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:

<p>By signing below, I affirm that:</p> <ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application including the assurance statements included on this form. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Expansion Grant, the LEA agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 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, April 15, 2022

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

<p>By signing below, I affirm that:</p> <ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application including the assurance statements included on this form. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Expansion Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application. 	
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Name of Signatory:	Dr. Ernest Black
Title of Signatory:	Systemwide Director
IHE Signatory Represents:	CalStateTEACH
Signature: <i>Electronic signatures are acceptable</i>	<i>Ernest Black</i>
Date:	Friday, April 15, 2022

Section 1: Overview of the Current Operational Teacher Residency Partnership between the Applicant LEA and the Collaborating IHE(s)

OUSD and CalStateTEACH have been in partnership for more than a decade, mutually supporting teacher candidates on the multiple subjects pathway. Like OUSD, CalStateTEACH currently has a widely diverse student population and continues to strive for similarly diverse representation in its staffing. With approximately one-third of its faculty hailing from historically marginalized groups, CalStateTEACH is poised to provide exceedingly culturally responsive academic and social emotional support to its candidates. As the credentialing partner for this expansion teacher residency, CalStateTEACH provides support for completion of credentialing requirements and practicum supervision. Candidates in the expanded teacher residency program are guided through a full academic year of rigorous training alongside a strong in-service teacher. In addition, CalStateTEACH boasts the faculty support of several committed, Black male educators, who layer in academic assistance and direct mentorship to candidates, essential to aiding affinity-based support to Black male credential candidates.

This three-way expansion partnership between Oakland Unified, Cal State Teach, and Urban Ed Academy provides a vehicle for the identification and recruitment of Black male educators, provides high-quality content for teacher preparation, ample practicum in a skilled mentor teacher's classroom within a supportive school environment, and most importantly, provides financial support for living expenses that may make it a more sustainable pathway for candidates. In addition, we have taken into consideration the intangible supports which are crucial to development and retention for educators of color, such as affinity mentor and peer support, credentials counseling, and advocacy and support for the employment process (e.g., mock interviews, resume reviews, connecting with hiring managers) (Bristol, et al., 2020).

The partnership represented in this expansion grant proposal reflects critical components of high quality residency programming, including mission and vision alignment, creating coherence to support mentor professional development in racial affinity space, contextually specific coursework aligned with the California Standards for the Teaching Profession, as well as alignment with Oakland's Effective Teaching Framework and high quality induction program. In an effort to create long term program sustainability, we are including in our collaboration our labor partners in addition to community stakeholders such as our Black Reparations taskforce.

Our mission across organizations is aligned. Developing a diverse and stable workforce is one of the four pillars of OUSD's Strategic Plan, a welcome initiative to help mitigate the nationwide teacher shortage. The mission of CalStateTEACH is to empower and equip teacher candidates to support diverse learners for California's future. Urban Ed Academy (UEA) is a San Francisco Black-led nonprofit with the mission of building equity in education through representative leadership in and around schools. We align in our support for the development of Black male educators to support all of Oakland's students and families, as well as our belief and work to build a high quality, aligned year long teacher preparation pathway through the Oakland Teacher Residency program. We have worked to align our programming across entities to ensure candidates will be supported through a full year of clinical practice before entering the teacher workforce as prepared, day one teachers.

Candidates entering through this pathway will be folded into the Oakland Teacher Residency (OTR), which to date has supported 48 candidates in STEM and Special Education since its inception in 2019. The OTR has an established infrastructure for mentor identification and professional development; the mentor matching process; test preparation support; credentials

counseling; and job placement support, which includes mock interviews, resume reviews, and introductions to site hiring committees. Aside from base funding support through this grant, candidates on this pathway may receive additional funding through the classified grant program, which OUSD hopes to renew this spring.

This residency expansion partnership builds on existing efforts between Urban Ed Academy and OUSD for four existing teacher fellows under the Man The Bay program. Starting in August 2021, four fellows were placed at the following OUSD elementary schools: 1) Carl Munk ES (due to close at the end of 22-23); 2) RISE Prep/Highland ES; and 3) Peralta ES. All four fellows are on track for acceptance into CalStateTEACH and will begin work as teaching interns following their residency year as part of our pilot partnership.

The three entities are aligned in the mission and commitment to increase the diversity of the educator workforce, and each plays a crucial role in this pathway collaboration. Urban Ed Academy (UEA) has a mission to place one Black male teacher in every elementary school in Oakland and San Francisco. Under its Man the Bay fellowship, UEA provides three verticals of support to in-migrate more Black male candidates into the profession: educational community development, “zero-to-credential” support for HBCU graduates, and affordable housing provisions for four years of the fellowship. UEA provides targeted HBCU recruitment, relocation, and housing assistance to bridge new Black male candidates to the Bay Area. UEA will partner with members of OUSD’s Recruitment and Retention team in order to determine a flow of support and onramp conversations to aid aspiring Black male educators in learning about the residency opportunity and navigating the interest and application process across OUSD, CST and UEA.

The mutual aims of the partnership are reflected in the co-created resident and mentor profiles aimed to maximize the likelihood of each candidate successfully completing the program. Metrics take into account candidates’ capacity to lead as the sole teacher of record; attitude and stance toward teaching elementary students as male teachers; the motivations for becoming educators; among others. Mentors who play a significant role in residents’ development are thoughtfully vetted through observation, principal recommendation, and positive evaluations on the Oakland Effective Teaching Framework (aligned with state standards), as well as years of experience and critical awareness of the need for Black male educators and the common barriers faced by teachers of color. Professional development for mentors will be enhanced to deepen mentor capacity to support Black male teachers specifically in racial affinity space.

Finally, we are committed to ensuring employment for all educators training through the Oakland Teacher Residency. Given the retention issues we face annually, due in part to the high cost of living in the bay area, we consistently hire 400+ educators, including at least 200 Multiple Subjects candidates. This residency expansion will be a welcome support for our work to staff classrooms with high quality, diverse educators who are well trained for their roles.

Section 2. Describe the Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversify the Teacher Workforce of the LEA(s) to Match the LEA(s) Community’s Diversity (10 points)

Teacher turnover, particularly for teachers of color, is endemic to large urban districts like OUSD. High-quality teacher preparation and support are key factors that have been shown to mitigate turnover rates for teachers of color, and residency programs provide the type of

wrap-around support that position new educators to be better prepared to engage with the challenges of teaching and stay long enough to possibly become leaders in the district later in their careers (Carver-Thomas, 2018). Unfortunately, many teachers of color are unable to access high quality teacher preparation programs that offer unpaid practicum under the tutelage of a mentor teacher.

Due to the chronic stress of teaching through the pandemic, and the acute stress on Black and Brown educators, we are facing a wave of teacher resignations locally and nationally. In Oakland Unified, we already have 116 teaching vacancies, up from 40-60 in previous years at the same time. Close to 18% of our current resignations are Black educators. Despite the difficulty and challenge of recruiting during this time, it has never been more critical that our students are served by educators who represent their diverse needs and backgrounds.

Over the last several years, Oakland Unified has worked diligently to develop and strengthen pathways for diverse, representative educators for Oakland's students. Through investments from the state in Special Education workforce development via the Local Solutions grant, the Classified to Teacher grant program, Oakland Teacher Residency for Special Education and STEM, and private investments in a middle school career lattice development program funded by Salesforce, we are making strides in recruiting and retaining diverse educators. In addition to these investments, we have continued strengthening our After School to Teacher pathway and developed affinity based support for Latinx educators through our Maestr@s program. Across our pathway programs, our retention rate is close to 90%. Several years ago, we also piloted affinity based professional development for novice educators of color through the Haas Foundation and UC Berkeley. These programs lay the groundwork for building an affinity based residency program with a specific focus on the development of African American male educators.

African American male students represent 11.1 percent of our student population in Oakland Unified, while 6.1% of our teaching population identifies as a Black male. Fifty-one percent of our Black male teaching population is not yet permanent, or tenured, and just 25 percent of our Black male educators (36 people) are serving in elementary schools, mostly in Special Education and Manhood Development programs. Of our Black male educators districtwide, 38 percent are serving on less than a Preliminary credential. This data represents a critical need to increase the number of permanent, credentialed and tenured Black male educators in general education Multiple Subjects settings for our students, their families, and our community.

Through this collaboration, the aim is to serve eight Fellows each year of the program, for a total of 40 Resident Fellows graduating with the Multiple Subjects credential from 2022 through 2027. Through a preliminary assessment of OUSD schools, we identified sites with strong leadership by African American site administrators who understand the need for a diverse teacher force and the impact that can have on student outcomes. We also identified the number of potential affinity based matches based on teacher ethnicity, credential type, teacher permanency and credential status. These sites serve predominantly low-income Black and Brown students and aim to provide the highest quality education for their students. By placing a minimum of two candidates per site, we aim to promote a culture of affinity based, anti-racist deep teacher learning and support at these "hub sites." These sites are committed to supporting Black male teaching candidates on the path to a Preliminary credential while benefiting from a built-in pathway for Black male educators. These sites currently include: 1) Piedmont Ave Elementary School, 2) Allendale; 3) Burckhalter; and 4) Martin Luther King, Jr. Elementary School. While

these sites are exemplary for an initiative such as this, the OUSD Recruitment and Retention team supports 48 elementary schools and hires an average of 400 teachers yearly, and are positioned to ensure support for employment for residents at sites throughout the District.

Section 3. The Expanded Teacher Residency Program to be Implemented

Through this collaboration, the aim is to serve eight Fellows each year of the program, for a total of 32 Resident Fellows graduating with the Multiple Subjects credential from 2022 through 2026. Under its Man the Bay initiative, Urban Ed Academy has developed a robust partnership network of over 25 Historically Black Colleges and Universities from which to recruit Black male college graduates to relocate to the Bay Area and train to become elementary school teachers. The organization makes fall and spring semester visits to schools within the partnership network to establish rapport and connection with prospects as well as administrators and professors who can make direct referrals to the initiative. In 2021, UEA generated over 300 leads for completed applications to its program. In exchange for a four year commitment to teaching, UEA offers residents comprehensive cost coverage of relocation to the Bay Area, all credential-related fees, and comfortable housing provisions for four years.

UEA's approach to recruitment and engagement includes building out three points of entry at each HBCU: traditional career services contacts; one non-education school professor as champion and host; and direct student leadership engagement through athletics and Greek-letter organizations. Where possible, UEA also establishes contact with the offices of the university president and provosts to help push conversations within the three points of entry further.

UEA's recruitment efforts are part of a larger strategy to establish pathways for Black male teaching candidates in Northern California in partnership with Kingmakers of Oakland. The organizations are in conversations with community colleges and California State University campuses in the Bay Area to set up a 2-year onramp for interested Black male college students to begin work during their junior or senior year to defray the cost and time needed post-graduation to matriculate into a credentialing program successfully. UEA brings both the existing HBCU pipeline and the future local recruitment pipeline to the collaborative table with OUSD and CalStateTEACH.

After the recruitment and selection process by UEA, candidates are supported to apply to the Oakland Teacher Residency and CalStateTEACH. Upon successful completion, candidates are invited before the start of the school year to an orientation led by representatives of UEA, CalStateTEACH and OUSD. The orientation would be an opportunity to meet mentors, to understand pathway milestone requirements, and the tangible and intangible supports available to them regarding various aspects of the program (credentialing, social-emotional, housing, employment, professional development, and so on), as the launch to residents' full participation in the program.

The current residency program in OUSD focuses on recruiting candidates in the hard-to-staff fields of STEM and Special Education in partnership with other credentialing institutions. This expansion grant would support the evolution of the partnership between OUSD, UEA and CST while maintaining its focus in providing opportunities for candidates looking to

earn and teach in a single subject Science, Math or Ed Specialist setting to include the Multiple Subjects credential area, specifically for Black male candidates. For 2022-23, this would effectively double the number of UEA residents in OUSD receiving support through the credentialing process. CST will continue preparing OUSD teacher candidates earning Multiple Subject credentials with bilingual authorizations, but the residency will allow for more concentrated effort of guiding Black male identifying candidates through the process. CST's Association for Advancing Quality in Educator Preparation (AAQEP) association and CTC accreditation ensures that our teacher residents will be receiving high-quality teacher preparation. This high quality preparation will ensure that UEA's fellows can matriculate into a credential program during the first year of their fellowship and focus efforts on the social emotional support that UEA is able to provide their residents.

The expansion of the current residency program to serve Black male candidates in obtaining a Multiple Subjects credential is a natural and necessary next step in augmenting existing efforts and pathway programs underway in OUSD. This year OUSD hired two Coordinators of Diversity and Inclusion focusing on broad efforts to increase the number of Black and Brown educators in the district to support Black and Brown excellence as part of its Strategic Plan. While multiple teacher pathways have been established, this grant allows for the specific recruitment and retention of Black male candidates who can be held within a network of institutional support to ensure successful credential completion and robust teacher preparation to optimize teacher retention. Furthermore, the grant allows OUSD to broaden its recruitment outreach nationwide to include HBCUs.

Currently there are 20 mentors working in the existing Oakland Teacher residency program. Eight additional mentors would be needed to support this expansion. These mentors will be recruited with a focus on those that would match the residents demographics, beginning with high quality Black male identifying elementary school teachers with the capacity to take on a mentee.

OUSD has a strong mentor program that is continuously being developed to support the identification and training of experienced teachers for leadership opportunities and continued growth. Understanding that the best chance for the teacher residents to succeed is for them to be matched demographically, Black Male identifying elementary teachers will be prioritized as mentors. Due to the constraints regarding the number of qualified Black Male identifying elementary teacher mentor candidates in the district (approximately 20) and resident site locations, Black female mentors may be considered as well.

OUSD, UEA, and CST will collaborate in a mentor selection process that fits the shared vision for resident support. This mentor selection process begins with the identified clear-credentialed teachers who receive positive principal recommendations, supported by evaluations based on the Oakland Effective Teacher Framework, a consideration of the teachers' seniority, and concluding with an interview identifying the teachers' critical anti-racist stance and capacity to mentor Black Male identifying elementary school teachers. We will share an interest form with all potential mentor candidates to ensure equity in the recruitment and

selection process. Some questions we will ask on the initial interest survey include: What might you focus on as you support the development of Black male elementary school educators? What constitutes anti-racist teaching? How are you as an educator working toward racial justice in your school setting?

The training of mentors will be done through ongoing programs that exist in OUSD and CST. In OUSD the New Teacher Support and Development team provides training in high quality, equity-based mentor practices at varying levels of experience, offered throughout the year. Additionally, mentors will receive complementary training through CST that has been designed to specifically deepen affinity based mentorship practices. Earlier in 2022, OUSD and CST received a CTC capacity grant to co-design professional development for mentor teachers to support Black male teachers specifically. While the partnership continues to finalize specific selection criteria for mentor teacher participation, vetting considerations include direct classroom observations, positive principal recommendations, positive evaluations based on OETF, and seniority. In order to account for racial equity values alignment, candidates will be required to submit a questionnaire about their interest in the program and their disposition on statistics from the recent Johns Hopkins study on the impact Black male teachers have on same-race matched students and students of all backgrounds.

Consistency will be ensured across school sites and administration through program management. Monthly meetings between OUSD, CST and UEA will ensure information is being properly disseminated between all site leaders, residents and mentors. Although school sites have cultures of their own, the training mentors receive and the affinity spaces organized for residents will be spaces for each group to share experiences and lift up any successes or challenges that can be implemented or resolved through collaboration of all parties. Additionally, OUSD currently hosts monthly professional development for Teacher Residents across programs. Integrating residents from this program into those meetings will be another opportunity to establish consistency.

This collaborative effort will involve two major modifications to the current teacher residency programming embedded within OTR: (1) resident recruitment efforts supplied by Urban Ed Academy as part of their pre-residency work; and (2) co-designed teacher mentor curriculum installed for OUSD mentors, with a focus on new Black male educator support.

Recruitment through the UEA broadens the pool of potential candidates participating in the residency. Through Grow Our Own programs, OUSD is able to do a lot of recruitment of local candidates interested in becoming credentialed teachers in the district. With UEA having three entry points at 25 HBCUs the prospective candidates for Black Male Elementary teachers grows exponentially. The offerings provided by UEA including housing, enculturation, and mental health services provide unique support to the residents that OUSD is not able to provide independently. Given the challenges with resident retention, an additional close focus on the health, well-being, and long term investment in our teacher residents will yield higher levels of retention.

OUSD currently provides mentor training for teacher mentors at varying levels of experience. This partnership tailors the learning to the mentors’ needs in supporting their mentees. Co-designing the mentor curriculum with CST will further tailor the offerings to specifically meet the needs of Black male identifying educators. This will allow OUSD to continue to make progress in the goal of increasing retention of Black staff through well designed mentor teacher training and affinity based support.

Section 4: Key Program Personnel and Shared Program Governance

The leaders responsible for program management across the three entities are identified in the charts below:

Oakland Unified Staffing	Roles & Responsibilities
Sarah Glasband 0.2 FTE Director of Talent Development, Recruitment and Retention	Lead agency, overall management of the Teacher Residency Expansion Grant, support with oversight, management, and reporting for the grant. Responsible for budget management, monitoring and operations. Responsible for ensuring that the Teacher Residency Expansion Grant functions as a consistently shared responsibility between the LEA, CalStateTEACH, and Urban Ed Academy.
Tien Truong, 0.05FTE Financial Accountant	Responsible for Fiscal Management, Oversight, and Partnership for the expansion grant.
Soo Hyun Han-Harris, 0.5 FTE Coordination of Retention & Employment	Provide project management and coordination of Oakland Teacher Residency program and partnerships. Responsible for collaborating across partners on resident mentor recruitment, engagement, and selection.
Jarrett Austin-Thomas, 0.2 FTE Coordinator of Diversity and Inclusion	Serves as Coordinator of Diversity and Inclusion, with a specific focus on the development of Black educators in Oakland. Will collaborate to determine best practices for affinity based mentorship and cohort development in partnership with CST and UEA. Responsible for supporting the resident experience and learning cycles.
Lisa Rothbard, 0.1 FTE Director of New Teacher Support and Development	Manages mentor development and induction program development for Oakland Unified for novice educators. Will support high quality induction for resident graduates.

Mark Davenport, 0.1 FTE Talent Development Associate	Supports recruitment in partnership with Urban Ed Academy on behalf of Oakland Unified. Responsible for collaborating on resident recruitment and selection.
Mentor Teachers	Support teacher development through modeling, coaching, and providing opportunities for gradually-increasing responsibility within Mentor’s classroom.
Principals of residents’ sites	Support teacher development through the support and inclusion of residents in school-wide events relevant to teaching staff, and provide input to strengthen “hub site” development.
Oakland Education Association Representatives	Provide collaboration, partnership, and design support for the building and maintenance phases of the Man the Bay program.
Representatives from the Oakland Unified Black Thriving Taskforce	Support with design, recruitment, mentor professional development, and ongoing progress monitoring and troubleshooting.

CalStateTEACH Staffing	Roles & Responsibilities
Dr. Ernest Black 0.2 FTE Systemwide Director	Responsible for ensuring that the Teacher Residency Expansion Grant functions as a consistently shared responsibility between the LEA, CalStateTEACH, and Urban Ed Academy.
Dr. Kirk Kirkwood 0.5 FTE Faculty Advisor	Mentor support, instructing, registration troubleshooting, and facilitation of learning through instruction.
Dr. Ed Rice 0.1 FTE Faculty Advisor	Mentor support, Male Education Network coordinator, candidate support with registration, and facilitation of learning through instruction
Dr. David Sandles 0.2 FTE Interim Regional Director	Mentor support for each candidate, registration, enrollment, and general student affairs issues, retention support through Male Education Network, and facilitation of learning through instruction
Dr. Taquan Stewart 0.2 FTE Faculty Advisor	Mentor support, instructing, registration troubleshooting, and facilitation of learning through instruction.

Dr. Darren Early 0.2 FTE Faculty Advisor	Program Implementation, Leadership and Guidance
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Urban Ed Academy Staffing	Roles and Responsibilities
Daniel Rumley, 0.2 FTE Chief Partnerships Officer	Manager of resident recruitment; lead contact with a network of Historically Black Colleges and Universities. Team lead for candidate vetting and selection.
Nicholas Banks, 0.2 FTE Fellowship Director	Manager of cohort development activities—personal, professional, and educational development. Lead liaison between CalStateTEACH and Urban Ed Academy. Accountability for mentor teachers.
Rachel Roberts, 0.2 FTE Director of Operations and Human Resources	Operational and administrative support for resident relocation efforts, including transportation, housing, and allocation of additional living stipends.
Randal Seriguchi, Jr., 0.2 FTE Executive Director	Responsible for ensuring that the Teacher Residency Expansion Grant functions as a consistently shared responsibility between the LEA, CalStateTEACH, and Urban Ed Academy. Partnership management and coordination. Supplemental fundraising efforts for financial sustainability of partnership activities.

Key staff across Cal State Teach, Oakland Unified and Urban Ed Academy will collaborate regularly in order to ensure a strong, well organized and robust residency program. This teacher residency partnership will be governed by a Memorandum Of Understanding we are working to establish among the Oakland Unified School District, CalStateTeach and the Urban Education Association. As the lead LEA, OUSD staff Sarah Glasband will support the coordination of the financial, planning, and programmatic design of the Oakland Teacher Residency in partnership with Kirk Kirkwood, David Sandles, Ed Rice and Taquan Stewart of CalStateTeach, and Daniel Rumley, Nicholas Banks, Rachel Roberts and Randal Seriguchi of the Urban Ed Academy.

OUSD will be the lead agency responsible for the oversight, management, and reporting for the expansion grant, with support from partnering programs. Additionally, OUSD will be providing ongoing project management through the existing Oakland Teacher Residency structure, identification of mentors and sites for practicum, and providing foundational mentor training through the New Teacher Support team in partnership with CalStateTEACH. Urban Ed

Academy will be responsible for supporting recruitment, selection, and development of cohort activities including professional development for candidates.

Professional development for mentors will be jointly provided by the three partners. In addition, CalStateTEACH will be supporting mentors and mentor development, including providing additional differentiated support for affinity mentorship practice. To ensure ongoing shared responsibility for the success of the program, all parties will meet weekly to launch, then shift to bi-weekly meetings for ongoing coordination and troubleshooting.

Section 5. Sustainability

As we complete year three of our Oakland Teacher Residency program for Special Education and STEM in partnership with Alder GSE and Trellis Education, we are working toward program sustainability for our teacher diversity collaboration. Utilizing best practices from Bank Street and the Learning Policy Institute, OUSD is considering creative strategies to offset the resident stipend through employing residents as substitute teachers, classified staff, and in after school programs and other community-based organizations. The partnership will also engage in the Local Control Accountability Plan development process between March and June of the school year, seeking to leverage impact data available amongst the partners and advocating for budgetary shifts to support line items associated with this grant. The team will focus LCAP advocacy efforts with the OUSD school board and will take advantage of analytical work covered to replicate efforts with Alameda County Office of Education and the California Department of Education.

The collaborative sees program sustainability in two major buckets: financial resource considerations and human resource considerations. Using Bank Street's P-12 Residency Funding tool as a guide, we plan to account for projections of reallocated roles, budget shifts, and savings from reduced turnover as best as possible as part of the calculus for furthering residency work beyond the 40 Black male residents brought on through the collaborative. We believe that this effort has to be a shared responsibility across the major public stakeholders impacted by new Black male teachers in Oakland: OUSD, the City of Oakland, Alameda County, and the State of California. This extension of residency programming to a specific profile of teacher resident relies on inputs across multiple categories: education, workforce development, community development, and housing. Outside of OUSD, the other local and state levels of government have budgetary priorities that align with the goals of the partnership covered under this grant. The four-year window of this collaboration will be used to identify champions, analyze impact data, and advocate for multi-year budgetary inclusion at each level.

Another opportunity for creating a sustainable source of funding for the years beyond this grant would be to build a network of district revenue streams leveraging the co-designed teacher mentor curriculum and professional development as a resource. Tara Gard, the Chief Talent Officer, Dr. Sondra Aguilera, our Chief Academic Officer, and Jenine Lindsey, our Executive Director of Labor Relations are all key senior leaders who will collaborate with Human Resources leaders, Sarah Glasband, Soo Hyun Han-Harris, and Jarrett Austin-Thomas, to

develop a plan for program sustainability when the grant funding sunsets in collaboration with stakeholders in the community, such as our labor partners.

Section 6: Data Collection, Evaluation Reporting, Assurances, and Partnership Agreements

The OTR leadership at Oakland Unified is responsible to collect, analyze, monitor, and provide all required reporting data in a timely way to the grantor and any third party program evaluation partner, such as WestEd. We have an ongoing data monitoring system for our current residency programs that we will expand to include the Urban Ed Academy/CalStateTEACH expansion program. We also partner closely with our Human Capital Data Analytics lead to track and monitor all data from the beginning of pathway participant's time in Oakland Unified to support monitoring and data collection across all stages of educators' career development and trajectory, from initial onboarding through each subsequent transition.

Additionally, to continue to monitor our progress in an ongoing way, OTR is a National Council on Teacher Residencies (NCTR) program/partner and as a result we received continuous program monitoring and feedback. Additionally, we also are supported through the technical assistance of the CA Residency Lab, and we are continuously monitoring our program goals through feedback from residents, mentors, and IHE partners. Our partners ensure that we have technical assistance support to ensure regular collection of formative and outcome data and analysis. We will collaborate with our technical assistance providers (CA Lab, NCTR, WestEd) to examine the intervals and data collection milestones across partners to inform our program development.

Program goals include mentor engagement and data collection, formative feedback and data collection from residents, site administrators, coaches from Urban Ed Academy, and feedback and survey data collection from Faculty Advisors from CST. We will make a plan to collect and analyze this data at regular intervals, studying what is needed from data partners, such as WestEd and NCTR, and where we may want to add markers for additional data collection so there is no redundancy. Through the investment of this expansion grant, we are working across partners to develop a structure for ongoing qualitative and quantitative feedback with Urban Ed Academy.

Section 7: Budgets and Budget Narratives for Each Program Year, including Matching Funds

Mentor Teacher Professional Development/ Training Mentor Teacher Stipend

Grant funding will be used for the mentor stipend to compensate mentors for their time preparing for and meeting with teacher residents, observing teacher practice, and providing feedback. These funds will also be used for 10 hours of professional development of OUSD Teacher mentors through CST.

Salary/Stipend for Residents

Funding from the grant will pay Teacher Resident stipends of \$15,000 and benefits over the course of 10 months for their work as apprentices.

Examination fees for Residents to Earn a Preliminary Credential

A total of \$750 in grant funding will be available for each teacher resident in need of support to satisfy licensure exams such as: CBEST, CSET, EdTPA/calTPA, and RICA. Through OUSD in kind support teacher residents will have access to online and in person test preparation.

IHE Faculty Stipends

This grant will support additional work from our IHE partners at CalStateTEACH. We will utilize a small portion of the per resident funding to support the additional investment over and above the position of the CalStateTEACH IHE faculty, including close mentorship of UEA fellows, program development, data collection and analysis, and partnership development.

Program Administration

OUSD requires a five percent administrative fee from grants received in order to effectively administer the grant.

Other (describe below)

Recruitment, Resident Support, and Mentor Professional Development

Our partners at the Urban Ed Academy will be responsible for recruitment, selection, and support of residents as well as collaboration across partners for mentor professional development focused on the specific needs of Black Male elementary school educators and mentorship in affinity spaces.

Appendix G, Part I: Teacher Residency Expansion Grant Budget Overview Forms

Grant Funds

	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor Teacher Professional Development/ Training Mentor Teacher Stipend (this may include housing stipends)	\$3,000 for Mentors	8	\$24,000 for mentor stipends
Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			

Salary/Stipend for Residents (this may include housing stipends)	\$16,250	8	\$130,000
IHE Faculty Stipends	\$1250	8	\$10,000
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$750	8	\$6000
Induction Support for Residents who Complete the Program Residency program staff costs			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$1,250	8	10,000
Other (describe below) Recruitment, Resident Support, and Mentor PD	\$2,500	8	20,000
	\$25,000	8	\$200,000

Appendix G, Part II: Teacher Residency Expansion Grant Budget Overview Form

Matching Funds

Program Component	Actual Matching Funds Amount	In-Kind Matching Funds Amount	Total Matching Funds
Mentor Teacher Professional Development/Training		\$30,000 (UEA) \$24,000 (OUSD) \$25,000 (CST)	\$79,000
Mentor Teacher Stipends			

Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)	\$4,000 (OUSD)		\$4,000
Salary/Stipend for Residents	\$12,800 (OUSD) Benefits overhead costs per resident		\$12,800 (OUSD)
IHE Faculty Stipends			
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)			
Induction Support for Residents who complete the program	\$14,000 (OUSD)	\$60,000 (OUSD)	\$74,000
Residency Program Staff costs		\$180,000 (OUSD) \$85,000 (CST)	\$265,000
Program Administration			
Other (describe below) Recruitment, Resident, and Mentor Support		\$80,000 (UEA)	\$80,000
Other (describe below) Consultants/Technical Support Provider	\$25,000 (OUSD contribution to technical assistance providers)		\$25,000
GRAND TOTALS	\$55,800 (OUSD)	\$484,000 (ALL) \$264,000 (OUSD)	\$539,800

Section 8: Appendix H, Statutory Priority Points

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the characteristics listed below.

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

1. Applicant LEA or consortium has a commitment to increasing diversity in the teaching workforce.

Yes

If “Yes,” provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and teachers.

Citation from Black Reparations Resolution: BE IT FURTHER RESOLVED, the Board directs the Superintendent to include in the 2021-2023 Strategic Plan the creation of a recruitment and retention plan for Black teachers and Black school leaders that meaningfully develops their capacity through implementation of competitive salaries and benefits, professional training, coaching and mentorship, and opportunities for growth.

The Oakland Unified School Board also adopted Board Policy 5032, which makes a firm commitment to equity in Oakland Unified, including for marginalized staff and students.

2. Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.

Yes

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

Name	% FRL	Location	CDS Code
Martin Luther King Jr. Elementary School	94.6%	960 Tenth St. Oakland 94607-3106	01 61259 6072235
Burckhalter Elementary School	83.1%	3994 Burckhalter Ave. Oakland 94605-2616	01 61259 6001689
Allendale Elementary School	81.3%	3670 Penniman Ave. Oakland 94619-1116	01 61259 6001630

Piedmont Ave Academy	72.6%	4314 Piedmont Ave. Oakland 94611-4716	01 61259 6002117
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3. Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.

Yes

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

Name	Location	CDS Code
Martin Luther King Jr. Elementary School	960 Tenth St. Oakland 94607-3106	01 61259 6072235
Burckhalter Elementary School	3994 Burckhalter Ave. Oakland 94605-2616	01 61259 6001689
Allendale Elementary School	3670 Penniman Ave. Oakland 94619-1116	01 61259 6001630
Piedmont Ave Academy	4314 Piedmont Ave. Oakland 94611-4716	01 61259 6002117

4. 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.

The percentage of unduplicated pupils in Oakland Unified School District is 76.5%.



LOS ANGELES REGIONAL CENTER

www.calstateteach.net

April 11, 2022

To Whom it May Concern:

With the overall goal of establishing a viable pipeline of Black male teacher candidates, CalStateTEACH eagerly collaborates with Oakland Unified School District (OUSD) and Urban Ed Academy (UEA) to bring about substantive change and develop a viable, potentially transformative pipeline of educators. Please see our responses below to each strand of the IHE partnership expectations:

a) Description of shared recruitment efforts so that resident applicants understand and agree to all elements of the teacher residency program

Each of the three partners OUSD, CST, and UEA will fulfill varying aspects of the partnership. The primary recruitment responsibility will be filled by UEA representatives, who will travel to Historically Black Colleges and Universities (HBCU) to present the residency offering to prospective candidates. UEA will detail the responsibilities of prospective candidates and outline the program expectations in accordance with its policies. UEA also conducts virtual follow-up sessions with prospective candidates to provide additional points of clarification as needed. In addition, the other partners will provide candidate orientation support.

OUSD will also situate prospective candidates in its district and the overall partnership by providing orientation sessions that enumerate the human resources available to candidates, discussing and distributing the district handbook, and providing additional support and responsibilities needed for success in OUSD.

Similarly, CST will provide support for the recruitment and orientation efforts of prospective candidates with early explanation of program expectations, principally found in our program

handbook, and work with candidates to understand the coursework completion requirements, the Clinical Experience (CE) hours, and the grade point average requirement to maintain good standing in our program.

Additionally, all partners collaborate to ensure the initial application reflects the needs of all stakeholders and that it potentially yields responses that reveal strong candidate interest in transforming the lives of students.

b) The name of the commission-approved credential program(s) included in the teacher residency program.

CalStateTEACH

CalStateTEACH is the CSU's system-wide online Multiple Subject Program and one of 23 California Commission on Teacher Credentialing approved teacher preparation programs in the CSU System.

c) The plan for how the IHE will group teacher candidates in cohorts to facilitate professional collaboration among residents.

CST will follow the framework of the existing partnership with OUSD. Currently, candidates are grouped with others admitted during their admission year and the cohort jointly proceeds through coursework and clinical experiences at the same pace. Candidates meet faculty on a weekly basis to dissect course content, discuss CE experiences, and think through problems of practice that surface in the intervening week.

Candidates will also be included in the Center for Reaching and Teaching the Whole Child (CRTWC) work as a pilot group. The CRTWC group features explicit work on social-emotional cultural learning competencies and seeks to imbue candidates with a whole-child orientation to teaching students. This work includes Saturday seminars and a book club discussion series.

As an additional layer of professional collaboration, candidates will also have the opportunity to participate in the Male Education Network through CST. This network provides explicit support in nurturing male educators with best practices in classroom management techniques, problem-solving in the workplace/CE placement, communication styles with colleagues, and mental health practices, among other topics of interest.

d) The identification of IHE staff who are the main contacts and who will be responsible for assisting the LEA or consortium in the Teacher Residency Expansion Grant Program annual reporting.

Dr. Ernest Black, Systemwide Director, CalStateTEACH

Dr. David Sandles, Southern California Regional Director, CalStateTEACH

Ernest Black

Ernest Black, Ed.D.
Systemwide Director, CalStateTEACH

Dr. David Sandles

David Sandles, Ed.D.
Regional Director, CalStateTEACH

Gershenson, S., Hart, C.M.D., Lindsay, C.A., Papageorge, N.W. (2017). The long-run impacts of same-race teachers (IZA Discussion Papers, No. 10630). Bonn: Institute of Labor Economics (IZA).

Section 10: Appendix I, Grant Stewardship and Accreditation Status

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**

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	
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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.

LEA or IHE Name	Commission-Approved Teacher Preparation Program	Accreditation Decision (awarded to the unit)	Date of Accreditation Report
CalStateTEACH Preparation Program	Preliminary Multiple Subject, with Intern Teacher Induction	Accreditation with 7th Year Report	10/20/2019
OUSD Induction Program	Teacher Induction	Accreditation	February 16, 2021