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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division
Zaia Vera, Coordinator, Oakland Teacher Residency, Talent Division

Meeting Date June 9, 2021

Subject **Grant Award - National Center for Teacher Residencies Black Educator Initiative Grant – Talent/Human Resources**

Ask of the Board Acceptance by the Board of Education of the National Center for Teacher Residencies (NCTR) Black Educator Initiative (BEI) Grant Award for \$120,000 for the development and support of Black Oakland Teacher Residents, pursuant to the terms and conditions thereof, for the period May 1, 2021 through April 30, 2022.

Background NCTR’s \$120,000 investment in the Oakland Black Educator Initiative will support our ongoing efforts to remove financial barriers for our Black educators to enter the profession and become credentialed teachers, in service to students. These funds will help us to achieve our program goals related to the recruitment, development and retention of Black teachers to serve our schools and communities. There is a direct through line from highly-qualified educators to effective teaching to success and achievement for all children. Students must have highly qualified teachers every day if we are to address the education debt that is owed to our Black and brown communities. To fulfill its mission, OUSD has been undertaking several Grow Our Own initiatives to improve teacher recruitment, retainment, and effectiveness. The Oakland Teacher Residency is a critical piece of our system-wide redesign work that will immediately impact thousands of students across Oakland’s public schools, and an investment in OUSD’s Black Educator Initiative will enable sustained access to highly qualified Black educators.

**Additional
Fiscal Impact**

N/A

**Funding
Source(s)**

\$120,000 Grant from NCTR's Black Educator Initiative.

Attachment(s)

- National Center for Teacher Residencies/Black Educators Initiative Contractor Agreement
- Request for Proposals Year 3 of NCTR's Black Educators Initiative
- Grant Face Sheet



NATIONAL CENTER FOR TEACHER RESIDENCIES / BLACK EDUCATORS INITIATIVE CONTRACTOR AGREEMENT

Contractor: Oakland Unified School District
Amount: \$120,000
Term: May 1, 2021 – April 30, 2022

Agreement: This contractor agreement (the “Agreement”) is made and entered into as of May 1, 2021 (the “Effective Date”) between the National Center for Teacher Residencies (“NCTR”), a Massachusetts and Illinois not-for-profit corporation (“NCTR”) with offices at 1332 North Halsted St., Suite 304, Chicago, IL, and Oakland Unified School District (“Contractor”) with offices at 1000 Broadway Suite 300, Oakland, CA 94607 (collectively the “Parties”).

- I. **Engagement of Services.** Contractor agrees to work in partnership with NCTR to participate in NCTR’s Black Educators Initiative (BEI) to the fullest extent possible. Contractor shall use the funds received from NCTR for the following purposes:
 - a. Scholarships or stipends to offset tuition and training costs.
 - b. Other direct supports paid directly to the resident or covering an expense the resident would otherwise have to pay (e.g., healthcare, childcare, testing/licensure support, books and supplies, tech support, commuting/transportation).
 - c. Loans and income share agreements to defer tuition and training costs.
 - d. Emergency funds to help offset other expenses for Black residents including transportation, childcare, housing, food, and healthcare expenses.
 - e. Recruitment expenses for the development and implementation of strategic recruitment strategies to increase the enrollment of Black residents.
 - f. Stipends and support and training costs for Black mentors.
 - g. Costs to establish or sustain affinity groups that build community and promote program completion for Black residents as well as retention of Black graduates.
 - h. Support for other strategies that you have successfully implemented that have resulted in recruiting, selecting, and retaining Black educators.
- II. **Evaluation.** Fully participate in NCTR’s BEI research and evaluation, as outlined in Appendix A.

III. **Convenings.** BEI grant recipients will be required to participate in monthly, virtual BEI small and whole group convenings to share data, analyze their impact, communicate best practices, and develop resources that support work on their grants. Via Network learning experiences and other NCTR presentations and publications, participants will be expected to share their takeaways, highlight the work of their programs, and activate learning and discussion about increasing the number and support for Black educators in residencies.

IV. **Use of Funds.** Contractor may use the funds of this Agreement only for the purposes stated herein and in Section I above, and must apply funds to the line items listed in a budget developed in partnership with NCTR. Specifically:

- a. All funds should be used for expenses approved by NCTR.
- b. All unused funds should be returned directly to NCTR at the end of the performance period, unless NCTR grants a no-cost extension.
- c. Contractor acknowledges that NCTR has not earmarked the funds or any portion for distribution to any individual other than as compensation for services rendered in furtherance of the contract purpose.

V. **Payments, Reports, and Requirements.** Contractor will receive up to \$120,000 (the “Amount”) in the Period of Performance. If the primary source of funds to support this Agreement is discontinued or becomes at risk for any reason, NCTR will terminate the Agreement. Contractor will receive funds after invoicing NCTR according to the following schedule:

On or after signature of the Agreement	50% of the Amount
On or after January 14, 2022	Up to 50% of the Amount

- d. **Reporting Requirements:** Contractor will be required to submit reports to NCTR on progress and challenges of proposed activities on the following dates:
 - i. Interim report due December 17, 2021 for activities and expenses as of November 30, 2021
 - ii. Final report due May 20, 2022 for activities and expenses as of April 30, 2022
- e. **Network Participation Requirement:** Contractor is required to fully participate in Network programming between July 1, 2021 and June 30, 2022. Should Contractor end their Network partnership with NCTR at any point during the term of the Agreement, NCTR will terminate this Agreement.

VI. **Term/Termination.** The Term of this Agreement begins on the Effective Date and will continue through April 30, 2022, unless sooner terminated under the terms of this agreement. This Agreement may be terminated by either Contractor or NCTR immediately upon written notice if (i) Contractor or NCTR, or anyone acting on either party’s behalf engages in any conduct which is criminal or would, in the reasonable opinion of NCTR or Contractor, tend to damage the reputation of the party or (ii)

Contractor or NCTR defaults on its obligations in Sections I, II, III, IV or V, and fails to correct such default within 15 days of receiving notice of such breach.

- VII. **Notice.** All notices under this Agreement shall be in writing and directed to persons and addresses identified for such parties below. Notices shall be deemed effective upon receipt. Either party may change such notice information by written notice to the other in accordance with this Section.

Notice to NCTR shall be given to:

Anissa Listak, Chief Executive Officer
National Center for Teacher Residencies
1332 North Halsted St., Suite 304
Chicago, IL 60642

Notice to Contractor shall be given to:

Zaia Vera, Co-Founder
Oakland Teacher Residency
1000 Broadway Suite 300
Oakland, CA 94608-1142

- VIII. **Limitation on Liability.**

- a. NCTR shall not, nor shall its employees, affiliates, representatives or agents, be liable to the Contractor for any claims, liabilities, actions, suits, judgments, fines, losses, injuries, damages, costs or expenses (collectively, "Losses") arising out of or connected to the provision of services under this Agreement, other than any Losses caused by the gross negligence or willful misconduct of NCTR in connection with the provision of the services under this Agreement. The Contractor hereby waives all rights to recover against NCTR for any Losses to its tangible personal property (whether owned or leased) from any cause, which is covered by insurance maintained by the Contractor, including respective deductibles or self-insured retentions. The Contractor agrees to maintain insurance in respect of such tangible personal property, in such amounts, with such deductibles and against such risks and losses that it deems reasonably necessary or appropriate; and
- b. NCTR does not make any representations or warranties, express or implied, regarding the merchantability, suitability, originality, fitness for a particular use or purpose or results to be derived from the use of any materials, deliverables or services provided under this Agreement. NCTR does not guarantee that any work product or deliverable hereunder will be error-free.

- IX. **Indemnification.**

- a. Each of NCTR and the Contractor will indemnify, defend and hold harmless the other party, its officers, directors, employees and agents, against any third-party claims and all resulting liabilities, losses and costs (including reasonable

attorneys' fees and settlement costs) arising out of (1) any gross negligence, willful misconduct or breach of this Agreement by the indemnifying party, and (2) any conduct related to the matters contemplated by this Agreement by the indemnifying party that is outside the reasonable control of the indemnified party, including but not limited to the indemnification of NCTR for claims arising in connection with Contractor's operation of the Residency Program; and

- b. Each party will give the other prompt notice of any claim subject to indemnification hereunder. The indemnifying party shall have the right to control the defense of any claim subject to indemnification hereunder. The indemnified party may participate in such defense at its own expense.
- X. **Relationship of parties.** Both parties understand and agree that no partnership, joint venture, or agency relationship is created hereby. Each party shall be conclusively deemed to be an independent contractor and not under the control or supervision of the other.
- XI. **Assignment.** Neither this Agreement, nor any of the rights or obligations under or relating to this Agreement, may be assigned by either party without the other party's written consent. Any unauthorized assignment is null and void.
- XII. **Modifications or waiver.** This Agreement (a) constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof, and (b) may only be modified, amended or supplemented by the written agreement signed by each of the parties hereto. No waiver of any provision of this Agreement shall be effective unless explicitly set forth in writing and signed by the party providing such waiver (an "Effective Waiver"). No Effective Waiver by any party shall operate, or be construed, as a waiver in respect of any failure, breach or default not expressly identified by such Effective Waiver, whether of a similar or different character and whether occurring before or after a party's delivery of the Effective Waiver. No failure to exercise or enforce, or delay in exercising or enforcing, any right, remedy, power or privilege arising from this Agreement shall operate or be construed as a waiver of such right, remedy, power or privilege; nor shall any single or partial exercise or enforcement of any right, remedy, power or privilege hereunder by a party preclude such party's further or other exercise or enforcement thereof or exercise of or enforcement of any other right, remedy, power or privilege. The waiver of any provision of this Agreement shall not prevent such party from subsequent enforcement of that provision.
- XIII. **Entire agreement.** This Agreement sets forth the entire agreement and understanding between the parties relating to the subjects covered herein, and supersedes and merges all prior discussions and agreements among them. No representations of any kind have been made and no understanding or agreement has been made other than as set forth herein. This Agreement is for the benefit of Contractor and NCTR only, and will not be deemed to create any right of, or liability to, any third party.
- XIV. **Governing law; choice of forum.** This Agreement shall be governed by and construed in accordance with the substantive laws of the State of Illinois without regard to its rules

regarding conflicts of laws or any other law or rule that would cause the laws of any jurisdiction other than the State of Illinois to be applied. Any dispute or controversy arising out of or relating to this Agreement shall be resolved by final and binding arbitration brought in Chicago, Illinois, under the auspices and rules of the American Arbitration Association, and NCTR and the Contractor submit to personal jurisdiction of such tribunal and waive any objection that such forum and venue are inconvenient or otherwise improper. The substantially prevailing party in any such arbitration (as determined by the arbitrator) will receive from the other party fees and costs of the arbitration, including, without limitation, reasonable attorneys' fees and costs, in addition to any other relief to which such prevailing party may be entitled.

- XV. **Confidentiality**. In the course of performing under this Agreement, each party may be exposed to information and data about the other party, including, but not limited to, Contractor assessment and evaluation data and the NCTR Materials ("Confidential Information"). Each party, using the same standard of care that it uses to protect its own Confidential Information from disclosure, agrees to hold the Confidential Information of the other party confidential and to not disclose to others, whether directly or indirectly, without prior written consent of the non-disclosing party, all such Confidential Information, and will limit its use of such Confidential Information to performance of the services under this Agreement. This obligation does not apply to information, which is in the public domain prior to commencement of this Agreement, or at a later date through no fault of the receiving party, which is disclosed to the party's attorneys, accountants, lenders, representatives and other advisers, so long as each applicable representative or advisor agrees to keep such information confidential or is subject to a legal, ethical or contractual duty of confidentiality to the disclosing party, or which party is obligated to divulge by operation of law, including subpoena. All Confidential Information is and shall remain the property of the owning party and shall be returned to that party upon the completion or termination of this Agreement.
- XVI. **Intellectual Property**. NCTR's name and logos and all related trademarks, trade names, and other intellectual property, whether registered or not, and the goodwill associated therewith, are the valuable property of NCTR and all the rights thereto are and shall remain the sole and exclusive property of such other party, except as may be granted pursuant to the express prior written consent of NCTR.
- XVII. **No Third Party Beneficiaries**. This Agreement is for the sole benefit of the parties hereto and their respective successors and permitted assigns; and nothing herein, express or implied, is intended to or shall confer upon any other person any legal or equitable right, benefit or remedy of any nature whatsoever under or by reason of this Agreement.
- XVIII. **Headings**. The headings of the Sections and subsections of this Agreement are for ease of reference only and shall not affect the interpretation of this Agreement.
- XIX. **Counterparts; Electronic Execution and Delivery**. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original but all of which together shall be considered one and the same agreement. A signed copy of this Agreement delivered by facsimile, email or other means of electronic transmission shall

be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

XX. **Severability.** Each provision of this Agreement shall be considered severable, and if for any reason any provision which is not essential to the effectuation of the basic purposes of this Agreement is determined by a court of competent jurisdiction to be invalid, unenforceable or contrary to existing or future applicable law, such invalidity, unenforceability or illegality shall not impair the operation of or affect those provisions of this Agreement which are valid, enforceable and legal. In that case, this Agreement shall be construed so as to limit any term or provision so as to make it valid, enforceable and legal within any applicable law, and, in the event such term or provision cannot be so limited, this Agreement shall be construed to omit such invalid, unenforceable or illegal provisions.


IN WITNESS WHEREOF, the parties hereto have executed this Agreement, effective on the date first above written.

National Center for Teacher Residencies, Inc.

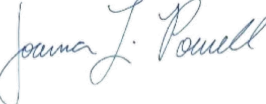
Oakland Teacher Residency

By: 

Anissa Listak
Chief Executive Officer

By: 

Shanthi Gonzales
President, Board of Education, Oakland
Unified School District

Approved as to form by OUSD Staff Attorney
Joanna Powell on 5/14/2021.


APPENDIX A

BEI Evaluation Plan and the Role of Partner Programs

With the Black Educators Initiative (BEI), NCTR intends to recruit and retain 750 Black educators to better serve the needs of students and their communities. Measuring and evaluating this initiative will allow NCTR and partners to demonstrate the impact of the investment, improve and codify residency programming with an increased focus on race, equity, and inclusion, and ultimately, advance the residency movement. Additionally, research on this initiative will capture emerging practices that can inform national efforts to recruit and retain Black educators as well as elevate and amplify the voices of Black educators and students of color. To achieve these ambitious goals, your program's full participation in NCTR's Research and Evaluation efforts as part of the BEI is critical. Throughout the initiative, NCTR will request various quantitative and qualitative data from your program and of your stakeholders, while ensuring the privacy and protection of residents' and other stakeholders' data. NCTR commits to maintaining stakeholder confidentiality and anonymity.

What data will be collected from the program?

Many of the BEI related data collections are already a regular part of your NCTR partnership. New items and collections are discussed in detail below. Programs are expected to gather and share:

1. Annual Data (REQUIRED)
2. Mid- and End-Year Surveys, with BEI recipients clearly identified (REQUIRED)
3. Virtual Focus Groups and Interviews (REQUIRED)
4. Gateway Assessment Pass Rates

NCTR's Role

NCTR will initiate contact throughout the year to make data collection requests. NCTR will send out all stakeholder surveys to residents, mentors, principals, and graduates associated with this initiative. NCTR will also provide technical assistance to your program throughout the year to support your program in our data validation and collection efforts.

Program's Role

Each participating program will participate in all data collections outlined above, to monitor progress throughout the year and help NCTR target our support to programs. We expect your support to ensure high participation rates on surveys and any other data collection. Programs will need to track resident, mentor, and graduate outcomes disaggregated by race and gender, with support from NCTR, particularly for annual data and gateway assessment pass rates. NCTR's technical assistance is intended to ensure that all data are successfully collected.

1. Annual Data (REQUIRED)

The annual data collection occurs September/October each year. In addition to the required data, BEI recipient programs are expected to share resident, mentor, and graduate data disaggregated by race. Specifically:

- a. The number of Black applicants
- b. The number of Black residents accepted
- c. The number of Black resident enrollees
- d. The number of Black mentors
- e. The number of Black graduates, overall and
 - i. hired by the district
 - ii. hired into Title I schools
 - iii. certified/licensed in STEM
 - iv. certified/licensed in ELL
 - v. certified/licensed in SPED
- f. Comparison data for other racial/ethnic groups, if possible

2. Mid- and End-Year Perception Surveys with BEI recipients clearly identified (REQUIRED)

BEI recipient programs participate in both Mid- and End-year perception surveys for residents, mentors, principals, and graduates (only residents and mentors are surveyed mid-year). Mid-year surveys are administered in November-January and End-Year surveys are administered April-June, based upon the program's preference. Programs would provide all contact information for these stakeholders to the Research and Evaluation team, including identifying the mentor and training site for each resident, at least 48 hours prior to survey administration, using the template provided by NCTR.

Programs must identify any individual who is a beneficiary of BEI funds, including Black residents, mentors, and graduates. By identifying these individuals in the MY/EY Survey template, NCTR will no longer require individuals to register with NCTR or complete consent forms, to reduce burden on programs and these stakeholders. This template must be updated from Mid-year to End-year administration, at least 48 hours prior to administration. NCTR will send out all surveys to individuals, to be able to follow up with individuals who have NOT completed the survey. Programs are expected to notify stakeholders to expect the survey, per instructions from NCTR, and help to provide follow-up communication with stakeholders after administration.

3. Virtual Focus Groups and Interviews (REQUIRED)

To better understand the experiences of Black residents, mentors, principals, and graduates, NCTR intends to conduct research in alignment with critical race theory (CRT). CRT has been heavily used to examine the racialized experiences of teachers of color, particularly pre-service teachers (Brown, 2014; Gay, 2002; Ladson-Billings, 1999; Larkin, Maloney, Perry-Ryder, 2016; Kohli, 2009; Rodriguez-Mojica, Rodela, & Ott, 2020; Sleeter, 2017). This research aims to amplify and empower the voices of historically marginalized groups, particularly Black educators. NCTR's Research and Evaluation team intends to interview stakeholders, including program staff, to conduct both qualitative research regarding the experiences of Black residents, mentors, graduates, and principals, and to produce case studies to highlight the successes and challenges experienced by programs participating in the BEI grant. More details are to follow.

4. Gateway Assessment Pass Rates

Programs must provide information regarding the pass rates of Black residents across Gateway Assessment, coupled with overall pass rates from all candidates (e.g. 5 out of 6 Black residents passed Gateway Assessment 1; overall, 18 out of 20 residents passed Gateway Assessment 1). Alternatively, programs can provide raw, de-identified data, using Excel or Google Sheets, with Black residents clearly identified (e.g. the program can use randomized ID numbers and have a column providing “Yes/No” response for Black residents). This is intended to help NCTR understand and identify any potential disparities or inequities and provide support to programs. NCTR can support your program to develop a tracker, as well. In June, NCTR will ask for the pass rates of Black candidates on gateway assessments, with comparison data for the entire cohort. Programs should collect these gateway assessment data throughout the year, even if NCTR will only ask for the data at the end of the year.

Month	Data Collected
October	Annual Data
November	Annual Data (if necessary, per NCTR feedback or clarifications)
December	Mid-Year Surveys
January	Mid-Year Surveys
February	
March	
April	End-Year Surveys Focus Group and Interviews
May	End-Year Surveys Focus Groups and Interviews
June	End-Year Surveys Focus Groups and Interviews Gateway Assessment Results

Request for Proposals Year 3 of NCTR's Black Educators Initiative

NCTR requests proposals for Year 3 of our [Black Educators Initiative](#) (BEI), a five-year, \$20 million grant to support Black educators in residency programs in the NCTR Network. In Year 3 of the grant, we will seek to expand the BEI cohort to reach additional communities nationwide. We will continue to support innovative efforts underway in Network residencies to recruit, prepare, and retain Black educators by awarding approximately \$3,700,000 in grant funds to up to 14 partner residency programs.

Over the five years of the grant, we aim to prepare 750 new Black teachers to serve in high-need schools. Based on the outstanding work of the NCTR Network over the past decade, we believe teacher residencies are uniquely positioned to [reduce historical and enduring barriers](#) to entry for aspiring Black educators, while also offering a high bar for quality through community-based clinical preparation. Furthermore, our residencies are preparing teachers whose retention rates outpace those of their peers, which is especially important in light of higher attrition of teachers of color after they enter the profession.

The investment in the Black educators Initiative offers a tremendous opportunity to highlight the promising components of the teacher residency model, while further strengthening our collective outcomes, and ultimately demonstrating to the education sector what it truly requires to recruit, prepare, and retain Black educators. To that end, **prioritized interventions for funding** comprise the following:

1. Scholarships or stipends to offset tuition and training costs.
2. Emergency funds to help offset other expenses for Black residents
3. Recruitment efforts, support and training costs, and stipends for Black mentors or mentors of Black residents
4. Establishing or sustaining affinity groups that build community and promote program completion for Black residents as well as retention of Black graduates.

Proposals do not have to include all four of the prioritized interventions; proposals may include one additional intervention from other budget categories.

NCTR will establish the start date for Year 3 of the BEI grant when grantees are selected. Most likely, all activities for this grant must be conducted between May 1, 2021 and April 30, 2022, and all funding awarded must be spent by April 30, 2022.

Eligibility Criteria

1. Residencies must be members of NCTR's Network for the 2021-2022 school year in order to be awarded a BEI grant; membership contracts must be signed by June 30, 2021.
2. For the purpose of this grant, beneficiaries to whom BEI grant-funded efforts will be directed must identify as Black and must meet each residency's definition of Black. NCTR will ask residencies to provide that definition in these proposal materials.
3. Eligible residencies must serve districts where at least 25% of the student population is Black. While NCTR recognizes that many Network residencies serve a segment of schools within a district where the population may meet this criterion, for the purposes of this grant, at least one entire district must meet the criterion.

4. Residencies must agree to fully participate in the BEI evaluation process, detailed [here](#).
5. Residencies must commit to fully participate in NCTR Network and BEI programming, including periodic 1:1 and grantee Roundtable and/or Working Group calls, as well as ongoing collaboration and sharing of best practices with other BEI grantees and the NCTR Network.

Submission Process

Proposals will include the following. Please use the provided templates for the proposal overview and budget.

- I. Proposal Overview
- II. Proposal Narrative
- III. Budget
- IV. Budget Narrative
- V. Attachments (included in PDF or provided via a shared electronic folder)

For consideration, please e-mail a **single PDF document** including all of the above materials to RFP@nctresidencies.org by **Monday, March 15** at 11:59 PM Pacific time. In the **subject line**, please write: **“BEI YR3 Proposal - Residency Name.”**

NCTR will notify the contact person with a funding decision by April 12.

Questions about this RFP

Questions regarding this opportunity can be emailed to RFP@nctresidencies.org. Please put **“BEI YR3 RFP Grant Question”** in the **subject line** to ensure that you get a response to your question quickly. Answers to common questions may be found in this [Frequently Asked Questions](#) document.

I. Proposal Overview

Please use the following template to complete your proposal overview.

1. Name of residency program: Oakland Teacher Residency
2. Primary contact(s) name and email: Zaia Vera, zaia.vera@ousd.org
3. Total amount requested:

Total Requested Award \$120,000

4. Eligibility Criteria

- a) Will your residency be a member of the NCTR Network for FY22?

Yes No

- b) Does your residency have a clear definition for Black as a racial/ethnic demographic and a means to confirm resident eligibility? Please provide supporting details in the attachments.

Yes No

c) Do Black students represent at least 25% of the students attending the district(s) your residency serves? Please provide supporting details in the attachments.

Yes No

d) Having reviewed the guidelines for [BEI evaluation](#), can your residency confirm full participation in all data collection and evaluation processes?

Yes No

e) My residency has researched and is aware of any regulatory constraints associated with implementing a race-conscious initiative in our institutional, local, state-level, and federal context. My residency affirms that grantees are legally responsible for how we administer any BEI funds we receive.

Yes No

f) This proposal has completed all internal reviews in my organization and is permitted to be submitted to NCTR in anticipation of a formal contract for implementing all proposed activities herein.

Yes No

If no to any of the above, please explain below:

II. Proposal Narrative

Submit a proposal narrative of no more than two pages that incorporates each of the sections below.

Goals for Proposed Activities

1. How will BEI funds and proposed activities expand or improve upon your existing efforts to recruit, prepare, and retain Black educators, based on your residency's pipeline context (i.e., the number of applications from prospective Black residents, enrolled Black residents, and Black graduates from recent years)?
 - a. Please explain which proposed activities represent entirely new rather than expanded efforts.
2. What residency program goals (related to resident growth, student achievement, organizational sustainability, etc.) will the proposed activities help you achieve, and how? Be as specific as possible.

The Oakland Unified School District is a diverse urban district with 36,000 students in grades K-12 at 83 schools. About 50% speak language other than English at home, 30% are English learners, and 12% of students receive Special Education services. Nearly 75% of OUSD students are low income, and most students will be the first generation in their families to go to college. We have an 89% BIPOC student population. There have been some interesting shifts in the demographics of students who identify as Black, Latinx, and who have multiple races/ethnicities. From the 2015-2016 school year to the current (2020-2021) school year the Black student

population shifted from 27% to 23%, inversely compared to the Latinx population 41% to 44%, and the multiple races population 3% to 6%. In the Bay Area context, there is an increased awareness and lived experience of intersectionality between racial and ethnic groups, particularly among students who hold two or more identities: Black and Asian, Latinx, and/or white.

The teaching staff does not mirror the demographics of the two largest ethnic groups students represented. Only 17% of teachers are Latinx and 20% are Black, while 47% of teachers are white. Additionally, [32% of recent OUSD hires do not hold a teaching credential](#). Among the total population of Oakland Unified educators, 10-12% of educators hold substandard permits, the vast majority of these serving in high needs communities and hard to staff subject areas. The annual teacher turnover rate in Oakland Unified is 16%. These percentages are even higher in Special Education, Math, and Science. There are several structural barriers that block educators from becoming fully credentialed, especially Black and Brown Educators.

There is a direct throughline from highly-qualified educators to effective teaching to success and achievement for all children. Students must have highly qualified teachers every day if we are to address the education debt that is owed to Black communities. To fulfill its mission, OUSD has been undertaking several Grow Our Own initiatives to improve teacher recruitment, retainment, and effectiveness. The [Oakland Teacher Residency](#) is a critical piece of our system-wide redesign work that will immediately impact thousands of Black students across Oakland's public schools, and an investment in OUSD's Black Educator Initiative will enable sustained access to highly qualified Black educators.

The Oakland Teacher Residency is an immersive year-long apprenticeship program in which aspiring educators are paid a \$15,000 stipend to student teach in a classroom environment alongside an experienced teacher mentor, enroll in coursework with a partner university, and receive intensive coaching within a cohort of peers while learning to teach in a hard-to-staff school or subject area. Teacher residents end their apprenticeship year with a teaching credential and are prepared to be effective teachers of record the following year. Teacher Residents commit to teaching in Oakland for at least 4 years. Nationally, [research on teacher residencies](#) finds that intensive, yearlong, paid clinical teacher preparation yields [impressive results](#) for both [student outcomes](#) and [teacher retention](#). In a profession that typically loses 20-30% of new teaching talent in the first three to five years, 80-90% of teachers trained as residents remain in the profession three to five years later. Recent [studies](#) also cite teacher residencies as effective at increasing the likelihood of teachers of color choosing and staying in the profession. There is [ample research](#) showing that Black and Brown students benefit when they have teachers that reflect their critical identities.

Our vision is that All Oakland Unified students have access to rigorous and relevant learning experiences delivered by OUSD STEM and Special Education teachers who 1) reflect the critical identities of their students, especially Black, Latinx, and multiracial teachers 2) are highly skilled practitioners and committed to anti-racist practices, and 3) receive the highest quality preparation and support. Our mission is to cultivate and grow local diverse **STEM** and **Special Education** teachers to serve our students and communities where systemic racism has had the greatest impact and to increase opportunities for all Oakland students.

We fulfill our mission and vision through our two pathways. Our STEM university partners are California State University East Bay and University of California Berkeley. OTR partners with [Trellis Education](#) to provide high quality and equity centered STEM mentoring support and collaboration. The Special Education university partners are Alder Graduate School of Education and California State University East Bay.

In 2019 we launched the Oakland Teacher Residency with 7 residents (1 in Special Education, 6 in STEM). We experienced a 143% OTR enrollment increase from Year 1 to Year 2. Our second OTR cohort included 5 Special Education residents and 11 STEM residents. Of the 16 residents in Year 2, 63% identified as BIPOC, compared to 57% of the seven Year 1 residents. We expect to reach program capacity with 16 Special Education residents and 12 STEM residents by the third year (Cohort 3). Additionally, we are intentional about recruiting Black educators, and plan to serve at least 36% Black teachers in the Oakland Teacher Residency. Meaning, 10 of the anticipated 28 Oakland Teacher Residents will identify as Black or multi racial (Black and one or more other races) in the next two years of the program.

In the first year of the Oakland Teacher, there were zero Black Teacher Residents. In year 2, there were 5 Oakland Teacher Residents who identified as Black and 1 who identified as Black and Asian. This upcoming year, we anticipate around 10 Oakland Teacher Residents who identify as Black or multiracial (multiracial that includes Black and one or more other races). These grant funds will support approximately 20 Oakland Teacher Residents in their Residency year, or first year of teaching who identify as Black or Black and one or more other races.

NCTR's investment in the Oakland Black Educator Initiative will support our ongoing efforts to remove financial barriers for our Black educators to enter the profession and become credentialed teachers. The BEI funds will specifically support our ongoing recruitment and retention efforts to provide credential test preparation, graduate school tuition reimbursement, housing support, and mentor professional development for our Black Oakland Teacher Residents and first year teachers, including the recruitment and retention of Black mentors. The new activity we plan to implement in the upcoming year include scholarships to our partner universities. These funds will help us to achieve our program goals related to the recruitment, development and retention of Black teachers to serve our schools and communities by easing the financial burden to enter the teaching profession.

3. For returning grantees, describe how the previous year(s) of the BEI grant have supported systemic shifts in your operations or implementation of specific activities. How do you plan to sustain new or expanded efforts beyond the BEI grant term?

N/A

Evaluation and Legal Considerations

There are several possible considerations associated with the implementation of a race-conscious project such as the Black Educators Initiative. Please describe any [regulatory constraints](#) associated with implementing a race-conscious initiative in your institutional, local, or state-level context, or with regards to other grants or externally-funded initiatives or partnerships. How will you address those constraints?

III. Budget

Please use this [template](#) to submit a proposed budget for BEI activities from May 1, 2021 - April 30, 2022. Follow the instructions on the 'Instructions' worksheet.

Guidelines for the budget are as follows:

- Grant funds cannot be used to supplant existing funding. There also cannot be any [displacement](#) of existing scholarship funds.
- Budgets must include at least one of the prioritized intervention areas below. Programs may propose funding for one additional budget area as well.
 - Scholarships or stipends to offset tuition and training costs.
 - Emergency funds to help offset other expenses for Black residents
 - Recruitment efforts, support and training costs, and stipends for Black mentors or mentors of Black residents
 - Establishing or sustaining affinity groups that build community and promote program completion for Black residents as well as retention of Black graduates.
- Allowable expense fall into these three categories:
 - Direct Support to Residents consist of those expenses where funds are either a) supplied directly to the resident (stipends) or b) used to pay for expenses for which the resident would otherwise pay out of pocket (e.g., scholarships, health insurance, childcare, etc.).
 - Supplemental Recruitment, Preparation, and Retention Support comprises activities designed to improve these three metrics but which do not affect the resident's net cost of the residency program.
 - Program Administration is the cost of managing the grant.
- Direct support to residents must comprise the majority (more than 60%) of your award. Program administration (indirect) expenses will be set to equal 7% of the total award (7.5% of total direct and supplemental expenses) by default, and supplemental recruitment, preparation, and retention support may make up the remaining percentage of requested funding.
- As we seek to maximize both impact and our learning to enable greater future impact, NCTR will consider applicants' budgets in terms of total size and per Black resident. Grants are most likely to be awarded for budgets of \$300,000 or less and \$12,000 or less per Black resident.

IV. Budget Narrative

Prepare an accompanying budget narrative not to exceed two pages that includes:

1. A description of how activities in each proposed budget category will help your program to better recruit, prepare, or retain the Black educators who will be served or impacted by each activity.
2. For each proposed activity, include:
 - a. the outcomes, including number of educators supported, you aim to achieve for each activity
 - b. how you will evaluate your progress toward those outcomes for each activity
 - c. an indication of when milestones will be reached for the above outcomes and measures of progress
3. If you are a returning grantee, outline any funds from your Year 2 grant that you do not expect to have spent by April 30, 2021, and your proposal for reallocating and spending those funds should an extension or rollover be granted.

We engage in ongoing continuous cycles of improvement to adapt and respond to our residents' needs, and to evaluate the efficacy of our strategies to recruit and support our Black teacher residents. For example, we evaluated the variety of recruitment touchpoints specifically designed to increase Black applicants and analyzed which touch points were most effective (recruitment fairs, webinars, test prep class, paying for licensure exams, connecting with current residents, housing support, personal outreach). We learned that there are several entry points along the recruitment funnel and that investing in a variety of recruitment events yields a more diverse pool. However, the best recruitment strategies to support our Black teachers is to offer housing support (stipends or affordable units), provide personal outreach, and provide teacher licensure support. We will continue to provide free test preparation. The \$1,628 in BEI funds will continue to support this proven recruitment strategy by providing teacher licensure fee support to Black teacher residents. Black residents may have one or more tests covered by the BEI funds. The cost of the exams are as follows: CBEST \$102, CSET \$300, EdTPA \$300, RICA \$171).

Relieving the [financial burden of Black educators](#) to become credentialed is crucial to addressing the historical and systematic exclusion of Black teachers. The residency route must be a financially viable option. We plan to use \$110,000 in scholarship funds to provide tuition support to 11 teacher residents over the course of 2 years. Our partner university tuition varies. The approximate tuition for each institution is \$32,050 to \$44,294 for Berkeley, \$21,000 for CSU East Bay, and \$19,000 for Alder GSE. We plan to offer approximately five \$10,000 scholarships to this upcoming cohort of Black residents, and six \$10,000 scholarships to the following cohort of Black residents.

Both BEI funds and strategies- \$110,000 scholarship funds, \$1,628 licensure support funds will be actively monitored in our continuous cycles of improvement. We will analyze the efficacy of each strategy by checking in with educators' lived experiences, qualitative interviews, as well as monitor program completion rates and teacher retention rates.

V. Attachments

The following supporting documents must be included for review, included in your submitted PDF document or provided via a link to a shared folder (e.g., Google, Box, Dropbox, etc.):

1. Your residency or institution's definition for Black as a racial/ethnic demographic, and confirmation of the means you use to confirm residents' racial identification.

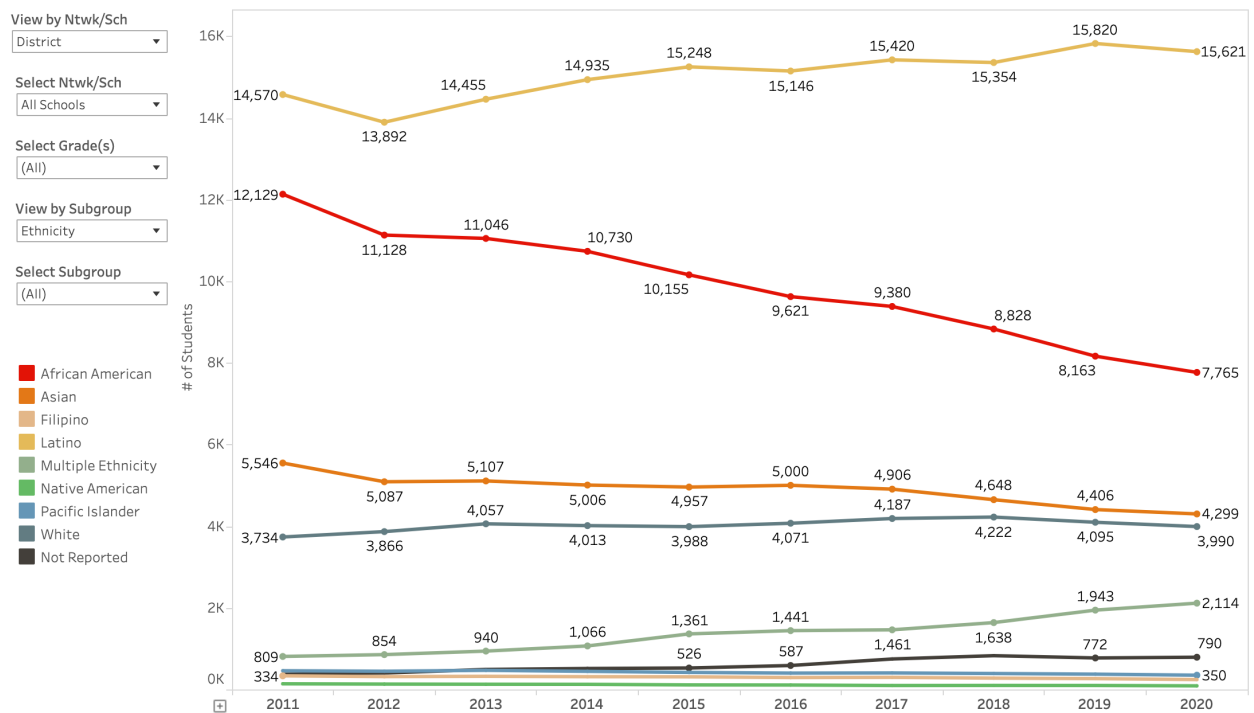
To apply to Oakland Teacher Residency, candidates must complete several stages of an application process, including an initial interest form, a 1:1 zoom screening or phone call, [application](#) to the district's applicant tracking system via TalentEd, application to our partner universities' programs, and in person interviews. Each of the applications requires resident applicants to self-report their ethnicity/racial background. Our resident applicants' self-reported identity will be confirmed through a detailed interview process that requires applicants to reflect on their racial identity in their decision to become a teacher in a high needs urban district. These mechanisms will confirm our resident applicants' racial identification.

2. Evidence of student demographics that meet the 25% threshold, as provided by partner district(s).

We have an 89% BIPOC student population. There have been some interesting shifts in the demographics of students who identify as Black, Latinx, and who have multiple races/ethnicities. From the 2015-2016 school year to the current (2020-2021) school year the Black student population shifted from 27% to 23%, inversely compared to the Latinx population 41% to 44%, and the multiple ethnicities' population grew 3% to 6%. In the Bay Area context, there is an increased awareness and lived experience of intersectionality between racial and ethnic groups, particularly among students who hold two or more identities: Black and Asian, Latinx, and/or white.

Below are two screenshots that illustrate the demographic shifts outlined above.

OSD Internal Data:



All Schools - Enrollment on March 12, 2021

Enrollment data includes only OUSD district-run schools. For any comments or questions about this dashboard,

View by Ntwk/Sch

District

Select Net/Sch

All Schools

Select Grade(s)

(All)

View by Subgroup

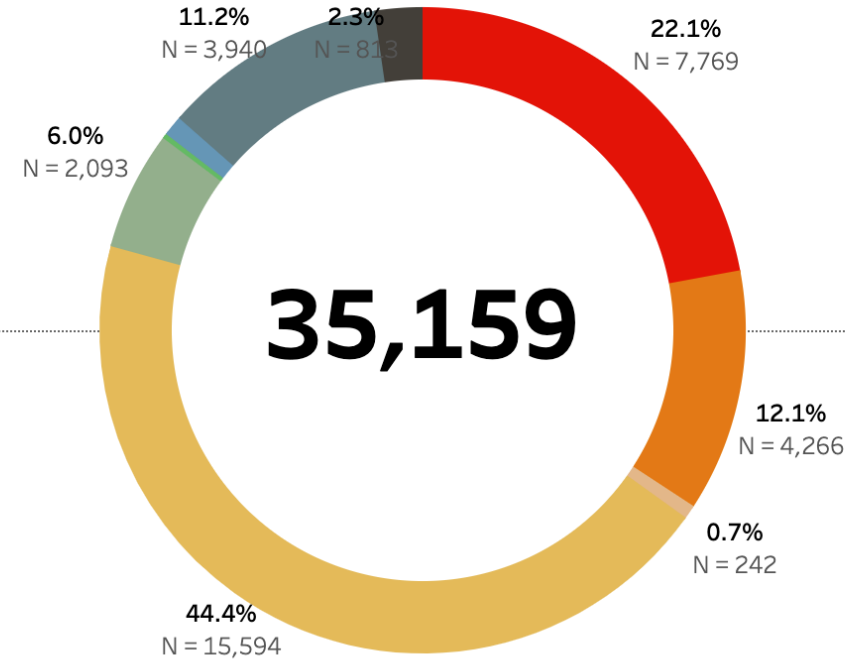
Ethnicity

Select Subgroup

(All)

- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Pacific Islander
- White
- Not Reported

Subgroup Donut



Home Language Table

English	17,564	50.0%
Spanish	11,492	32.7%
Cantonese	1,343	3.8%
Mam (Guatemalan)	1,260	3.6%
Arabic	863	2.5%


OUSD Grants Management Face Sheet

Title of Grant: NCTR Black Educator Initiative (BEI) – BEI3	Funding Cycle Dates: 2021-2022
Grant’s Fiscal Agent: 1332 N. Halsted Street, Suite 304 Chicago, IL 60642 www.nctresidencies.org	Grant Amount for Full Funding Cycle: NCTR Black Educator Initiative Grant Award for \$120,000 for the development and support of Black Oakland Teacher Residents, pursuant to the terms and conditions thereof, for the period May 1st, 2021 through April 30th, 2022..
Funding Agency: California Commission on Teacher Credentialing	Grant Focus: Reduce the financial burden for Black Oakland Teacher Residents through university scholarships, tuition reimbursement, tuition stipends, and/or test preparation reimbursement.
List of Departments to be Served: Talent Division (Recruitment & Retention, STEM, Programs for Exceptional Children)	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	NCTR’s investment in the Oakland Black Educator Initiative will support our ongoing efforts to remove financial barriers for our Black educators to enter the profession and become credentialed teachers in service to students. These funds will help us to achieve our program goals related to the recruitment, development and retention of Black teachers to serve our schools and communities. There is a direct through line from highly-qualified educators to effective teaching to success and achievement for all children. Students must have highly qualified teachers every day if we are to address the education debt that is owed to Black and brown communities. To fulfill its mission, OUSD has been undertaking several Grow Our Own initiatives to improve teacher recruitment, retainment, and effectiveness. The Oakland Teacher Residency is a critical piece of our system-wide redesign work that will immediately impact thousands of students across Oakland’s public schools, and an investment in OUSD’s Black Educator Initiative will enable sustained access to highly qualified Black educators.

How will this grant be evaluated for impact on student achievement?	We will measure the success rate of resident teachers becoming credentialed and their retention over time.
Does the grant require any resources from the district? If so, describe.	This grant will require up to 25% time from the Retention & Employee Development Team.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No.
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, Oakland 510-879-1355

Applicant Obtained Approval Signatures

Entity	Name(s)	Signature	Date
Deputy Chief Talent Officer	Tara Gard		4/30/2021
Staff Attorney	Johanna Powell		4/30/2021