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Memo

To Board of Education

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

Board Meeting Date

Subject Acceptance of the Special Education Capacity Grant

Action Requested Acceptance by the Board of Education of Grant Award No. TRC 24 from the California Commission on Teacher Credentialing for \$50,000 for the development and support of a Special Education teacher residency, pursuant to the terms and conditions thereof, for the period November 26, 2018 through June 30, 2023.

Background Grant agreement for OUSD Talent Division for 2018-2019 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

A one paragraph explanation of the the MOU.

Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
Yes	Application	Talent Division	Support capacity building for Special Education residency in collaboration with charter partners and Loyola Marymount University.	One year 2018-2019	California Commission on Teacher Credentialing	\$50,000

Discussion The district created a Grant Face sheet process to:

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

One paragraph summary of the MOU.

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

Recommendation Acceptance by the Board of Education of Grant Award No. TRC 24 from the California Commission on Teacher Credentialing for \$50,000 for the development and support of a Special Education teacher residency, pursuant to the terms and conditions thereof, for the period November 26, 2018 through June 30, 2023.

Fiscal Impact The total amount of the grant will be provided to OUSD by the California Commission on Teacher Credentialing.



Attachments

- Special Education Capacity Grant Face Sheet
- Grant Application
- Copy of Grant Award Letter
- Grant Award Certificate
- Special Terms and Conditions


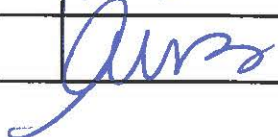
OUSD Grants Management Face Sheet

<p>Title of Grant: California Commission on Teacher Residency Capacity Grant</p>	<p>Funding Cycle Dates: 2018-2019</p>
<p>Grant's Fiscal Agent: Funded Programs, Fiscal and Business Services Commission on Teacher Credentialing 1900 Capitol Avenue Sacramento, CA 95811-4213</p>	<p>Grant Amount for Full Funding Cycle: \$50,000 for first year to build Special Education residency in collaboration with charter partners and Loyola Marymount University</p>
<p>Funding Agency: California Commission on Teacher Credentialing</p>	<p>Grant Focus: Train mentors, recruit residents, and build programming for Special Education residency in Oakland across district and charter schools.</p>
<p>List of Departments to be Served: Talent Division (Recruitment & Retention, Programs for Exceptional Children)</p>	

<p>Information Needed</p>	<p>School or Department Response</p>
<p>How will this grant contribute to sustained student achievement or academic standards?</p>	<p>This grant will support the development and retention of Special Education teachers, as well as the mentorship capacity of current Special Education teachers. Our goal is to help to develop individuals who have committed to learning, staying, and growing in OUSD, specifically in Special Education. Research shows that teacher retention has a positive impact on student learning, sense of belonging and academic outcomes. For the investment we make in individuals during their residency year, we are requesting a commitment to stay in the district for a four year service commitment.</p>
<p>How will this grant be evaluated for impact on student achievement?</p>	<p>We will measure the success rate of resident teachers becoming credentialed and their retention over time.</p>
<p>Does the grant require any resources from the district? If so, describe.</p>	<p>This grant will require up to 25% time from the Retention & Employee Development Team.</p>
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p>	<p>No.</p>

Will the proposed program take students out of the classroom for any portion of the school day?	No.
Who is the contact managing and ensuring grant compliance?	Sarah Glasband, Manager of Retention & Employee Development Talent Division 1000 Broadway, Suite 295 510-879-1355

Applicant Obtained Approval Signatures

Entity	Name(s)	Signature	Date
Deputy Chief Talent Officer	Tara Gard		12/18/19
Staff Attorney	Amy Brandt		12/18/19



1/10/2019

Aimee Eng
President, Board of Education



1/10/2019

Kyla Johnson-Trammell
Secretary, Board of Education



Commission on Teacher Credentialing

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

November 26, 2018

Sarah Glasband, Manager of Retention and Employee Development
Oakland Unified School District
1000 Broadway, Suite 295
Oakland, CA 94607

Notification of Intent to Fund

Teacher Residency Capacity Grant No. TRC 24

Grant Award Amount: \$50,000

Dear Sarah Glasband:

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

Funds allocated for this grant must be expended by June 30, 2023. The grant funds are intended to cover expenses incurred for this program as described in your grant application and are non-renewable. Please note that this funding cannot be carried over for use beyond the 2023 school year. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant funds must be expended in accordance with the proposed budget provided in your grant application. You will be responsible for accounting for both the grant funds expenditures and the matching funds expenditures as indicated in the submitted budgets.

Please note that the partner IHE(s) with which you are working for the Teacher Residency Capacity Grant Program must have a Commission-approved teacher preparation program in the credential area(s) to be addressed within the grant program in order to implement a residency program.

If you accept this grant award and agree to abide by the grant award conditions as indicated in the attached Grant Award Terms and Conditions document, please review the Certification of Acceptance (GAC) form and return three (3) copies with original signatures no later than **December 28, 2018** to the address provided on the attached GAC form. In addition, please also

fill out and submit to contracts@ctc.ca.gov the attached W-9 form or the STD 204 form, as applicable to your institution type. Please note that the Commission cannot release funds to your LEA without having the appropriate W-9 or STD 204 form on file. If you have any questions, please email contracts@ctc.ca.gov.

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

The report of outcomes of and lessons learned in implementing your Teacher Residency Capacity Grant will be due to the Commission as soon as you have completed all activities relating to this grant, or by **June 30, 2023**, whichever comes first. Further information on the outcomes reporting process will be provided at a later date.

We look forward to working with you on this important effort to promote a strong and effective LEA/IHE partnership to develop the capacity to implement a Teacher Residency Program to provide high quality opportunities for candidates to earn a California teaching credential. Your efforts will help provide additional qualified teachers for California public schools to address the teacher shortage.

Yours truly,

Mary Vixie Sandy
Executive Director



PROGRAM INFORMATION	
Program Name Oakland Unified School District	Grant Number TRC 24
Program Director Sarah Glasband	Phone 510-517-7414
Program Address 1000 Broadway, Suite 295 Oakland, CA 94607	Fax 510-879-0228
	Email sarah.glasband@ousd.org
	County Alameda
PROGRAM DIRECTOR SIGNATURE	DATE

AWARD INFORMATION			
TERM OF GRANT AGREEMENT	TOTAL GRANT	Payment 1 (90%)	Payment 2 (10%)
11/26/18 - 06/30/23	50,000	45,000	5,000
PROGRAM CATEGORY (CODE & TITLE) 5397 - Educator Preparation		RESOURCE CODE 0000	REVENUE ACCOUNT 4524000
ITEM 63602010-0001	AUTHORIZING STATUTE Education Code §44415		FISCAL YEAR 2018-2019
COMMISSION PROGRAM CONSULTANT Phyllis Jacobson	PHONE NUMBER 916-323-6090	EMAIL ADDRESS TeacherResGrants@ctc.ca.gov	
I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated within this section.			
Commission on Teacher Credentialing Signature			DATE

FISCAL AGENT INFORMATION	
Fiscal Agent Ryannon Nguyen	Title Controller
Organization Name/Mailing Address Oakland Unified School District, Office of the Controller 1000 Broadway, Suite 450 Oakland, CA 94607	Email ryannhon.nguyen@ousd.org
	Phone 510-879-8886
	Fax 510-879-3687
Contact person for daily operations	Phone Email
Signature below indicates acceptance of the grant award and an agreement to abide by the grant award conditions as described in the Grant Award Terms and Conditions Document. Throughout the duration of this grant term, questions can be directed to TeacherResGrants@ctc.ca.gov .	
FISCAL AGENT SIGNATURE _____	Date _____

Return 3 completed forms with 3 original signatures to:

MAIL TO:

**Funded Programs, Fiscal and Business Services
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213**

Commission on Teacher Credentialing
Teacher Residency Capacity Grants
Special Terms and Conditions
November 2018



1. The Grantee must carry out its plan as indicated in the proposal and budget and as approved by the Commission (CTC). CTC staff will monitor evidence of progress in accordance with the funded proposal.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement - Certification of Acceptance Form (GAC). All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds ten percent (10%) of what was submitted in the proposed budget requires prior approval from CTC.
3. All approved funds for this grant must be legally obligated or expended by June 30, 2023. All funds not legally obligated or expended by June 30, 2023 must be returned to the CTC at the address below no later than September 30, 2023.
4. The Grantee agrees to submit reports and other data as required by CTC. Further instructions regarding data collection and reporting will be provided by the CTC.
5. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2023 to:
Commission on Teacher Credentialing
Fiscal and Business Services
Attn: Contracts
1900 Capitol Avenue
Sacramento, CA 95811-4213
6. 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.
7. 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).
8. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. The Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to the Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the state, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

9. The Grantee must sign three (3) originals of the Grant Award Agreement and Certification of Acceptance (GAC) and return to the CTC prior to issuance of the first funding allocation. State processing time is about four to six weeks. Send the signed agreement to:
 - Commission on Teacher Credentialing
 - Fiscal and Business Services
 - Attn: Contracts
 - 1900 Capitol Avenue
 - Sacramento, CA 95811-4213
10. Ninety (90) percent of the grant award fiscal allocation total will be sent within three months following receipt of the three (3) signed original GACs returned to the CTC. The second (final) allocation will consist of ten percent (10%) of the grant award fiscal allocation and will be sent following receipt of the grantee's report of program outcomes.
11. 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 upon receipt of the final expenditure report.
12. 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 actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
13. The Grantee certifies that it possesses legal authority to apply for the grant and that the person identified as the official representative of the applicant is authorized to act in connection with the application and to provide such additional information as may be required.
14. Budget Contingency Clause:
 - a. 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.
 - b. 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.

**Application Cover Page and Program Summary
Teacher Residency Capacity Grant**

1. Name of Applicant:	Oakland Consortium
Mailing Address:	1000 Broadway, Suite 295
	Oakland, CA 94607
CD/CDS Code:	Oakland Unified School District 01 61259 0000000 Education for Change Achieve Academy CDS 01 61259 0111476 Education for Change Epic Charter School CDS 01 61259 0129403 Education for Change Lazear Charter Academy CDS 01 10017 6002000
2. Contact Person:	Sarah Glasband, Manager of Retention and Employee Development
Telephone:	510-517-7414
Email:	sarah.glasband@ousd.org
Fax:	510-879-0228
3. Fiscal Agent for the Program	
Name:	Ryannon Nguyen, Controiler
Agency:	Oakland Unified School District, Office of the Controller
Mailing Address:	1000 Broadway, Suite 450
	Oakland, CA 94607
Telephone:	(510) 879-8886
Email:	ryannhon.nguyen@ousd.org
Fax:	510-879-3687

4. Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Education Agency (LEA):

Name:	Dr. Kyla Johnson-Trammell
Title:	Superintendent, Oakland Unified School District
Signature:	
Date:	November 5, 2018
Name:	Hao-Sin Thomas
Title:	CEO, Education for Change Public Schools
Signature:	
Date:	November 5, 2018

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: This form may be expanded if additional pages are needed.

1. Estimate the Target Number and Type of Residents for the Teacher Residency Program to be planned under the Capacity Grant

Residency Area	Special Education	Special Education with Bilingual Authorization	STEM	STEM with Bilingual Auth.	Multiple Subject with Bilingual Authorization	Single Subject Non-STEM with Bilingual Auth.
Target # of Residents	14					

2. LEA(s) and Schools Where the Residents Would Be Placed during Implementation of the Teacher Residency Program Developed under the Capacity Grant

LEA	School to be Served	Number and Type of Residents
Lazear Charter Academy	Lazear Charter Academy	1, Education Specialist, Mild/Moderate
Epic Charter School	Epic Charter School	1, Education Specialist, Mild/Moderate
Achieve Academy	Achieve Academy	1, Education Specialist, Mild/Moderate
Oakland Unified School District	Emerson Elementary School	1, Education Specialist, Mild/Moderate
Oakland Unified School District	MLK/Lafayette Elementary School	1, Education Specialist, Mild/Moderate
Oakland Unified School District	Coliseum College Prep Academy (6-12)	1, Education Specialist, Mild/Moderate
Oakland Unified School District	Edna Brewer Middle School	1, Education Specialist, Mild/Moderate

Oakland Unified School District	Elmhurst Middle School	1, Education Specialist, Mild/Moderate
Oakland Unified School District	Westlake Middle School	1, Education Specialist, Mild/Moderate
Oakland Unified School District	MetWest High School	1, Education Specialist, Mild/Moderate
Oakland Unified School District	Skyline High School	1, Education Specialist, Mild/Moderate
Oakland Unified School District	Oakland Technical High School	2, Education Specialist, Mild/Moderate
Oakland Unified School District	Oakland High School	1, Education Specialist, Mild/Moderate

3. Partner IHE(s) for the Teacher Residency Capacity Grant

Partner IHE	Type of Residents
Loyola Marymount University School of Education	Education Specialist, Mild/Moderate

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1. Overview of the Teacher Residency Partnership to be Developed between the Applicant LEA(s) and the Collaborating IHE(s)

Provide an overview of the collaborative partnership to be developed under the Teacher Residency Capacity Grant program, including:

a) The rationale:

The Oakland Unified School District (OUSD) is a high-need urban district in the rapidly-changing Bay Area. With 37,000 students in 86 schools, our 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, 40% receive government assistance, and more than one in 10 students receive Special Education services. Moreover, Oakland is plagued by youth gang activity and has the highest violent crime rate of California's 10 largest cities.

At the same time, over the past decade, Oakland has seen a sharp rise in the tech economy, and the costs of housing have dramatically increased. Amidst these changes, OUSD has been greatly impacted by the decline in highly qualified teachers seeking employment. Yet, we have a critical need to recruit and retain Bilingual, Math, Science, and Special Education teachers in order to provide highly qualified educators to all of our students.

Oakland has more than 5,000 identified Special Education students, and the OUSD Special Education Office conducts about 7,000 Individual Education Programs (IEPs) each year. With high levels of exposure to violence and trauma compounded within mild to moderate Special Education populations, there is a critical need to provide highly qualified special education teachers for students — particularly in our schools that are serving undocumented or recently migrated students, those facing homelessness or from high poverty families.

With the demand for special education teachers greatly outpacing the available staffing within the school district and Oakland's charter schools, leaders have come together to develop a teacher residency project for the recruitment and retention of Special Education teachers who can meet the needs of all of our students. In partnership with charter management organization, Education for Change, OUSD will build the Oakland Teacher Residency Program, a pipeline that will both provide increased capacity and efficiency in serving students with mild to moderate special education needs. Together, we will create the opportunities for new resident teachers and their mentors to share experiences and best practices and learn from each other. Calibrating across quality, we will build a program that attracts, grows, and retain teachers, and builds consistency in best practices helping all Oakland public schools to effectively serve all Oakland families.

b) How special education services, as applicable to the residency program to be supported by the Teacher Residency Capacity Grant, are currently organized and delivered to K-12 students in the applicant LEA or consortium:

All students in OUSD who receive Special Education services have an Individualized Education Program (IEP). Based on their goals and services, the Special Education staff tailor educational services based on student need. OUSD provides a continuum of services. Our goal is to provide students education in the least restrictive environment. Many OUSD school sites

are moving towards inclusive practices. Students with special needs are supported in general education and provided resource supports. All services are reflected in their individualized education plans. Students in a resource setting are also in general education classes and have a case manager (one to 28 ratio). Some students receive push-in support within the general education setting, and based on the students' IEP and goals, students may also be pulled out for intervention. Special Day Class programs for students with mild to moderate disabilities are provided in a separate setting. These students are typically on a diploma track and should have access to the general education common core curriculum. SpEd teachers are using common core standards and including reasonable modifications and accommodations to support student learning.

In Education for Change schools, students with a range of disabilities are served in the least restrictive environment setting possible. EFC schools provide regular pull-out interventions programming in reading and mathematics — usually a supplement to the existing general education reading and mathematics (K-5). Some students require a more intensive program. In all cases, students' academic programs are dictated by their IEPs and regardless of disability, students receiving instruction at an EFC school site will receive physical education, arts, and electives in general education settings with support as needed, and the great majority will also receive history and science content in a general education setting with support. Middle school students can also receive targeted pull-out support specific to study skills or life skills as dictated by their IEPs.

c) Intended IHE partner(s), and reasons for selecting

The Oakland partner LEAs have been working with the School of Education at Loyola Marymount University. (LMU). While Loyola Marymount University is a University with its main campus in Los Angeles, LMU has been offering teaching credential programs in Northern California for just the 9 years. Starting in Summer 2018, LMU entered into a partnership with Oakland Unified School District to offer the credential program for Special Education Interns. LMU and the Oakland LEA partners are working collaborative with LMU to develop a teacher residency program tailored to the needs of our public schools. Combining rigorous preparation with practical experience and leveraging our strongest teachers as mentor teachers, the program will be modeled after existing successful residencies. The result will be more diverse and effective teachers who are trained in the context of Oakland and committed to the community. To effectively impact student outcomes, teachers will be supported with training, mentoring, and peer collaboration, resulting in the skills critical to success, as well as credentials and an optional master's degree.

In addition, Oakland will gain a set of reflective mentor teachers skilled in the art of coaching and feedback, who are both more effective in their own classrooms and ready to train future cohorts of teachers — as well as their peers — as they step into new roles as instructional leaders and administrators.

The School of Education at Loyola Marymount University strives to prepare educators who are life long learners and are committed to promoting social justice in all aspects of society. The mission and goals of the LMU School of Education is anchored on the main tenants of the religious orders of the Society of Jesus (Jesuits), the Religious of the Sacred Heart, and the Sister of Saint Joseph. These

founding orders of the University promotes the care of the whole person, encouraging lifelong learning, and a faith that translates into service.

The Department of Urban Education faculty and staff work closely with educators who work in communities that serve P-12 students who are traditionally marginalized because of economic, ethnic, gender, language, and ability factors. The Department maintains strong collaborative partnerships with school districts, school partners, as well as other appropriate community stakeholders, for the pursuit of high quality clinical experiences and shared decision-making focused on the improvement of student learning, student development, and the preparation of educators toward the program goals and outcomes. The Department also prides itself with developing innovative teaching credential programs designed in collaboration with stakeholders. The Department has a new partnership with the Oakland Unified School District for the preparation of Education Specialist teachers. In the Fall 2018 semester, there are 14 Intern candidates enrolled in the Education Specialist credential program. A majority of the candidates are non-traditional candidates who served the District on permits. These individuals are committed to the District and hope to stay in Oakland for a long time. We intend to build on this successful partnership by extending to pre-service preparation in the form of a Special Education teacher residency.

d) How the partnership represents a shared responsibility between the LEA or consortium and the collaborating IHE(s) for the Teacher Residency program to be planned and developed under the Teacher Residency Capacity Grant

To ensure shared responsibility, the consortium will identify an Interim Director of the Oakland Teacher Residency, and will convene a small group of stakeholders from each participating entity. This group of stakeholders, the Residency Advisory Committee, will serve as the oversight group of the Oakland Teacher Residency, under the auspices of the governing boards of Oakland Unified and the three EFC sites. During the planning and capacity building phase, we will employ OUSD leaders including the Executive Director Special Education, Manager of Retention and Employee Development, Deputy Chief of Talent, and Senior Deputy Chief of Continuous School Improvement. Education For Change will employ the Chief of Student Support Services and CEO.

Loyola Marymount University is accredited by Western Association of Schools and Colleges (WASC)'s Senior College and University Commission (WSCUC). The educator preparation programs in the School of Education are accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). The LMU School of Education is preparing for a Spring 2019 accreditation visit by the CTC and the Council for the Accreditation of Educator Preparation (CAEP), the organization that replaced NCATE. Currently, LMU is the only University in California that is pursuing CAEP accreditation.

e) The specific parties who will assure the ongoing commitment of each partner to the collaborative work to be supported by the Teacher Residency Capacity Grant, and what their responsibilities will be.

The Oakland Teacher Residency will be governed by a memorandum of understanding established in fall 2018 between OUSD, EFC, and the LMU School of Education. LMU is responsible for supporting recruitment, selection, and matching of mentors and residents,

tailoring its curriculum and co-teaching support to the partner LEAs for both mentors and residents, and ensuring that residents demonstrate instructional effectiveness before they graduate with both a Master's degree and a teaching credential, as well as supporting the partner LEAs through the hiring process as they place residents upon successful completion of their program year. LMU also supports (and helps fund) the Director of the Oakland Teacher Residency position, who is responsible for coordinating with both LMU and with partner LEAs on program implementation, school site support, mentor development, and resident training.

OUSD's Manager of Retention and Employee Development, Sarah Glasband, will support as the lead contact for this grant (in partnership with Neena Bawa, Executive Director of Special Education Services in Oakland Unified). Ms. Glasband and Ms. Bawa will collaborate closely with the Interim Director of the Oakland Teacher Residency program and Dr. Edmundo F. Litton, LMU's Senior Director for Northern California program and Chair of Urban Education, as well as Hae-Sin Thomas, the CEO of Education for Change Public Schools. Together with Brandee Stewart, the EFC Chief of Student Support Services, this group of leaders will serve as the primary Residency Advisory Steering Committee, responsible for the implementation of all aspects of the capacity building phase of the Oakland Special Education teacher residency.

Sarah Glasband, in partnership with the OUSD Talent Recruitment Manager Mary Claire Delgado and the EFC Chief Talent Officer Larissa Adam, will work with LMU Senior Director of Northern California programs, Dr. Edmundo F. Litton, to recruit a group of diverse SPED teacher residents in Oakland. This work will entail regular meetings to discuss recruiting strategy, development of collateral material, travel to recruiting events, follow-up with potential applicants, selection of residents, and support of residents as they complete their applications to LMU. Additionally, Dr. Litton will work with Oakland LEAs to tailor curriculum to the Oakland partner LEAs' context and to help recruit and develop mentor teachers in preparation for the launch of the program. Recruitment and development will require developing and sharing an application for potential mentors, interviews and observations of potential mentors, and mentor training.

Together, the Oakland LEAs and LMU will build the necessary capacity to launch a successful teacher residency program that recruits, prepares, and supports 14 teacher residents in 2019-20. This project will strengthen Oakland's pipeline of effective SPED teachers and increase their diversity, retention, and effectiveness — all characteristics shown to increase student achievement.

2. Local Need for Special Education, STEM, and/or Bilingual Education Teachers

Describe and provide data to support the local need for planning and implementing a teacher residency program to prepare special education teachers, including but not limited to:

(1) a description of prior efforts to meet local shortage needs for special education teachers:

Given the shortages across high needs content areas, Oakland Unified has dedicated resources to developing pipeline programs across our job classifications in order to recruit and develop teachers. We have regularly recruited and supported classified staff members pursuing teaching, specifically in Special Education programs. Recently, these efforts have been bolstered and institutionalized through the Classified to Teacher program funding from the California Commission on Teaching Credentialing. We are currently supporting 40 classified

staff members in pursuing a teaching position in a hard to fill position. Twelve participants from 2017-18 have become teachers in 2018-19, and of these, nine are in Special Education, mild to moderate settings. Additionally, Oakland Unified is building wrap-around services for educators starting with waivers and permits to support with licensure examinations and mentorship and increase the retention of new educators participating in alternative licensure programs.

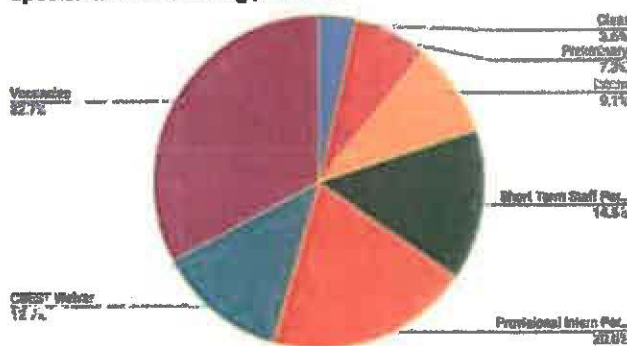
Historically, Education for Change schools also actively recruit paraprofessionals, general education teachers, as well as interventionists with Bachelors degrees to consider becoming Education Specialists. In addition to recruitment of potential Special Education teachers, we also partner with Education Specialist intern programs to enable recruited educators to acquire an intern credential. Finally, we have provided annual stipends to SPED teachers at \$8,500 annually above the regular teacher salary schedule. This stipend can be used to resource a teacher preparation program for credentialing requirements or testing for uncredentialed teachers.

(2) current needs for special education:

In Oakland Unified, there has been an increasing challenge to identify prepared Special Education teachers. Figure 1 depicts the credential and permit status of the Special Education teachers we hired in the 2018-19 recruitment season. These numbers paint a stark picture of our local context. Only 10.9 percent of our recent Special Education hires have a Preliminary or Clear credential, and at the moment of writing this proposal, we still have 18 teacher vacancies in Special Education classes. Each year, we hire approximately 20 percent of our Special Education teacher workforce, which creates a critical need to focus on improving the preparation, support, and retention of our Special Education teaching staff.

At Education For Change elementary schools like Epic, we have 2.5 FTE Education Specialists (two are new to the school this year, and one is on a Provisional Internship Permit). Last year, the school experienced 80% turnover, 50% turnover the year prior, and 50% the before. At Lazear, we have 3.0 FTE Education Specialists (two new this year). Lazear experienced 67% turnover last year, a staggering 100% turnover the year prior, and 33% the year prior. At Achieve Academy, we have 3.0 FTE Education Specialists (one on a Provisional Internship Permit), and we experienced equally high turnover during the past three years. In any given year, we anticipate at least one Education Specialist position turning over at these sites.

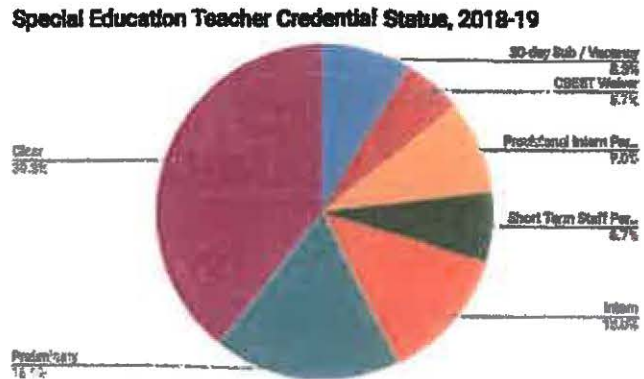
Special Education Hiring, 2018-19



(3) the specific needs to be addressed in the proposed Teacher Residency Capacity Grant Program, including:

a) The number of special education teachers currently serving on less than a preliminary teaching credential:

In Oakland Unified, close to 43 percent of our Special Education teachers are working with 30-day substitute permits, waivers, Provisional Intern Permits, Short Term Staff Permits, and Intern Credentials. Figure 2 depicts OUSD's 300 Special Education teachers and their current credential statuses. At EFC schools Achieve and Epic, we have one Education Specialist at each site who is on an Provisional Internship Permit. This school year, we do not have an Education Specialist at Lazear on an intern credential, but last year, we had one midyear resignation, leaving a vacancy that was ultimately filled by someone on a Short Term Permit.



b) Target number of Residents for special education residencies:

With the Oakland Teacher Resident program, we anticipate recruiting one resident each at EFC's Achieve Academy, Epic Charter School, and Lazear Charter Academy, and we have identified ten OUSD schools to become residency sites that will be able to host 11 teacher residents.

c) The schools in which Residents would potentially be placed; and

We anticipate recruiting one resident each at Achieve Academy, Epic Charter School, and Lazear Charter Academy. In Oakland Unified, we have identified two elementary schools: Emerson Elementary and MLK/Lafayette Elementary; four middle schools: Edna Brewer, Elmhurst Community Prep, Coliseum College Prep (serves grades 6-12), and Westlake Middle School; and five high schools: Skyline High School, Oakland Technical High School, Castlemont High School, MetWest High School and Oakland High School.

d) The rationale for the selection of the identified target schools.

Achieve Academy, Epic Charter School, and Lazear Charter Academy were all selected by Education for Change because they have experience dramatic teacher turnover over the past three years, with at least one Education Specialists on either a PIP or an STSP credential in the past two years, and these schools have significant populations of Special Education students with critical mental health needs.

The district schools chosen have a unique combination of a strong Special Education teacher leader with a clear Mild/Moderate Education Specialist credential, a strong need for additional recruitment in future years, high teacher turnover, and a school site administration supportive of launching a Special Education residency. Additionally, these schools have large Special Education programs, and will need ongoing professional development to strengthen inclusive practices and teacher training. All of the sites chosen have large populations of students who receive free or reduced lunch, with the exception of Oakland Technical High

School. In this case, the number of students who receive Special Education services is disproportionately higher than the general education population, at 73 percent.

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

Describe each of the following:

a) How the partnership will design, develop the capacity for, and be ready to implement an expanded or new Teacher Residency Program in the applicant LEA or consortium. Applicants may provide a table indicating the range of planning/capacity building activities, proposed calendar for these activities, and the participants from the LEA and the IHE as applicable to each planned capacity building activity in response to this criterion.

In order to build the capacity to design and launch the Oakland Teacher Residency project, the partner LEAs will work closely with the LMU School of Education to co-design and implement the program. While the MOU has not yet been finalized, both OUSD and EFC have signed letters of intent committing to MOU development and a residency program. Groundwork started in the spring of 2018 with the involvement of OUSD and EFC leadership along with union, principal, and teacher input on the potential for a combined residency program.

The capacity-building phase in 2018-19 will consist of finalizing the MOU, hiring an interim director of teacher residency, and selecting/preparing a small cohort of initial residents (likely five to start) alongside mentors (also five) to launch in the 2019-20 school year. In addition, we will begin to put in place the necessary elements to scale the Oakland Teacher Residency to serve 20-25 teacher residents in the 2020-21 school year, including relationship-development with additional OUSD schools and charter schools as well as developing consulting partnerships, preparing to hire a full-time Director of Teacher Residency, developing the advisory commission of participating school representatives to guide the program, and identification and recruitment/selection of additional mentors. We will also dedicate resources to fund development to build the necessary revenue sources for implementation of the Residency Program.

Ideally, we would prefer to have the Director of teacher residency hired before launching the program entirely, but we will hire an interim director to help launch the program. It is critical for the long-term success of the program that we hire a full-time Director of the Oakland Teacher Residency program prior to launching the full 14 resident cohort of the program for the 2019-20 year. The Director reports to the partner LEAs, working in conjunction with LMU's recruitment team and leading the application, interview, and enrollment processes as well as matching residents with mentor teachers, mentor training, and professional development, and facilitating the hiring and induction process so that residents can be as successful as possible. The Director bridges the two systems, helping LMU understand what great teachers know and are able to do in the district, and helping the LEA deepen its thinking about teaching and learning as well as develop a pipeline of excellent new teachers.

b) The plan for:

(1) identifying how many mentor/master teachers who would be supporting the Residents within a teacher residency model are currently available, and how many

additional mentor/master teachers might be needed, to support the target number of Residents for the Program to be developed under this Grant;

In order to be prepared for the first cohort of 14 residents, the consortium will need to identify at least 14 strong mentor teachers across high-need Oakland public schools (OUSD and EFC). Ideally, up to 18 mentors will be selected and trained, so that 14 of them can be most effectively matched with the 14 residents that are ultimately selected to participate in the initial 2019-20 cohort. To participate in LMU's programs, mentors must meet the following criteria in applications: proof of a clear credential, at least three years' teaching experience, the recommendation of their site leader, essays that display commitment to improving practice and belief in student equity as well as strong team collaboration. These mentors must also commit to participating in at least 10 hours of professional development on topics related to mentoring, supervision, and evaluation. They will also be observed by the teacher residency Director. LMU will help partner LEAs select mentor teachers based on strong content knowledge, effective teaching methods, ability to use data and provide feedback, collaborative/transparent approach, and demonstrated student achievement gains.

(2) assessing the mentor/master teacher's needs for additional preparation in order to support the Residents;

Those who meet the above qualifications will then be observed by the Director of Residency and selected to be placed in a mentor teacher pool. Mentors will be matched by the Director of Residency with residents and then attend a full-day training to learn about their role in the residency as well as current best practices. Mentors will fill out self-assessments of their competencies and needs prior to the initial training.

(3) determining what the training would potentially consist of, depending on the analysis of the current status of mentor/master teachers in the LEA or consortium; and

A full day of training, which will allow for differentiation based on the mentor teachers' experience in supporting pre-service teachers, will focus on building trust in a coaching relationship, adult learning theory, and facilitative coaching strategies. Mentor seminars are focused on developing the diverse coaching and teaching skills of our highly talented team. Both mentor and resident seminars are situated in the larger work of their partner schools, and will focus on LEA-specific instructional effectiveness. This development and acknowledgement of mentors as teacher leaders is paired with regular observation and feedback sessions to create impact in and beyond residency classrooms and schools. Among other skills, LMU training helps mentors' to coach, support, and give feedback effectively. The Oakland partner LEAs will provide mentors with: opportunities to travel to visit effective residencies, annual stipends to coach and supervise residents, and weekly release time to provide feedback and plan with the resident.

(4) identifying who would be providing the training needed by the mentor/master teachers.

The Director of Teacher Residency determines the need for training and provides the initial mentor training. In addition to the initial training, LMU will also support Oakland's

mentor teachers through monthly seminars within the cohort of 14 mentors throughout 2019-20.

c) The plan for identifying and addressing the information or other needs of administrators and staff other than mentor/master teachers to support implementation of a teacher residency program within the applicant LEA or consortium.

School principals play a key role in the success of the residency program. Conversations with principals begin by highlighting different elements of the program including resident placement based on site interest, the residents' schedules, strategies for recruiting diverse residents, the role of the administration and mentor teacher, and the benefits of the residency for students. Later, discussions address mentor/resident matches, inclusive practices for the resident, and the role of the administrator as an evaluator and co-collaborator. Principals are provided with a stipend and expected to help develop residents, develop mentors, meet regularly with the Director, complete surveys about residents, and attend LMU events like interview days and Master's Research Forum. LMU provides all principals with an introductory webinar and ongoing support (described below).

In addition, the Oakland partner LEAs' curriculum, instruction, and human resources leads will also participate in an initial Contextualization Meeting with LMU administration and the Director of Teacher Residency. This meeting will be held annually to determine, recap, and refine the plan to target the Oakland partner LEAs' specific needs around student learning, instructional practices, and teacher competency goals — providing for continuous improvement of the Oakland Teacher Residency program over time.

Finally, the Director of Teacher Residency and the communications teams of the Oakland partner LEAs will work together with LMU's staff to ensure system-wide stakeholder understanding of the teacher residency partnership so that all staff members can support this opportunity for impact on the Oakland teacher pipeline and student learning.

d) The training or other staff development needs to be addressed within the Teacher Residency Capacity Grant.

LMU provides training and professional development for key staff including the Director of the Teacher Residency and the participating principals. Principals will take part in webinars that detail roles and the process/expectations of residents and mentors, and they will receive regular visits from the Director and assistance with hiring residents. Onboarding and close support for the Director are provided by key LMU administrators in monthly meetings during and beyond the recruitment and planning year. The Director of the Oakland Teacher Residency will also receive specific training/support three times weekly from the Dean and fellow Directors (in other districts), including team calls focused on programmatic implementation, data analysis, and sharing/refining best practices. Weekly seminar calls will also provide opportunities for directors to collaborate across cities and cohorts, sharing and contextualizing material.

In addition to administrators and mentor teachers who play a large role in the Teacher Residency, staff who support recruitment of mentors are key to the program success. Training will be provided to all Human Resources staff who interact with classified employees and community volunteers, as we expect they will help recruit residents through their frequent

interactions with our untapped community members. Training will be ongoing throughout the fall recruiting season and conducted by the Director of Teacher Residency.

e) How the teacher residency program would assure that Residents have opportunities to work with special education, K-12 students, as applicable, across a range of instructional settings and approaches within the LEA or consortium.

The Urban Education program has had a partnership with a charter management organization for a Residency program for the last 4 years. As such, LMU has the experience and expertise in selecting mentors, selecting of residents, and working with partners in the development of the curriculum for a residency program. The current LMU program was audited by TPI-US in Spring 2018. Revisions to the current program are being made based on the results of the audit. These lessons learned will also be applied to the Oakland Consortium.

The learning needs of Oakland's K-12 students will define what residents need to learn and when they need to learn it. Through authentic assignments for their courses, teacher residents will learn about common instructional practices, assessments, student learning profiles, lesson planning, and data analysis used by the LEA and their assigned school, so that they are well-equipped to be contributing members of the adult team.

Over the training year, residents take on increasing responsibility as their learning and roles evolve. Residents move from supporting individual students to groups of students, from collecting data to analyzing data, and from co-planning parts of lessons to planning entire units with guidance from the mentor teacher. Residents will be held accountable for the quality of their instruction and student learning through performance assessments called "gateways." Both Oakland mentors and the LMU faculty will work with residents using the gateway indicators to ensure alignment of theory and practice and common expectations for effective teaching.

Finally, the program will result in nearly guaranteed employment for successful residents, who will not only graduate with a credential but also a Master's degree upon demonstrating effective teaching that will lead to improved student outcomes. In order to graduate, residents must also pass their state's pre-service performance assessment, their state's licensure exams, Master's research presentation, and all graduate courses. In partnership with the district's recruiting staff, principals, and local community organizations, the Director will help residents secure positions in high-need schools.

To ensure that residents stay in those teaching roles within Oakland for at least four years, the partner LEAs will provide a comprehensive induction program. Oakland Unified provides a job embedded induction program rooted in two cycles of inquiry on classroom practices tied to SMARTe goals related to the California Standards for the Teaching Profession, in addition to one-on-one induction coaching. This program is free of cost to all new teachers with Preliminary Credentials. We will make every effort to pair the teacher resident with an induction support provider onsite, with specific preference for the mentor teacher to continue to serve as the resident's support provider. The cohorts of residents will continue to meet quarterly during their first years of teaching in an effort to continue to build shared practice and sustaining community. Through formal induction programs as well as through community building, the partner LEA will provide residents with the professional support required to improve and sustain cohorts of effective teachers over time.

f) The plan for designing a cohort model approach within the Teacher Residency Program.

LMU has learned that one of the most critical elements to a successful teacher education program is the selection of candidates who have the knowledge, skills, and disposition to be effective. LMU staff will collaborate with Oakland's LEAs to help source candidates reflecting communities they serve. They will recruit heavily from within LEA boundaries, local colleges, community-based organizations, K-12 staff, professional and student associations, minority associations, and via advertising targeting career changers.

LMU has developed a robust recruitment and selection model which seeks and cultivates high-potential candidates through a rigorous, multi-stage selection process. Evaluating a range of competencies, skills, and dispositions, this model goes beyond the focus of traditional higher education programs. LMU and partner LEAs will evaluate not only academic preparation, but also critical thinking skills, problem solving skills, perseverance, learning stance, communication skills, ability to work with diverse individuals, and commitment to equitable education. Applicants must have a bachelor's degree (GPA of 3.0 or above) and possess strong content knowledge, experience working with children, and a record of achievement. We will review transcripts, resumes, essays, interviews, recommendation letters, and demonstration lessons, and will provide feedback after the demonstration lesson, asking candidates to apply it as they teach the lesson again, in order to assess openness to and ability to utilize feedback. This rigorous process typically results in acceptance rates below 15%.

LMUs cohort model is designed to provide residents deep connections for support, learning, and collaboration on shared experiences. Residents will meet weekly for full-day in person cohort seminars. The Director is assigned to support this model throughout the year and provides wrap-around support for the cohort including leading the weekly all-day seminar, doing field observations, and providing feedback.

Additionally, the cohort model enables a unique support structure: the Director receives weekly updates from students through the seminar and provide strong moral support and help to create and guide residents on an individualized path through the year. The cohort model creates an intentional support network with and for the residents so they are able to rely on each other during the year and after graduation. Long-lasting, strong relationships are built within cohorts, as this unique growth experience lends itself to the development of strong practitioners who are able to be vulnerable with one another.

g) How the existing Commission approved teacher preparation program at the IHE will be modified to work specifically with the partner LEA(s), or how the new Teacher Residency Program at the IHE would be tailored to work specifically with the partner LEA(s), as applicable.

Loyola Marymount University is accredited by Western Association of Schools and Colleges (WASC)'s Senior College and University Commission (WSCUC). The educator preparation programs in the School of Education are accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). The LMU School of Education is preparing for a Spring 2019 accreditation visit by the CTC and the Council for the Accreditation of Educator Preparation (CAEP), the organization that replaced NCATE. The LMU School of Education has been offering programs in Northern California since 2010. Currently, there are close to 350 candidates enrolled in

teaching credential and MA programs in San Francisco, Oakland, Richmond, San Jose, Sacramento, Stockton, and Delano.

The Urban Education program has made a strong commitment to working with partners to offer programs that meet the specific needs of each partner. For the current partnership with Oakland Unified School District, faculty and staff of the Department collaborated in recruitment and curriculum delivery. A concerted effort was made to successfully hire faculty and University supervisors who have an intimate knowledge of the District. Thus, candidates in the program learn content that is relevant to the District.

LMU School of Education and the Oakland LEAs will collaborate to select faculty members who will teach courses and provide school-based coaching to Oakland teacher residents, aligning coursework and practicum experience with student learning needs. Residents will begin the program with a four-week, intensive, in-person course with their cohort in the Summer semester, and come together again in the fall and spring for weeklong intensive sessions. Residents will also participate throughout the year in an in-person weekly classes taught lead by selected faculty. Weekly seminars will engage residents in a wide range of activities: reading and discussing materials pertaining to current educational trends and policies at the local and national level, conducting case study analysis of key problems of practice, collaboratively problem solving around critical incidents from the classroom, and learning, developing, and practicing a sequence of high-leverage classroom techniques.

In addition to a teaching credential, LMU provides residents with the opportunity to earn a Master's degree during the residency. In supportive cohorts of 10-15 teachers, residents will take in-person, online, and hybrid courses over a 12-month period covering content methods in math, science, among others, classroom management, human development, inclusive practices, literacy, and data usage. Designed with students and their local curriculum in mind, courses connect to the specific instructional demands of residents' current contexts and inform and enrich residents' ability to support student learning during their residency.

LMU also facilitates, records, and tracks outcomes from annual meetings with partner LEAs to better understand and act on partner priorities for new and mentor teachers. In these conversations with leadership, key questions are addressed around expectations of proficiency for new teachers.

h) How the Teacher Residency Capacity Grant process will improve the LEA or consortium's ability to implement a teacher residency program within the LEA or consortium.

With this capacity building grant, Oakland's LEAs will increase our ability to plan and facilitate a strong implementation process for the Oakland Teacher Residency program. We will be able to invest in the creation of a strong, collaborative partnership between mentors, site leaders, the LMU School of Education and the Consortium LEAs to facilitate a successful launch of the Oakland Teacher Residency in 2019-20. This requires us to set the foundation of training, observation of successful teacher residencies, calibration of best practices in Special Education programming, and recruitment of our first cohort of teacher residents. We will be able to support the costs of training teachers and site leaders in best practices related to mentorship, Special Education services, and residency implementation. At the LEAs and LMU, we will be able to intently focus on recruitment of promising residents.

In addition to training, preparation, and recruitment, with the capacity grant we will be able to build the logistics and infrastructure of collaboration through assembling the Residency Advisory Committee, responsible for program implementation and requiring representation from all concerned stakeholders. Finally, we will have the funding necessary to ensure that we are prepared to propose a complete plan for the Residency Grants in January 2019. Together, these program components will produce measurable community impact, including an increased supply of highly effective, certified teachers that stay in the classroom and community longer, thereby increasing stability and student achievement in the high-needs communities served. Finally, by building across organizations that have traditionally been divided, this is an opportunity to build relationships that will translate into shared best practice that increase student outcomes in Special Education.

4. Key Program Personnel and Shared Program Governance

(OUSD) Name, Title, FTE	Roles & Responsibilities
Sarah Glasband 0.2 FTE	Lead agency, overall management of the Teacher Residency Capacity Grant, support with oversight, management, and reporting for the capacity grant.
Neena Bawa, 0.1 FTE	Executive Director of Special Education, Lead agency, will support with the integration of the residency into current Special Education programming; will support with training of mentors and school sites, as well as the identification of exemplary mentor teachers.
Mary Claire Delgado, 0.1 FTE	Manager of Recruitment, Lead agency, will support with the recruitment and selection of the first group of teacher residents.
Ryannon Nguyen, 0.05 FTE	Fiscal Management of Teacher Residency Program, will ensure fiscal responsibility and accounting for the teacher residency capacity grant.

(EFC) Name, Title, FTE	Roles & Responsibilities
-Hae-Sin Thomas, CEO, 0.1 FTE	-Management (EFC), partner engagement, planning/ implementation
-Brandee Stewart, Chief Student Support Services, 0.2 FTE	-Participate on the RAC, manage communications/ engagement with site leadership, liaise with EFC Instructional Leadership Team, residency program management (recruit mentors, manage mentor experience), communications with LMU
-Rebecca Reynolds, Director Staff Recruitment, 0.1 FTE	-Participate on the RAC, partner with OUSD/ LMU recruiting residents, manage residents at EFC

(LMU) Name, Title, FTE	Roles & Responsibilities
<p>Dr. Edmundo F. Litton, Professor and Senior Director of LMU Northern CA programs, 0.2 FTE</p> <p>Ramiro Euyoque, Associate Dean of Partnerships, 0.1 FTE</p> <p>Dr. Juliet Anyanwu, Director of Special Education, 0.1 FTE</p> <p>Stephanie Serventi, Assistant Director of LMU Northern CA programs, 0.1 FTE</p>	<p>-Manages ongoing relationships, information sharing, technical assistance, and the partnership development process.</p> <p>-The Senior Director of Recruitment and the Outreach and Recruitment Manager will work with the partner Oakland LEAs to develop a recruitment plan and application processes.</p> <p>-Conduct an upfront Contextualization Meeting to determine Oakland's academic priorities and needs, conduct professional development over time, and provide academic support and professional development for the Director of Teacher Residency.</p> <p>-This role supports enrollment and registration processes.</p>

b) Key staff implementing the Teacher Residency Capacity Grant Program. Describe any professional development/training that will be provided to other key staff who will be working with the target program participants in order to effectively plan, design, and be ready to develop a funding proposal under the Teacher Residency Capacity Grant.

Human Resources staff will need training and consultation in the recruitment and selection of the first cohort of teacher residents, as effective recruitment will begin in fall preceding the 2019-20 academic year. Also, it is necessary to develop a new job classification to support resident teachers in both Oakland Unified and the three schools associated with Education for Change. This will require collaboration with union representatives from both certificated and classified unions. In addition to HR, it is also critical to support training for the Special Education Program Specialists and leaders who provide ongoing support to school sites with Special Education programming. It will be critical for Program Specialists and Special Education mentor teachers to fully understand the role of the teacher resident and mentor teacher before launching the residency program given the high needs in Special Education.

c) Explain the relationship and governance of the Teacher Residency Capacity Grant within the grantee LEA or consortium as well as within the IHE(s) in terms of internal institutional oversight, management, and reporting.

The Oakland teacher residency is governed by a Memorandum Of Understanding established in fall 2018 between OUSD, EFC, and LMU School of Education. As the lead LEA, Oakland Unified School District staff Sarah Glasband and Neena Bawa will support the coordination of the financial, planning, and programmatic design of the Oakland Teacher Residency in partnership with the Interim Director and the leadership staff from Lazear, Achieve, and Epic, the three schools associated with Education for Change, along with the LMU

School of Education. The Residency Advisory Committee, made up of representatives of all three agencies, will be responsible for the oversight, management, and reporting for the capacity grant, with Oakland Unified serving as the lead agency.

LMU is responsible for supporting recruitment, selection, and matching of mentors and residents, tailoring its curriculum and co-teaching support to the partner LEAs for both mentors and residents, and ensuring that residents demonstrate instructional effectiveness before they graduate with both a Master's degree and a teaching credential, as well as supporting the partner LEAs through the hiring process as it places residents upon successful completion of their program year. LMU will also help to fund, employ, and support a Director of Teacher Residency for Oakland, who is responsible for coordinating with both LMU and with the partner LEAs' staff on program implementation, school site support, mentor development, and resident training.

In developing Oakland's teacher residency program, partner LEAs will work closely with the LMU staff, including Senior Director Dr. Edmundo F. Litton, who has been a faculty member at LMU for 22 years and has extensive experience building partnerships and alternative certification programs.

5. Timeline

Stage	Time Frame
<p><u>Completion of the planning and capacity building process:</u> -Signing of MOU to work together -Assembly of Advisory Commission -Hiring of Director of Teacher Residency -Connections between LMU and LEA leads for communication, recruitment, and academic planning. -Training mentor cohort, site visits, consultants support -Training of site leaders in two half day retreats to prepare site as a teacher resident host -Begin recruitment and calibrate selection criteria for teacher residents</p>	<p>-By January 2019 -By January 2019 -By March 2019 -By January 2019 -March - April 2019 -March - April 2019 -By December 2018</p>
<p><u>Readiness to apply for a Teacher Residency grant in an upcoming competition:</u> -Complete grant application with stakeholders from Oakland consortium for Round II of the Teacher Residency Grants - work with Residency Advisory Committee to ensure stakeholders participate in planning for full residency implementation</p>	<p>By January 2019</p>
<p><u>Recruitment of the initial cohort of Residents for the Teacher Residency Program:</u> -Recruit, interview, and select teacher residents</p>	<p>February 2019</p>

<u>Enrollment of the initial cohort of the Residents in the IHE Teacher Residency preparation pathway:</u> -Residency recruits complete application to LMU for enrollment in Fall 2019 -Contextualization meeting to determine partner LEA needs, teacher competency, and instructional goals -Matching of Mentors and Residents -Residents begin course intensive	By May 2019 May 2019 June 2019 July 2019
<u>Starting school year for first Residents cohort</u>	August 2020 - June 2021

6. Budgets and Budget Narratives for the Capacity Grant, Including Matching Funds

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide support for capacity building in preparation for implementing a teacher residency pathway within the applicant LEA or consortium as well as for applying for a Teacher Residency Grant in an upcoming Teacher Residency Grant competition.

Directions for Responding to the Budget Criterion

Provide a Budget Summary (Form F) for the proposed Teacher Residency Capacity Grant, using Budget Form F1 for local matching funds. In addition, applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Teacher Residency Capacity Grant when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

Appendix F
Teacher Residency Capacity Grant
Budget Summary Form and Budget Narrative

Directions: For each Teacher Residency Capacity Grant component/activity, please indicate whether the component/activity will be funded through grant funds and/or local matching funds, as applicable to each component/activity, and the amount budgeted. If additional categories are necessary, list these in spaces provided below. All planned expenditures must be detailed in the Budget Narrative.

Program Component	Grant Funds Amount	Matching Funds Amount	Total
LEA Personnel (Salaries) Interim Director .3	\$5,000	\$74,000	\$79,000
LEA Personnel (Stipends)	0		
LEA Personnel (Release time)	\$2,000		\$2,000
IHE Personnel (Salaries)	\$2,500	\$56,000	\$58,500
IHE Personnel (Stipends)	0		
IHE Personnel (Release time)	0		
Master/Mentor Teacher Professional Development/Training	0		
Master/Mentor Teacher Stipends	\$17,500 (\$1250/14 mentors)		\$17,500
Master/Mentor Teacher Release Time	0		
Travel for LEA Personnel	\$5,000		\$5,000
Travel for IHE Personnel	\$2,500		\$2,500

Consultants	\$3,000		\$3,000
Program Administration - Recruitment, Materials, Marketing	\$5,155		\$5,155
Oakland Unified Indirect Costs for Program Administration	\$2,795		\$2,795
Other (describe below)	0		
Professional Development for Site Administrators	0		
Stipends for Site Administrators for Capacity Building and Planning	\$4,550 for 13 sites		\$4,550
GRAND TOTALS	\$50,000	\$130,000	\$180,000

BUDGET NARRATIVE

A tremendous amount of personnel capacity is required to launch a successful Oakland Teacher Residency by the 2019-20 academic year. To begin, a strong leadership team must be assembled from consortium partners and the LMU School of Education. The bulk of matching funds from Oakland Unified School District and Education for Change's three school sites will come in the form of in-kind contributions from the salaries of several key individuals: the Executive Director of Special Education, the Education for Change Chief of Student Services, Brandee Stewart, the Manager of Recruitment at Oakland Unified, Mary Claire Delgado, and the Manager of Retention and Employee Development, Sarah Glasband. Together, in partnership with the LMU School of Education and their staff time, we will prepare to recruit residents, train mentor teachers and site leaders, and establish systems for launching a successful residency program.

The success of the Oakland Teacher Residency depends upon strong leadership, strong collaboration, and strong training. The majority of our funding from the capacity grant will go toward professional development of mentors and site leaders in the form of stipends for attending trainings, release time and travel funding to observe successful residency programs, and consultants to support in the training. We intend for mentor teachers and host site leaders to have the opportunity to see strong Special Education programming and a strong residency in action. We have a number of strong local partners who can support in training mentor teachers and site leaders, such as the Seneca Family of Agencies, who specialize in strong, supportive special education services for impacted students. Altogether, training for mentors and site leaders amounts to close to 60 percent of our funding request, at just over \$29,000.

The remaining funds will be used to support our initial recruitment and marketing work so that we may begin to recruit teacher residents. We also hope to defray some of the costs of

our IHE partner, the LMU School of Education, as well as to fund interim leadership in OUSD for a Residency director. They will be supporting in the program design, training of mentors and site administrators, training of Local Education Agency's staff, as well as recruitment of teacher residents in the capacity building phase. Lastly, we must consider the indirect costs to managing the grant in our financial services, Human Resources, and related divisions, and we include a slightly program administration for indirect costs at 5.59 percent of the total grant. This budget is subject to approval by the governing board of Oakland Unified.

**Appendix F1
Teacher Residency Capacity Grant Program
Matching Funds Worksheet**

Directions: Complete the worksheet for the Teacher Residency Capacity program planning period, using the budget categories applicable to your Teacher Residency Capacity Grant Program. If additional categories are necessary, list these in spaces provided below. All categories of planned matching funds expenditures must also be detailed in the Budget Narrative.

Matching Funds

Budget Category	Actual Funds	In-Kind Funds	Total
LEA Personnel (Salaries)		0.1 Executive Director of Special Education \$16,000 .2 Chief of Student Support Services, EFC \$24,000 0.2 Manager of Retention and Employee Development at Oakland Unified \$24,000 0.1 Talent Development Associate focused on recruitment at Oakland Unified School District \$10,000	\$74,000
LEA Personnel (Stipends)			
LEA Personnel (Release Time)			
IHE Personnel (Salaries)		Dr. Edmundo F. Litton, Professor and Senior	\$56,000

		<p>Director of LMU Northern CA programs, 0.2 FTE \$30,000</p> <p>Ramiro Euyoque, Associate Dean of Partnerships, 0.1 FTE \$6,000</p> <p>Dr. Juliet Anyanwu, Director of Special Education, 0.1 FTE \$13,000</p> <p>Stephanie Serventi, Assistant Director of LMU Northern CA programs, 0.1 FTE \$7,000</p>	
IHE Personnel (Stipends)			
IHE Personnel (Release Time)			
Master/Mentor Teacher Professional Development/Training			
Master/Mentor Teacher Stipends			
Master/Mentor Teacher Release Time			
Travel for LEA Personnel			

Travel for IHE Personnel			
Consultants			
Program Administration			
Other (describe below)			
Grand Totals			\$130,000

7. Statutory Priority Points

Applicants must fill out and submit the Statutory Priority Points form (Appendix D).

Statutory Priority Criterion	Yes	If Yes, Provide the Name, Location and CD/CDS Code of the Qualifying School	No
1. Applicant LEA or consortium has a school where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced price meals	Yes	<p>Education for Change: Achieve Academy, 1700 28th Ave, Oakland, CA 94601, CDS 01 61259 0111476</p> <p>Epic Charter School, 045 Derby Ave, Oakland, CA 94601, CDS 01 61259 0129403</p> <p>Lazear Charter Academy, 824 29th Ave. Oakland, CA 94601, CDS 01 10017 6002000</p> <p>Oakland Unified School District Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208 01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p>	Yes

		<p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702 01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p> <p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037 01 61259 0125161</p> <p>Skyline High School 12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p>	
<p>2. Applicant LEA or consortium has a school where at least five percent (5%) of the teachers are misassigned, as determined by the commission, or working on a short-term staffing permit, a</p>	<p>Yes</p>	<p>Achieve Academy, 1700 28th Ave, Oakland, CA 94601, CDS 01 61259 0111476 Epic Charter School, 045 Derby Ave, Oakland, CA 94601, CDS 01 61259 0129403</p>	<p>Yes</p>

<p>provisional intern permit, or a waiver</p>		<p>Oakland Unified School District Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208 01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p> <p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702 01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p> <p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037 01 61259 0125161</p>	
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		<p>Skyline High School 12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p> <p>Oakland Technical High School 4351 Broadway Oakland 94611-4612 01 61259 0136051</p>	
<p>3. Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region</p>	<p>Yes</p>	<p>Achieve Academy, 1700 28th Ave, Oakland, CA 94601, CDS 01 61259 0111476</p> <p>Epic Charter School, 045 Derby Ave, Oakland, CA 94601, CDS 01 61259 0129403</p> <p>Lazear Charter Academy, 824 29th Ave. Oakland, CA 94601, CDS 01 10017 6002000</p> <p>Oakland Unified School District Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208 01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p> <p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702</p>	<p>Yes</p>

		<p>01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p> <p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037 01 61259 0125161</p> <p>Skyline High School 12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p> <p>Oakland Technical High School 4351 Broadway Oakland 94611-4612 01 61259 0136051</p>	
<p>4. Applicant LEA or consortium has a school with a cumulative voluntary teacher attrition rate that exceeded twenty percent (20%) over the three preceding school years</p>	<p>Yes</p>	<p>Achieve Academy, 1700 28th Ave, Oakland, CA 94601, CDS 01 61259 0111476</p> <p>Epic Charter School, 045 Derby Ave, Oakland, CA 94601, CDS 01 61259 0129403</p> <p>Lazear Charter Academy, 824 29th Ave. Oakland, CA 94601, CDS 01 10017 6002000</p> <p>http://www.ousddata.org/</p>	<p>Yes</p>

	<p>Oakland Unified School District</p> <p>Emerson Elementary School 4803 Lawton Ave. Oakland 94609-2208 01 61259 6001812</p> <p>Lafayette Elementary School/Martin Luther King, Jr. Elementary School (Merging) 991 14th St. Oakland 94607 01 61259 6001978</p> <p>Edna Brewer Middle School 3748 13th Ave. Oakland 94610-2820 01 61259 6057061</p> <p>Elmhurst Community Prep/Alliance Academy (Merging) 1800 98th Ave. Oakland 94603-2702 01 61259 0112789</p> <p>Westlake Middle School 2629 Harrison St. Oakland 94612-3813 01 61259 6057095</p> <p>Coliseum College Prep Academy 1390 66th Ave. Oakland 94621-3506 01 61259 0112797</p> <p>MetWest High School 314 East Tenth St. Oakland 94606-2302 01 61259 0100701</p> <p>Castlemont High School 8601 MacArthur Blvd. Oakland 94605-4037</p>	
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	<p>01 61259 0125161</p> <p>Skyline High School 12250 Skyline Blvd. Oakland 94619-2425 01 61259 0137943</p> <p>Oakland Technical High School 4351 Broadway Oakland 94611-4612 01 61259 0136051</p>	
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