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Enactment Date	12/14/2022
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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 Capacity Grant – Talent/Human Resources

ACTION REQUESTED:

Acceptance by the Board of Education of a grant award from Commission on Teacher Credentialing in the amount of \$250,000, to help build the capacity of Oakland Unified to collaborate with Cal State Teach and Urban Ed Academy to develop a Multiple Subjects Teacher Residency focused on the development of Black male elementary school educators, for the period of July 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 I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
22-2039	Yes	Grant	All OUSD Elementary Schools	This grant will help build the capacity of Oakland Unified to collaborate with Cal State Teach and Urban Ed Academy to develop a Multiple Subjects Teacher Residency focused on the development of Black Male Elementary School educators.	July 1, 2022 to June 30, 2026	Commission on Teacher Credentialing	\$250,000.00

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: \$250,000.00

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:

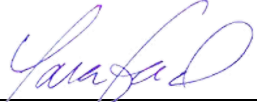
- Board Memo
- Grant Face Sheet
- Grant Agreement
- Letter of Award

OUSD Grants Management Face Sheet

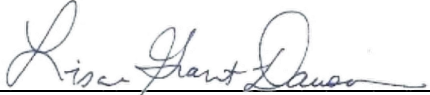
Title of Grant: Urban Ed Academy, Cal State Teach, & OUSD Capacity Grant	Funding Cycle Dates: 07-01-2022 to 06-30-2026
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Jeramee Snider 1900 Capitol Avenue Sacramento, CA 95811 (800) 952-5210 JSnider@ctc.ca.gov	Grant Amount for Full Funding Cycle: \$250,000
Funding Agency: CA Commission on Teacher Credentialing	Grant Focus: This grant will help build the capacity of Oakland Unified to collaborate with Cal State Teach and Urban Ed Academy to develop a Multiple Subjects Teacher Residency focused on the development of Black Male Elementary School educators.
List all School(s) or Department(s) to be Served: All OUSD Elementary Schools, as the Teacher Residents may work in any of our schools.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Developing educators of color, and specifically Black Male Elementary School educators, is proven to have significant outcomes on student learning, social emotional development, and overall life outcomes.
<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>	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.
Does the grant require any resources from the school(s) or district? If so, describe.	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>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>	Services are supported by an OUSD funded grant
<p>Will the proposed program take students out of the classroom for any portion of the school day?</p> <p>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</p>	No
<p>Who is the contact managing and assuring grant compliance?</p> <p>(Include contact's name, address, phone number, email address.)</p>	<p>Name/Title: Sarah Glasband, Director Recruitment & 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 Number: 2021TRC55

**GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**





GRANTEE LEA NAME & GRANT NUMBER	Oakland Unified School District 2021TRC55
PROJECT TITLE	Teacher Residency Capacity Grant
PERFORMANCE PERIOD	July 1 st , 2022 through June 30 th , 2026

Under the terms and conditions of this Agreement, the Grantee agrees to complete the Project as described in the project description, and the State of California, through the Commission on Teacher Credentialing agrees to fund the Project up to the Grant Amount.

PROJECT DESCRIPTION

Oakland Unified School District is to support a collaborative partnership with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to develop the partnership's capacity to design and implement a teacher residency program. Offering a teacher residency program requires careful collaborative planning and supportive infrastructure within and between the 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.

TOTAL GRANT AMOUNT NOT TO EXCEED	\$250,000.00
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: 2022.05.13 15:14:09 -07'00'	BY (AUTHORIZED SIGNATURE):  Digitally signed by Cara Mendoza Date: 2022.05.16 09:43:38 -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  Kyla Johnson Trammell, Secretary, Board of Education 12/15/2022	DATE SIGNED:

CERTIFICATION OF FUNDING (FOR STATE USE ONLY)

GRANT NUMBER 2021TRC55	FUND – 0001 General Fund – Proposition 98 ENY - 2020			
TOTAL GRANT AMOUNT \$250,000.00	ITEM 6360-603-0001	CHAPTER 44/21	STATUTE 2021	FISCAL YEAR 21-22

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: 2022.05.16 10:12:55 -07'00'	DATE 5/16/2022
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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 Capacity 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 Capacity 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 progress in implementing the program planning process according to the operational plan provided in the funded application. Additionally, grantees will be expected to provide data and expenditure reports when annual reports are requested by the Commission. 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 Capacity grants are intended to prepare the LEA applicant and their IHE partner to apply for the full residency grant program. The Teacher Residency Capacity grant funding period, and the approved grant activities, may extend through June 30, 2026. Grantees who also apply for other Teacher Residency grant funding may continue to operate their Teacher Residency Capacity Grant and spend funds from both grants concurrently until the June 30, 2026, cutoff date to complete the planned activities described in the response to the selection criteria.

C. Project Costs

Subject to the availability of Grant Amount in the Act, the State hereby grants to the Grantee a sum of money (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 budget amount.
2. The second payment will be 10 percent (10%) of the total budget amount. The second payment will be provided to grantees after the program has completed its activities.

D. Allowable Activities and Use of Funds

1. The 2021-22 Budget Act legislation authorizes the Commission to allocate up to \$25 million for capacity grants that shall not exceed \$250,000 per 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 Capacity Grants include but are not limited to: (a) planning and development of a new, collaborative LEA-IHE teacher residency program; (b) planning to expand an existing LEA-IHE collaborative teacher residency; (c) developing the LEA's/consortium's and IHE's capacity to effectively offer a teacher residency program within its local school(s); (d) developing the IHE's capacity to support a cohort model for residents in the program; and (e) developing the collaborative LEA-IHE partnership's capacity to apply for future grant funding to operate the intended teacher residency program.
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 for the total grant amount, less 10% withholding to be released upon satisfactory completion of all required deliverables.
2. Grantee shall submit all documentation for Project completion and final reimbursement within 90 days of Project completion, but no later than the end of the Project Performance Period as shown on page one (1).
3. 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 5 of RFA Response)

Stage	Timeframe
<p><i>Completion of the planning and capacity building process:</i> -Signing of MOU to work together (OUSD, CST, and UEA) -Onboarding Urban Ed Academy as intersectional support between candidate recruits, CST faculty, and OTR team -Shared vision development -Identification and recruitment of Mentor Teachers -Begin recruitment and calibrate selection criteria for teacher residents</p>	<p>February 2022-June 2022</p>
<p><i>Readiness to apply for a Teacher Residency launch grant in an upcoming RFP (CTC):</i> -<i>Complete grant application with partnership team</i></p>	<p>Spring 2022</p>
<p><i>Recruitment of the initial cohort of Residents for the Teacher Residency Program:</i> -<i>Recruit, interview, and select teacher residents</i> -<i>Launch meeting to orient cohort of residents to the program</i> -<i>Conduct initial meetings to facilitate placement of teacher residents with Mentors and site leaders</i></p>	<p>February 2022-June 2022</p>

<p><i>Enrollment of the initial cohort of the Residents in the IHE Teacher Residency preparation pathway:</i></p> <ul style="list-style-type: none"><i>-Residency recruits complete application to CST for enrollment in Fall 2022 (deadline March 11, 2022)</i><i>-Contextualization meeting to determine partner LEA needs, teacher competency, and instructional goals</i><i>-Setting expectations and providing training for Mentor cohort, site visits, consultants support</i><i>-Matching of Mentors and Residents</i><i>-Finalize host schools and calibrate with site leaders on support of both teacher candidates and Mentor Teachers</i><i>-Residents begin course intensive</i><i>-Starting school year for first Residents cohort</i>	<p>April 2022-August 2022</p>
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Exhibit B

Budget

(Supplied by Grantee, Appendix G)

Program Component	Grant Funds Amount	Actual Matching Funds Amount	In-Kind Matching Funds Amount
LEA Personnel (Salaries)			\$232,000 (OUSD)
LEA Personnel (Stipends)	\$25,000	\$12,000 (OUSD)	
LEA Personnel (Release time)	\$41,250		
IHE Personnel (Salaries)		\$40,000 (CST)	\$32,000 (CST)
IHE Personnel (Stipends)		\$25,000 (CST)	\$20,000 (CST)
IHE Personnel (Release time)	\$29,250 (CST)		
Mentor Teacher Professional Development/Training	\$75,000	\$35,000 (UEA)	\$30,000 (UEA)
Mentor Teacher Stipends			
Mentor Teacher Release Time			
Travel for LEA Personnel			
Travel for IHE Personnel	\$12,000		
Consultants/Technical Support Provider	\$50,000	\$20,000 (UEA)	\$25,000 (UEA)
Program Administration	\$12,500		
Other (describe below) Recruitment Support	\$5,000	\$50,000 (OUSD)	
GRAND TOTALS	\$250,000	\$182,000 (ALL) \$62,000 (OUSD)	\$339,000 (ALL) \$232,000 (OUSD)

**Oakland Teacher Residency, in Partnership with CalStateTEACH and Urban Ed Academy
Submission of Teacher Residency Capacity Grant**

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Appendix C: Application Cover Page

Teacher Residency Capacity 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 Capacity Program Summary

Directions: Fill in this form as applicable to the Teacher Residency Capacity Grant to plan for a Teacher Residency program.

Note: You may select any number of the residency programs listed below; this form may be expanded if additional pages are needed.

1. Estimate the target number of residents by credential or program type for the Teacher Residency Program to be planned under the Capacity Grant:

Residency Area	Target Number of Residents Annually
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations	8 per year

LEA(s) and school sites where the residents would be placed during implementation of the Teacher Residency Program developed under the Capacity Grant.

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 District	Martin Luther King, Jr. Elementary	2	Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations

3. Partner IHE(s) for the Teacher Residency Capacity Grant *please add rows as necessary*

Partner IHE	Residency Area
CalStateTEACH	Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations

Appendix E: Partnership Agreements

Teacher Residency Capacity 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 (please add rows as necessary if the application represents a consortium)

By signing below, I affirm that:

- 1. I have thoroughly read all portions of this application.**
- 2. All statements and data contained in this application are accurate.**
- 3. If awarded a Teacher Residency Capacity Grant, the LEA agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application.**

Name: Kyla Johnson-Trammell

Title: Superintendent, Oakland Unified School District

Signature: 

Date: February 14, 2022

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

please add rows as necessary if the application represents multiple IHE partners

By signing below, I affirm that:

- 1. I have thoroughly read all portions of this application.**
- 2. All statements and data contained in this application are accurate.**
- 3. If awarded a Teacher Residency Capacity Grant, the IHE agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application.**

Name: Ernest Black

Title: Systemwide Director, CalStateTEACH

Signature: 

Date: 2/13/22

Appendix E: Partnership Agreements



February 14, 2022

RE: Residency Partnership between OUSD, CalStateTEACH, and Urban Ed Academy

To Whom It May Concern:

Greetings! I hope this note reaches you well. My name is Randal Seriguchi and I am the Executive Director of Urban Ed Academy. Since 2010, we've served the Bayview community and beyond in providing educational services to over 1,200 students of color through our flagship Saturday Academy and Beacon Community School expansion. Over 87% of these students come from economically challenged neighborhoods with few positive role models and limited educational attainment.

In 2018, building on our expertise, we expanded our work to tackle the crippling problem of teacher shortage in the city. Our newest initiative, Man the Bay, has been in-migrating men of color into the Bay Area by housing them to live and work in the neighborhood as classroom teachers. Research shows that representation matters a great deal in education and that longitudinal outcomes in communities can improve when people see themselves in the learning process.

This work would not be possible without dedicated community partners. We are proud to have existing partnerships with both OUSD and CalStateTEACH, two entities that share our vision for racial equity-based strategies for our students. These foundational partnerships gave us the window of opportunity to deepen our work together through this capacity-building grant. We are beyond excited to open the door for more Black male educators to find their way into classrooms in Oakland.

In a time where race-based conversations are shifting in schools across the country, this partnership feels both professionally and personally rewarding. Thank you for the opportunity to grow our work in Oakland and build more bridges for HBCU graduates into this wonderful profession.

We are honored to be a partner in service alongside OUSD and CalStateTEACH. We enthusiastically support this grant application and look forward to getting to work!

Respectfully,

Randal S. Seriguchi, Jr.
Executive Director
Urban Ed Academy

Urban Ed Academy
1485 Bayshore Blvd, Suite 317, San Francisco, CA 94124 | (415) 330-1015

Appendix F: 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%.

1. Overview of the Teacher Residency Partnership

The Oakland Unified School District (OUSD) is a high-need urban district in the rapidly-changing Bay Area. OUSD is a leader in responsiveness to its students and surrounding community and has a documented and well-established tradition of working toward equity with its constituents. The following represents the OUSD equity stance via Board Policy 5032:

The equity policy is foundational to the overall health and success of our district. The equity policy aims to confront bias that results in predictably lower academic achievement for certain subgroups of students than for their white peers. Identifying and interrupting practices that perpetuate disparities will increase student achievement, including on-time graduation, for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

With 35,500 students in 81 schools, OUSD's mission is to create a full-service community district that houses resources in schools to support students and families. Nearly 75% of our students are low-income and most would be the first in their families to go to college. 90% are students of color, up to 45% of students live in single-parent homes, kinship care, or foster care, and 40% receive government assistance. Moreover, Oakland is plagued by youth gang activity and has the highest violent crime rate of California's 10 largest cities.

Concurrently over the past decade, the cost of housing has dramatically increased with the sharp rise in the tech economy in Oakland. Amidst these changes, OUSD has been greatly impacted by the decline in highly qualified teachers seeking employment. The city has become prohibitively expensive, and our once thriving historically Black city has seen an exodus of Black communities seeking stability outside the area. Our objective in applying for a Residency Capacity Grant is three-fold: 1) to develop coherence and alignment for high-quality educator preparation for Black male elementary educators; 2) to chart a path for mentor development to support affinity-based mentoring for Black male veteran and aspiring educators; and 3) to focus on shifting the narratives of becoming a public school educator in order to attract, recruit and retain Black male educators.

To develop a residency focused on the intersection of diverse educators and community needs, our intended higher education partner is CalStateTEACH, which targets multiple subject candidates (for elementary school classrooms) and is an online-based program, allowing for flexible access for participants statewide. CalStateTEACH and OUSD have an existing mutual partner in Urban Ed Academy (UEA), an organization focused on motivating, recruiting, training, placing, and housing Black male teachers in Bay Area elementary schools. During 2021-22, we launched a pilot year in which we are currently supporting four Black male teacher residents in Oakland classrooms, supported by UEA and CalStateTEACH. All four fellows currently live together under UEA-provided housing in West Oakland. We hope to build on our success this year through further development through an investment from the Residency Capacity Grant.

CalStateTEACH is a statewide teacher preparation program that focuses on accessibility, equity, and social justice. The mission of CalStateTEACH is to empower and equip teacher candidates to support diverse learners for California's future. The vision is to prepare educators to cultivate learning and ensure equity for all students, regardless of race, ethnicity, language, immigration status, socio-economics, ability status, sexual identity, gender, gender identity, or

expression. CalStateTEACH is also accredited through CTC and has recently joined the Association for Advancing Quality Educator Preparation to seek national accreditation (AAQEP). As such, continuous improvement is a vital component of the CalStateTEACH approach to development. With the collection of a range of data to determine program viability, CalStateTEACH continues to support its candidates and the TK-12 students we serve.

About twenty percent of all elementary school teachers are men. Less than two percent of elementary school teachers identify as Black/African American and Latinx respectively (Bryan & Ford, 2014). Based on the CalStateTEACH vision to prepare educators and ensure equity, CalStateTEACH established the Male Education Network, which provides mentorship, opportunity, and professional assistance to men enrolled in the CalStateTEACH program.

CalStateTEACH started as an innovative idea to help alleviate the severe teacher shortage across the state of California in the 1990s. Under this program, candidates have a rich opportunity to engage in a full year of clinical practice serving alongside a veteran in-service teacher to glean effective pedagogical practices. With funds provided by the California Legislature, a system-wide vision, and a team of dedicated teacher educators, CalStateTEACH, an online site-based program was launched in 1999. Since 2001, the program has credentialed 6,143 multiple subject teachers. CalStateTEACH is the California State University's system-wide online Multiple Subject Program and one of 23 California Commission on Teacher Credentialing approved teacher preparation programs in the CSU System. The curriculum is delivered online and candidates are placed in classrooms with site mentors in all three terms of enrollment in the program. Candidates are assigned in cohorts with CalStateTEACH faculty. There is direct communication between the teacher candidate, mentor teacher, and faculty advisor.

As longtime partners, Oakland Unified and CalStateTEACH have an existing Memorandum of Understanding (MOU). A capacity building and planning period will allow us to fold in the critical work of the UEA, which we are doing now through an MOU between separate MOUs between Cal State Teach and UEA and between Cal State Teach and OUSD. This capacity-building grant will allow the collaboration necessary to ensure three strong pillars of the MOU between all three entities so we can create a coherent streamlined set of understandings between our entities.

2. Local Need to Diversify the Teacher Workforce

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 pathways 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.

This three-way partnership between Oakland Unified, Cal State Teach, and Urban Ed Academy provides a vehicle for both 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. Candidates in the CalStateTEACH program also undergo a year of rigorous training alongside a strong in-service teacher. 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, advocacy and support for the employment process (e.g., mock interviews, resume reviews, connecting with hiring managers) (Bristol, et al., 2020).

This capacity building 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 Munck 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. As of February 2022, one teacher candidate has already received an offer to become the kindergarten teacher at his school; the other three are expecting teaching offers to come before the end of the school year.

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.

3. Components of the Capacity Building Process to be Implemented Through the Teacher Residency Capacity Grant Program

Under this grant program, OUSD seeks to build capacity in the following areas:

1. New teacher recruitment to diversify the workforce to match the community’s diversity with a focus on the development of Black male educators;
2. New teacher preparation and mentorship for Black male teaching candidates
3. Induction teacher development for Black male teachers

a. Program Design & Implementation In partnership with CalStateTEACH (CST) and Urban Ed Academy (UEA), OUSD will design and implement the following activities to build more equitable access for Black and Brown male teacher candidates to the Oakland Teacher Residency program:

Development of a shared vision All partners believe in increasing the number of Black male teachers in OUSD as a specific area of improvement towards diversifying the workforce to match the diversity of the community. With Black men representing less than 2% of the current workforce and in the face of multiple levels of “leaks” in the current teacher pipeline in California, we are committed to developing a data-driven, multi-level approach to motivate, recruit, train, and support Black men in entering the teaching profession. We will meet with one another regularly and invite in key stakeholders, including mentor teachers, union representatives, and site leaders to build and support the vision of high quality Black male elementary school educators, and strong affinity based mentorship. By working collaboratively to provide targeted, wrap-around support for recent college graduates, this partnership can reduce stigma, develop career pathways, and ultimately increase the number of well-equipped men of color teaching in Oakland elementary schools. It will require ongoing collaboration between entities and with stakeholders, and we are committed to ensuring the development of a shared vision that includes all stakeholder voices.

Determine a shared recruitment strategy On CSU campuses statewide, less than 4% of

students identify as Black/African American (“Facts About the CSU”, 2019). In an effort to expand the pool of available candidates, this strategy leverages the network of Historically Black Colleges and Universities built by Urban Ed Academy to attract Black male college graduates to Oakland. This approach provides a chance to supplement the current recruitment efforts of CSU/CST to retain graduating talent in the state.

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. With CST and OUSD handling the bulk of credential support work for residents, 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. This capacity grant will allow us the opportunity to collaborate to determine the best ways to strengthen collaboration in support of effective recruitment.

Selection of Oakland Teacher Residents The partnership contains three checkpoints for selection into the Oakland Teacher Residency: 1) Initial UEA vetting and screening for acceptance into the Man The Bay fellowship; 2) Admission requirements for acceptance into the CST program; 3) Successful completion and clearance of interest form, connection, and application for the Oakland Teacher Residency. Urban Ed Academy’s vetting process includes 1) Initial screener questionnaire; 2) Three rounds of interviews: HBCU outreach team, MTB staff and leadership, UEA leadership; 3) Successful preview trip to the Bay Area (initial enculturation support); and 4) Employment background and reference checks.

Cal State Teach’s Admission Requirements include 1) Acceptance into UEA’s MTB program; 2) CTC Certificate of Clearance; 3) Basic skills requirement fulfillment (CBEST passage preferred); 4) CSET passage; 5) Letter(s) of recommendation; 6) Autobiographical statement; 7) CalStateTEACH faculty interview; and 8) Health clearances.

Oakland Unified will collaborate closely with both Urban Ed Academy and Cal State Teach in the selection of teacher resident fellows, and will require a formal application to the role of Oakland Teacher Resident.

Vision of an effective program completer We will use the planning grant to assemble stakeholders including mentors, residents, and program leaders to create a vision for an effective program completer. It is critical to differentiate what it means to be a successful Black male elementary school educator, while holding the more general Teaching Performance Standards (TPEs). These competencies will be built through intensive support for the teacher resident who participates in Man the Bay, by meeting credential program standards, participating in weekly intensive mentor support and coaching, bi-weekly pre-service mental health resilience support, and bi-weekly pre-service personal wellness coaching.

Part of this effort will include a determination of what it means to be an effective Black male elementary school educator in Oakland, the critical/cultural competencies Black male educators will have as a result of our partnership, and determine how this work is translated/communicated to the mentor teachers we recruit and train. We also hope to use this

effort to inform how our school sites become a place/environment for Black male educators to thrive beyond the work of this partnership. In addition, using the AAQEP accreditation model, program completers will embody the continuous improvement framework as they work with both induction program and IHE to self-assessment and monitor progress through discourse and professional development with identified mentors.

Financial modeling for program 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 have some ideas about how to work toward program sustainability, both for our residents, our IHE partner, our mentor teachers, and our technical assistance provider. This capacity building grant will support us in deepening our thinking and practice related to program sustainability following effective models of utilizing private and public funds to ensure long term fiscal sustainability. The leadership body will discuss opportunities for program sustainability over time 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. 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.

Program Evaluation 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) 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 residents, 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 capacity grant, we will work across partners to develop a structure for ongoing qualitative and qualitative feedback with Urban Ed Academy.

b. Recruit, Select and Train Mentors When multiple characteristics are shared between student and teacher, i.e. race and gender, positive outcomes are stronger (Gershenson, et. al.). With a focus on matriculating more Black male candidates through the teacher preparation pipeline, this partnership will need to design a specific training program for existing Black educators in OUSD to mentor residents during their pre-service and intern credential years. The professional development program will need to address an intersectional set of mentorship needs involved with the particular set of resident recruited by Urban Ed Academy: Black male graduates

entering the profession, non-education majors entering teaching, Historically Black College and University graduates moving to California, and enculturation needs for new Bay Area residents. The design is the first of its kind and will require a durable foundation to satisfy the needs of five years of residents and beyond.

We will initially begin by recruiting current veteran Black male educators who are serving with clear credentials in Multiple Subjects environments in our target elementary schools. Affinity-based mentorship (Bristol, et al., 2020) will support our selection process for mentors and will include recommendations from site administrators, an application and interview process, years of successful teaching experience, positive evaluations, and a desire to develop aspiring educators. We will utilize video interview technology in order to ensure both a rigorous and accessible process for potential Black male mentor applicants. Our vision is to ensure our current and future Urban Ed Fellows have the opportunity to continue their professional learning and development by becoming mentors in the program as soon as they clear induction, teach for five years, and are granted a clear credential.

OUSD has a strong and stable teacher induction program that was built in partnership with the New Teacher Center and is centered around anti-racist practices. All mentors will be trained through our induction team in OUSD, and will receive differentiated support through regular sessions with the CalStateTEACH team, Urban Ed Academy, and OUSD representatives. The goal of this work is to develop a set of principles and practices related to affinity based mentorship and induction support for aspiring educators. We hope to be able to develop a set of training skills and practices that are supportive, effective and transferable to other programs related to affinity based mentorship support and the development of educators of color, specifically Black male educators.

CalStateTEACH has an extensive network of mentor faculty members available for individual and group support for students accepted into their program. The plan for this partnership begins with leveraging the existing network of CST and their process for identifying, recruiting, and training teacher mentors in Oakland and the Bay Area. The following faculty are some of Black male lead faculty equipped to directly support the candidates:

[Dr. Kirk Kirkwood](#) is the faculty advisor for the cohorts of teacher candidates for UEA. Dr. Kirkwood has been a credentialed multiple subject teacher since 1998. Additionally, he has been faculty with CalStateTEACH and adjunct at CSU Fullerton since 2016. Dr. Kirkwood served as Regional Director with CalStateTEACH for approximately two years. His area of emphasis is preparing and mentoring Black/African American Men entering the teaching profession.

[Dr. Edward Rice](#) runs the CalStateTEACH Male Education Network. This group meets twice monthly. Its goal is to prepare male teacher candidates to enter and succeed in the teaching profession as elementary school teachers. This provides male teacher candidates to meet and interact with experienced teachers, administrators and superintendents of color. They are intellectually challenged by in-depth conversations and supported in positive experiences by men who remained in the profession. This group has a 100% retention rate in the CalStateTEACH program. Dr. Rice continues to recruit new male cohorts for this network.

Dr. David Sandles, an Oakland native, is the current Regional Director for CalStateTEACH. He is directly involved with assisting with developing the curriculum for both the UEA cohort and the Male Education Network. Dr. Sandles was previously faculty at CSU Bakersfield where he established the [Black Men Teach](#) with the goal of increasing the numbers of Black/African American male teachers in the Central Valley of California.

For a teacher residency cohort of five Black male teachers, this partnership seeks to enlist eight teachers of color within the existing network of CST mentor teachers. Should those teachers find themselves at capacity, OTR will work with CST to recruit and onboard up to five additional teacher mentors for this Black male teacher cohort.

Mentor Placement Working off the list of CST mentor teachers in Oakland, OUSD will coordinate closely with CST and UEA to place residents in pre-service paraprofessional jobs in the schools where their mentor teachers currently work.

The Man The Bay schedule for first-year residents involves pre-service job placement during the first week of August, allowing for two weeks of onboarding to the specific school site. UEA generally seeks to place residents in positions that are proximate to the housing location that the program provides, but in an effort to streamline time spent under the observation of a mentor teacher multiple days a week, the partnership can prioritize mentor matches over geographic location when choosing a site for residents.

Cohort Model Approach This partnership would build on UEA's MTB program and its existing cohort model structure. The focus for the pre-service period under MTB is for residents to have cohort time and space with other Black male teacher candidates in the program. While residents are normally placed in separate school sites—and therefore miss the opportunity for professional development in the preferred cohort environment—formal cohort time is provided by the MTB program via evening group coaching sessions virtually or near housing provisions and on weekends with other Black male program participants.

UEA also has an existing partnership with SFUSD and its African American Achievement Leadership Initiative, which holds a contract with Kingmakers for Oakland for cross-cohort professional development for teacher candidates in Oakland and San Francisco. In addition to curated cohort experiences under MTB, such as lunch-and-learns with Black male professionals in the area, the partnership can take advantage of space available on the professional development schedule held by both districts for Black male teacher candidates. Additionally, the design of placing Black male teachers together in the same housing provisions allows for informal cohort experiences to occur organically between residents and strengthens the social bonds between them for improved cultural morale in more formal settings.

One of the chief accommodations CST has made is to focus on discussion based activities that are rooted in their current context, as well as leveraging the oral traditions, alongside oral rubrics. Meeting times determined by CST accommodate students' schedules with evening classes, accommodating timing based on residents' schedules. CST Faculty collaborates weekly to discuss candidate performance, accommodations to be responsive to performance, and studies research around effective practices for Black male educator development, such as best practices of the Call Me Mister program.

Study and reflection on literature also ensures that we are on the cutting edge of best practices related to affinity based educator development and the specific development of Black male educators. CST and OTR will need to spend some of the capacity-building time identifying

overlapping areas of coverage between CST, UEA, and OTR. Upon finalizing an MOU between the three entities, UEA will serve as the primary “case manager” for ensuring that completed milestones on each entity’s checklist is properly communicated and confirmed. Given the existing relationship between CST and UEA, we expect modification to include the following: 1) Job placement coordination during the pre-service period of the residency; 2) Alignment on cohort development work and activities; and 3) Collaboration on CTC Certificate of Clearance support for individual residents.

4. Key Program Personnel and Shared Program Governance

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 to be established in the Spring of 2022 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 capacity 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. Urban Ed Academy will be responsible for supporting recruitment, selection, and development of cohort activities including professional development for candidates. 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.

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

Oakland Unified School District Staffing	Roles & Responsibilities
Sarah Glasband 0.2 FTE Director of Talent Development	Lead agency, overall management of the Teacher Residency Capacity Grant, support with oversight, management, and reporting for the capacity grant.
Soo Hyun Han-Harris, 0.5 FTE Coordination of Retention & Employment	Provide project management and coordination of Oakland Teacher Residency

Jarrett Austin-Thomas, 0.2 FTE Talent Development Associate	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.
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.
Mark Davenport, 0.1 FTE Talent Development Associate	Supports recruitment in partnership with Urban Ed Academy on behalf of Oakland Unified.
Mentor Teachers	Support teacher development through modeling, coaching, and providing opportunities for gradually-increasing responsibility within Mentor's classroom.
Oakland Education Association Representatives	Provide collaboration, partnership, and design support for the capacity building and maintenance phase 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. Kirk Kirkwood	Mentor support, instructing, registration troubleshooting, and facilitation of learning through instruction.
Dr. Ed Rice	Mentor support, Male Education Network coordinator, candidate support w/ registration, and facilitation of learning through instruction
Dr. David Sandles	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	Mentor support, instructing, registration troubleshooting, and facilitation of learning through instruction.
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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	Partnership management and coordination. Supplemental fundraising efforts for financial sustainability of partnership activities.

5. Timeline

Stage	Timeframe
<p><i>Completion of the planning and capacity building process:</i></p> <ul style="list-style-type: none"> -Signing of MOU to work together (OUSD, CST, and UEA) -Onboarding Urban Ed Academy as intersectional support between candidate recruits, CST faculty, and OTR team -Shared vision development -Identification and recruitment of Mentor Teachers -Begin recruitment and calibrate selection criteria for teacher residents 	February 2022-June 2022

<p>Readiness to apply for a Teacher Residency launch grant in an upcoming RFP (CTC): -Complete grant application with partnership team</p>	Spring 2022
<p>Recruitment of the initial cohort of Residents for the Teacher Residency Program: -Recruit, interview, and select teacher residents -Launch meeting to orient cohort of residents to the program -Conduct initial meetings to facilitate placement of teacher residents with Mentors and site leaders</p>	February 2022-June 2022
<p>Enrollment of the initial cohort of the Residents in the IHE Teacher Residency preparation pathway: -Residency recruits complete application to CST for enrollment in Fall 2022 (deadline March 11, 2022) -Contextualization meeting to determine partner LEA needs, teacher competency, and instructional goals -Setting expectations and providing training for Mentor cohort, site visits, consultants support -Matching of Mentors and Residents -Finalize host schools and calibrate with site leaders on support of both teacher candidates and Mentor Teachers -Residents begin course intensive -Starting school year for first Residents cohort</p>	April 2022-August 2022

6. Budgets and Budget Narratives for the Capacity Grant

Program Component	Grant Funds Amount	Actual Matching Funds Amount	In-Kind Matching Funds Amount
LEA Personnel (Salaries)			\$232,000 (OUSD)
LEA Personnel (Stipends)	\$25,000	\$12,000 (OUSD)	
LEA Personnel (Release time)	\$41,250		
IHE Personnel (Salaries)		\$40,000 (CST)	\$32,000 (CST)
IHE Personnel (Stipends)		\$25,000 (CST)	\$20,000 (CST)
IHE Personnel (Release time)	\$29,250 (CST)		

Mentor Teacher Professional Development/Training	\$75,000	\$35,000 (UEA)	\$30,000 (UEA)
Mentor Teacher Stipends			
Mentor Teacher Release Time			
Travel for LEA Personnel			
Travel for IHE Personnel	\$12,000		
Consultants/Technical Support Provider	\$50,000	\$20,000 (UEA)	\$25,000 (UEA)
Program Administration	\$12,500		
Other (describe below) Recruitment Support	\$5,000	\$50,000 (OUSD)	
GRAND TOTALS	\$250,000	\$182,000 (ALL) \$62,000 (OUSD)	\$339,000 (ALL) \$232,000 (OUSD)

LEA Personnel (Stipends)

We will utilize grant funds to pay for stakeholder time over the duration of the capacity grant, over and above the commitment of a mentor, including mentor teacher and principal stipends. This will allow us to pay stakeholders for dedicated design time in order to develop a set of local best practices for recruitment and retention of Black male elementary school educators and to develop a common set of mentoring best practices.

LEA Personnel (Release Time)

These funds will be used to offset the salary of LEA Personnel so they can be dedicated to the success of the Oakland Teacher Residency, and in particular, the development of the partnership with CalStateTEACH and Urban Ed Academy. This role will focus on partnership development, recruitment, and support for the development of strong mentors and mentoring practices in Oakland Unified.

IHE Personnel

Budget expenditures will cover the following: course instruction, instructional design time, mentorship of candidates, registration/enrollment support, supervision of candidates, planning time with mentor teacher/candidate, weekly collaborative sessions, coordination with school-site administration, and continuing mentorship beyond program completion.

Travel for IHE Personnel

Budget expenditures will cover travel to school sites, LEA office, meetings with consultants, and additional planning/support sessions with collaborative partners.

Mentor Teacher Professional Development/Training (Planning, design, and implementation)

Budget expenditures will cover the following: collaborative planning time between all three partners; collaborative design time, including feedback solicitation from mentor teacher prospects and best practice leaders; and training facilitation time shared between all three partner organizations with the initial set of mentor teacher candidates.

Consultants/Technical Support Provider (Supplemental recruitment services)

Budget expenditures will cover the following: engagement with over 25 HBCUs targeting non-education majors graduating in Spring 2022 and Fall 2022, which includes both in-person and virtual touchpoints; relocation costs for non-California residents moving to Oakland; personal development coaching for residents; and mental health supports for residents.

Program Administration

OUSD's financial services department requires a five percent administrative fees apportionment from grants received in order to effectively administer the grant.

More about the program administration via Urban Ed Academy, our Technical Assistance provider: For Black male teacher candidates recruited, trained, and credentialed through this partnership, we seek to eliminate all costs associated with the recruitment, new teacher preparation, and living in the Bay Area, including:

- CalStateTEACH Tuition: \$11,000
- Test registration fees: approx. \$1,000
- Credential + Certification fees: \$340
- LiveScan and TB fees: \$150
- Books and Materials: \$1,000
- Housing + Utilities: \$18,000
- Travel + Transportation: \$1,200

Additional costs per resident covered by this partnership, particularly from UEA, include the following:

- Teacher mentor/coach: \$4,000
- Mental health support: \$3,600
- Personal wellness coaching: \$2,000
- New resident enculturation: \$2,000

Total expenses covered for fellows are approximately \$44,000 during the first year of the residency. Currently, UEA raises funds and creates third party partnerships to cover all costs without contribution from CST or OUSD.

Beyond the first year of the four-year fellowship under Man The Bay, fellows continue to receive training and coaching stipends, housing subsidies, and mental health support.

The leadership body will discuss opportunities for program sustainability over time 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.

Recruitment Support

We will utilize some funds for the development of media based marketing and recruitment, including highlighting Black male educators' stories in Oakland Unified and building out the Oakland Teacher Residency website to highlight the expansion of our partnership to include Urban Ed Academy and CalStateTEACH.

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