

File ID Number	24-1353
Introduction Date	6/5/2024
Enactment Number	24-1146
Enactment Date	6/5/2024
By	OS



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

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

June 5, 2024

To: Board of Education

From: Tara Gard, Chief of Talent

Subject: Grant Award - Teacher Residency Grant - TRE 212 Special Education - Talent/Human Resources

ACTION REQUESTED:

Acceptance by the Board of Education of a grant award from the California Commission on Teacher Credentialing in the amount of \$480,000 to implement and expand Oakland Teacher Residency’s Special Education pathway. With this grant we will provide stipends to Resident Teachers as they student teach and work toward a preliminary credential, and to Mentors who host and support the Residents in their classrooms for the period of August 1, 2023 - June 30, 2024.

BACKGROUND:

~~Grant award for~~ OUSD schools for the 2023-2024 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and Grant Award letters are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
24-1353	Yes	Grant	Oakland Unified School District K-12 Schools	To support the implementation and expansion of the Oakland Teacher Residency’s Special Education pathway. This grant provides stipends to Resident Teachers as they student teach and work toward a preliminary credential, and to Mentors who host and support the Residents in their classrooms.	August 1, 2023 - June 30, 2024	California Commission on Teacher Credentialing	\$480,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$480,000.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Award for OUSD for fiscal years 2023-2024, pursuant to the terms and conditions thereof, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Award Letter

Grant Agreement

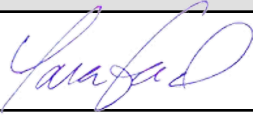
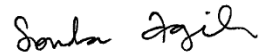
OUSD Grants Management Face Sheet

Title of Grant: Teacher Residency Grant - TRE 212 Special Education	Funding Cycle Dates: 8/1/2023 - 6/30/2024
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Name: California Commission on Teacher Credentialing Address: 1900 Capitol Avenue, Sacramento, CA 95811-4213 Email: TeacherResGrants@ctc.ca.gov	Grant Amount for Full Funding Cycle: \$\$480,000.00 for 2023-2024
Funding Agency: California Commission on Teacher Credentialing	Grant Focus: Support for the implementation and expansion of the Oakland Teacher Residency's Special Education pathway. This grant provides stipends to Resident Teachers as they student teach and work toward a preliminary credential, and to Mentors who host and support the Residents in their classrooms.
List all School(s) or Department(s) to be Served: District-wide, K-12 schools	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Answer - How will this grant impact OUSD students? This grant will support our partnership between the Alder Graduate School of Education and OUSD's Oakland Teacher Residency to recruit and support aspiring Special Education teachers toward a Preliminary credential. The program aims to provide OUSD students with educators who are highly qualified, committed to equity, reflective of the communities they serve, and willing to commit to working in OUSD for a minimum of four years or more. Research shows that teacher retention has a positive impact on student learning, sense of belonging and academic outcomes.

<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.10% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</p>	<p>List Outcomes</p> <p>Program outcomes are evaluated through data tracking of candidates' successful completion of the program and retention in the district, as well as surveys of all stakeholders (mentor teachers, residents, graduated residents, principals at resident sites, and hiring principals of residents) to evaluate quality of resident preparation and</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>List if the Grant requires staff time and which staff are required.</p> <p>This grant requires 80% FTE from the Coordinator of Retention and Employee Development who coordinates the Oakland Teacher Residency; 10% time from the Coordinator of Diversity and Inclusion who supports with program administration; and 10% time from a Talent Development Associate who supports with recruitment.</p>
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 3.10% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	<p>No</p>
<p>Will the proposed program take students out of the classroom for any portion of the school day?</p> <p>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</p>	<p>No</p>
<p>Who is the contact managing and assuring grant compliance?</p> <p>(Include contact's name, address, phone number, email address.)</p>	<p>Name: Sarah Glasband Title: Director, Talent Development, Recruitment & Retention</p> <p>Site: 944</p> <p>Address: 1011 Union Street, Oakland CA, 94607</p> <p>Phone: 510) 517-7414</p> <p>Email: sarah.glasband@ousd.org</p>

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Tara Gard		5/9/2024
Chief Academic Officer	Sondra Aguilera		3/27/2024


Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		4/4/2024
Superintendent	Kyla Johnson-Trammell		

Approved as to form by OUSD Legal Department

Name: Roxanne De La Rocha Signature:  Date 5/3/24


6/6/2024
 Benjamin Davis, President, BOE


6/6/2024
 Kyla Johnson-Trammell, Superintendent & Secretary, BOE



Commission on Teacher Credentialing

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

April 18, 2023

Sarah Glasband
Oakland Unified School District
1000 Broadway, Suite 150
Oakland, CA 94607

Notification of Intent to Fund

2021 Teacher Residency Expansion Grant Number: 2021TRE212 (Alder GSOE Partnership)
Grant Award Amount for the 2022-23 School Year: \$300,000

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 *Teacher Residency Expansion Grant Request for Applications* 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.

Funding for the Teacher Residency Expansion Grant is provided for a cohort of residents for the fiscal/academic year as specified in the application and is **potentially renewable** for additional cohorts in subsequent years contingent upon availability of state funding and adequate yearly progress in program implementation. The grant funds are intended to cover expenses incurred for this program as described in your approved grant application. 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.

As a recipient of Teacher Residency Expansion state grant funding, you agree to abide by all of the applicable provisions of the authorizing legislation in accordance with [Education Code 44415.5](#). The Commission would like to highlight the responsibility of the grantee with respect to ensuring that residents who are assisted by these grant funds understand and fulfill their statutory obligations. These obligations, as stated in the authorizing legislation, include but are not limited to *(a) ensuring that residents sign an agreement with the LEA committing to work, upon receipt of the preliminary credential, in the grantee LEA for a period of four years, and (b) tracking each program participant over time to ensure the fulfillment of this obligation*. The grantee will also be responsible for reporting to the Commission in the event a resident assisted by this grant program fails to earn a preliminary credential or meet the commitment to teaching, so that the Commission can confirm with the grantee the amount to be recovered from the resident and/or the grantee LEA. Grantees will also be responsible for accounting for and reporting on both the grant funds expenditures and the matching funds expenditures **by teacher resident assisted by this grant program**, as indicated in the approved budgets. Confirmation that residency program has begun operation and the number of enrolled residents in the teacher residency program **will be due in October 2023**.

Please note that the partner institution of higher education (IHE) with which you are working for the Teacher Residency Expansion Grant Program must have a Commission-approved teacher preparation

program within their regionally accredited IHE in the credential area(s) to be addressed within the grant program in order to operate a residency program.

If you accept this grant award and agree to abide by the grant award terms and conditions as indicated in the Grant Agreement, please sign the first page of the Grant Agreement form using the DocuSign link that was sent to you. In addition, please also complete and submit via DocuSign the attached STD 204 form. Please note that the Commission cannot release funds to your LEA without having the appropriate STD 204 form on file. **Both the Grant Agreement and STD 204 forms are due to the Commission by May 12, 2023.** If you have any questions, please email TeacherResGrants@ctc.ca.gov.

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

In order to be eligible for potential renewal of grant funding, the grantee will be expected to make appropriate yearly progress in implementing the residency model, by meeting projections of teacher residents recruited and served by the program according to the operational plan provided in the funded application. Applicants should note that as a further condition of receipt of this grant, the LEA grantee must agree to report outcome data as specified in the RFA, including but not limited to: the total financial support provided to each participating teacher resident from grant funding and from match/in kind funding; effectiveness in recruiting and retaining teachers as applicable to the funded program design; teacher retention rates for program graduates; and best practices and lessons learned. **Grantees who do not submit complete and accurate reports by the stated due date will not receive the next year's grant award until the report is approved by Commission staff.**

We look forward to working with you on this important effort to promote a strong and effective LEA/IHE partnership to operate 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.



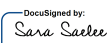
Yours truly,



Mary Vixie Sandy
Executive Director

Grant Number: 2021TRIE212

**GRANT AGREEMENT FOR ADDITIONAL 2023-24 FUNDS
COMMISSION ON TEACHER CREDENTIALING**

GRANTEE LEA NAME & GRANT NUMBER	2021TRE212 – Oakland Unified School District			
PROJECT TITLE	Teacher Residency Implementation and Expansion Grant Programs			
PERFORMANCE PERIOD	July 1 st , 2023	through	June 30 th , 2026	
Under the terms and conditions of this Agreement, the Grantee agrees to complete the Project as described in the project description, and the State of California, through the Commission on Teacher Credentialing agrees to fund the Project up to the Grant Amount.				
PROJECT DESCRIPTION				
<p><i>Oakland Unified School District</i> is to support a collaborative partnership with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to implement a new or expand an existing current residency program. Offering a teacher residency program requires careful collaborative planning and supportive infrastructure within and between the local education agency (LEA) and the IHE to assure that the LEA sites that will host teacher residents are fully ready to implement this type of teacher preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor teacher residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium.</p> <p>Project is to be carried out in conformance with the Updated 2023-24 Budget attached as Exhibit A, and the Task List and Timeline in the original approved grant application (hereinafter these two items will be referred to as the "Work Plan") and all Agreement provisions as stated herein.</p> <p>*Note: GAA amount for "2023-24 Additional Funds" is determined by calculating the difference between the total requested grant funds, as indicated on the Updated Appendix G (Exhibit A), and the "Annual Grant Amount" previously disbursed for the program's 2023-24 cohort.</p>				
ADDITIONAL 2023-24 FUNDS NOT TO EXCEED	\$180,000.00			
The General and Special Provisions attached are made a part of and incorporated into the Agreement.				
Oakland Unified School District	Commission on Teacher Credentialing			
1000 Broadway Ste 150 Oakland, CA 94607	1900 Capitol Ave, Sacramento, CA 95811			
BY (AUTHORIZED SIGNATURE):	BY (AUTHORIZED SIGNATURE):			
				
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Lisa Grant Dawson	PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator			
DATE SIGNED: Dec 27, 2023	DATE SIGNED: Jan 2, 2024			
CERTIFICATION OF FUNDING (FOR STATE USE ONLY)				
GRANT NUMBER 2021TRE212	General Fund (0001) Proposition 98	ENY 2020	ACCOUNT 5432000	RPTG STRUCTURE 63602010
ANNUAL GRANT AMOUNT \$180,000.00	ITEM 6360-603-0001	CHAPTER/ STATUTE 44/21	PROGRAM 5397	FISCAL YEAR 2023-24
I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance.				
SIGNATURE OF ACCOUNTING OFFICER	DATE			
	Jan 2, 2024			

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**GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**

TERMS AND CONDITIONS OF GRANT

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

General Provisions

A. Definitions

1. The term "Agreement" as used herein means a grant agreement between the State and Grantee specifying the payment of Grant Amount by the State for the performance of Work Plan within the Project Performance Period by the Grantee.
2. The term "Encumbrance" as used herein means a planned expenditure of grant funds.
3. The term "Grant Amount" as used herein means funds allocated to the Grantee in accordance with [Education Code 44415.5](#).
4. The term "Grantee" as used herein means the party described as the Grantee on page one (1) of this Agreement.
5. The term "Institutions of higher education" means the California State University, the University of California, and private regionally accredited institutions of higher education institutions that offer a commission-approved teacher preparation program.
6. The term "Program" means the California Teacher Residency Implementation and Expansion Grant Programs.
7. The term "Project" as used herein means the project described on page one (1) of this Agreement.
8. The term "Project Performance Period" as used herein means the period of time that the Grant Amount is available, and the time in which the Project must be complete, billed and paid as described on page one (1) of this Agreement.
9. The term "Project Representative" as used herein means the person authorized by the Grantee to be responsible for the Project and can make daily management decisions.
10. The term "State" as used herein means the Commission on Teacher Credentialing.
11. The term "Teacher Residency Implementation and Expansion Grant Programs" is a state grant program authorized under the provisions of EC [§44415](#) and [§44415.5](#) that provides funding for the development of teacher residency programs.

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12. The term “Work Plan” means the residency pathway planning activities described in the LEA’s application and budget herein attached as exhibit A, and as approved by the State.

B. Project Execution

1. Grantee agrees to complete the Project in accordance with the time of Project Performance Period, and under the terms and conditions of this Agreement. Extensions may be requested at least 90 days in advance of the date of termination and will be considered in the event of circumstances beyond the control of the Grantee, but in no event subsequent to the end of the Project Performance Period as identified in the Work Plan as the Project’s date of completion.
2. Grantee agrees to submit in writing any deviation from the approved grant application to the State for approval, prior to implementation of changes. The grantee may shift funds between approved budget categories. If the shift exceeds 10% of total grant funds, then approval to do so much be given by Commission staff.
3. Grantees will be expected to make appropriate yearly progress in implementing or expanding their residency model, resulting in an increase in the number of teacher resident candidates and according to the operational plan provided in the funded application. Awarded grantee LEAs are responsible for responding to the Commission’s requirements for data collection, evaluation, and reporting. Grantees must submit reports annually to the Commission throughout the grant period. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.
4. Grant funding may be subject to change when any unspent funds are reported in any annual reports.
5. The Teacher Residency Implementation and Expansion grant funding period, and the approved grant activities, may extend through June 30, 2026. For grantees who also apply for or have already been awarded other Teacher Residency grant funding, the grantee may continue to operate their Teacher Residency Implementation and Expansion Grant within the grant funding period and planned activities within the specified grant agreement. The funds in this grant agreement may be spent concurrently with previously awarded grant agreements until their respective cutoff dates to complete the planned activities described in the response to the selection criteria and as stated in the statute(s) in the grant agreement that authorizes funding.

C. Project Costs

Subject to the availability of Grant Amount in the Act, the State hereby grants to the Grantee an additional sum of money (Additional 2023-24 Funds) not to exceed the amount stated on page one (1) of this Agreement in consideration of and on condition that the sum be expended in carrying out the purpose as set forth in the Work Plan and under the terms and conditions set forth in this Agreement. Grantee agrees to assume any obligation to furnish any additional funds that may be necessary to complete the Project. All costs accrued for services or supplies prior to the execution of Agreement are not eligible for reimbursement.

The Additional 2023-24 Funds to be provided to the Grantee, under this Agreement, may be

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disbursed as follows:

1. Upon approval of the Updated Appendix G, the first payment will be 90 percent (90%) of the additional 2023-24 funds, as indicated on Exhibit A.
2. The second payment will be 10 percent (10%) of the additional 2023-24 funds, as indicated on Exhibit A. The second payment will be provided to grantees after the program has completed its activities and submitted required annual reports to the Commission.
3. Subsequent Annual payments will be determined by calculating the program need based on the actual expenditures reported by the program from the previous fiscal year and the projected enrollment numbers submitted by the program for the following fiscal year. Annual awards will be disbursed in two payments following the 90 percent (90%)/10 percent (10%) model described above. Unspent funds reported on annual reports will be deducted from the next allotment of funds.
4. Annual payments will not be released until the completed annual report from the previous fiscal year has been approved by Commission staff.

D. Allowable Activities and Use of Funds

1. Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) provided the Commission with \$350 million for the Teacher Residency Grant Program, with up to \$325 million allocated to expansion and implementation grants that shall not exceed \$40,000 per teacher candidate in the residency program of the jurisdiction of the grant recipient. Per statute, the first \$25,000 per resident in grant funds must be matched by the grantee LEA or consortium on an eighty cents (\$.80) to one dollar (\$1) basis. Matching funds may be actual dollars or in-kind services. Funding is available through June 30, 2026.
2. Sample activities that can be funded through the Teacher Residency Implementation and Expansion Grant Programs include but are not limited to expanding an existing LEA-IHE collaborative teacher residency to include any or all of the allowable designated shortage areas or diversification of the teacher workforce efforts described in the authorizing legislation.
3. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

E. Payment Documentation

1. Payment shall be made yearly for the annual grant amount, less 10% withholding to be released upon satisfactory completion of all required deliverables.

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2. Any overpayment of Grant Amount in excess of final project costs shall be returned to the State within 60 days of completion of the Project or the end of the Project Performance Period as shown on page one (1), whichever is earlier.

F. Project Administration

1. Grantee agrees to provide all technical and administrative services as needed for Agreement completion. Grantee agrees to monitor and review all work performed; and coordinate budgeting and scheduling to assure that the Agreement is completed within budget, on schedule, and in accordance with approved procedures, applicable laws, and regulations.
2. Grantee ensures that the Agreement requirements are met through completion of annual reports, submitted to the State in accordance with the Work Plan and through regular communication with the State.
3. Grantee agrees to promptly submit reports as the State has requested in this Agreement or may request during the life of this Agreement.
4. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).

G. Project Termination

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

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liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.

H. Financial Records

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

I. Audit

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

2021-22 Budget Act Legislation

SEC. 46.

Section 44415.5 is amended in Education Code, to read:

Education Code §44415.5.

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

(1) "Experienced mentor teacher" means an educator who meets all of the following requirements:

(A) Has at least three years of teaching experience and holds a clear credential in the subject

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in which the mentor teacher will be mentoring. For programs leading to the issuance of new PK-3 early childhood education specialist credentials, the mentor teacher must have at least three years of teaching experience in prekindergarten, transitional kindergarten, kindergarten, or any of grades 1 to 3, inclusive, and hold a clear multiple subject credential.

(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

(C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors.

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

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

(b) (1) For the 2021–22 fiscal year, the sum of three hundred fifty million dollars (\$350,000,000) is hereby appropriated from the General Fund to the commission for the Teacher Residency Grant Program to support teacher residency programs that recruit and support the preparation of teachers pursuant to this section. This funding shall be available for encumbrance until June 30, 2026.

(2) Grant funding awarded pursuant to this section shall be expended by a grant recipient within five fiscal years of the fiscal year in which the grant was awarded.

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

(A) Designated shortage fields, including, but not limited to, special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, school counselors, and any other fields identified by the commission based on an annual analysis of state and regional hiring and vacancy data.

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

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

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

(A) A school district.

(B) A county office of education.

(C) A charter school.

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

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(d) Grants allocated pursuant to subdivision (c) shall be up to forty thousand dollars \$40,000 per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the first twenty-five thousand dollars (\$25,000) of the grant amount received per participant, as described in subdivision (f). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

- (1) Teacher preparation costs.
- (2) Stipends for mentor teachers, including, but not limited to, housing stipends.
- (3) Residency program staff costs.
- (4) Mentoring and beginning teacher induction costs following initial preparation.
- (5) Compensation for residents.

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

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

- (1) Eighty cents (\$0.80) for every one dollar (\$1) of the first twenty-five thousand dollars (\$25,000) in grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (d).
- (2) An in-kind match of program director personnel costs, mentor teacher personnel costs, resident compensation costs, or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

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

- (1) Ensure that candidates are prepared to earn a preliminary teaching credential, including a PK-3 early childhood education specialist credential, in furtherance of paragraph (1) of subdivision (c) upon completion of the program.
- (2) Ensure that candidates are provided instruction in all of the following:
 - (A) Teaching the content area or areas in which the teacher will become certified to teach.
 - (B) Planning, curriculum development, and assessment.
 - (C) Learning and child development.
 - (D) Management of the classroom environment.
 - (E) Use of culturally responsive practices supports for language development, and supports for serving pupils with disabilities.
 - (F) Professional responsibilities, including interaction with families and colleagues.
- (3) Provide each candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate.
- (4) Prepare candidates to teach in a school within the jurisdiction of the grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.
- (5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and ensure candidates are enrolled in a teaching school or professional development program that is organized to support a high-quality teacher learning experience in a supportive work environment.

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(6) (A) For grants awarded during and after the 2023–24 fiscal year, provide a minimum compensation package, which may include, but is not limited to, a living stipend or wages for employment of no less than twenty thousand dollars (\$20,000) per candidate. Nothing in this section precludes a grant recipient from providing a larger compensation package to candidates, and grant recipients are encouraged to provide a compensation package to residents that is similar to the grant recipient’s compensation of school staff with comparable duties.

(B) To the extent a grant recipient received an award of up to twenty-five thousand dollars (\$25,000) per candidate before the 2023–24 fiscal year and is serving candidates during and after the 2023–24 school year with that award, and commits to providing the minimum compensation package to those candidates, the grant recipient may submit the number of those candidates and associated per-resident award to the commission for an additional per-resident allocation for a combined per-resident total of up to forty thousand dollars (\$40,000).

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

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

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

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

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

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

(j) (1) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential, including a PK-3 early childhood education specialist credential. The candidate shall also commit in the written agreement to annually reporting to their sponsoring local educational agency where they are employed and their current contact information until they have completed their service requirement or eight years after completion of residency, whichever occurs first.

(2) A candidate shall have eight school years to complete the four-school-year teaching commitment.

(3) This subdivision shall apply to any current candidate or teacher that participates in a residency program under this section.

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

(1) The candidate has completed at least one-half of the school year.

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(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.

(3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.

(4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.

(5) The candidate was called or ordered to active-duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(l) If a candidate is unable to complete their residency program or service requirement because of hardship, as defined by the commission, they may apply to waive any repayment obligation as described in subdivision (q).

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

(1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.

(2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.

(3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (j).

(n) (1) If the commission is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn a preliminary credential or failed to meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a preliminary credential or meet their teaching commitment above a 10-percent attrition rate.

(2) The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a public school in California.

(3) A candidate who obtains a waiver pursuant to subdivision (1) shall not count toward the 10-percent attrition rate.

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

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

(q) (1) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential, or who fails to complete the period of placement, the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a public school in California.

(2) Costs considered as part of a candidate's residency training for purposes of this subdivision shall not include costs associated with a candidate's compensation package, mentor compensation, or overall program administration and shall be limited to costs incurred that are specific to that candidate, such as tuition and materials.

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

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

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

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

(t) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (b) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2020–21 fiscal year.

SEC. 46.

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

44417.5.

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

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Exhibit A**Budget****(Supplied by Grantee, Updated Appendix G)**

GAA amount for “2023-24 Additional Funds” is determined by calculating the difference between the total requested grant funds, as indicated on the Updated Appendix G below, and the “Annual Grant Amount” previously disbursed for the program’s 2023-24 cohort.

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
1. Mentor Teacher Professional Development/ Training	\$0.00	0	\$0.00
2. Mentor Teacher Stipend (this may include housing stipends)	\$4,480.00	12	\$53,760.00
3. Mentor Teacher Release Time	\$0.00	0	\$0.00
4. Teacher Preparation Costs (Tuition, Fees, Books, etc.)	\$0.00	0	\$0.00
5. Salary/Stipend for Residents (this may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages, with a minimum of \$20,000)	\$33,520.00	12	\$402,240.00
6. IHE Faculty Stipends	\$0.00	0	\$0.00
7. IHE Faculty Release Time	\$0.00	0	\$0.00
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$0.00	0	\$0.00
9. Induction Support for Residents who Complete the Program	\$0.00	0	\$0.00
10. Residency program staff costs	\$0.00	0	\$0.00
11. Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$2,000.00	12	\$24,000.00
12. Other (describe below)	\$0.00	0	\$0.00

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Program Component - Grant Funds Requested Per Resident - Targeted # of Residents to Receive this Support Annually - Total Grant Funds Requested			
TOTALS	\$40,000.00		\$480,000.00

Updated Appendix G | Page 2 of 4

Updated Appendix G

Teacher Residency Implementation and Expansion Grant

Request for Increase

Directions:

- Carefully read and follow the directions below to complete the form.
- After entering the required data in the fillable fields on this appendix, you will select the blue button on the bottom right of the form that will generate a PDF document.
- Once complete, download the PDF and save it using this naming convention, 2021TRI#LEAName NewAppxG (e.g., 2021TRI01SmithUSD NewAppxG).
- Email the completed PDF to Commission staff at TeacherResGrants@ctc.ca.gov by **October 13, 2023**.
- Grantees will be notified of approval via email.

Reminders and Definitions:

1. The budget submitted on this form must not exceed \$40,000 per resident.
2. A minimum of \$20,000 per resident must be allocated in the Salary/Stipend for Residents component.
3. Authorizing legislation requires an 80% LEA match to grant funds (\$0.80 district funds per every one grant dollar) for the first \$25,000 in grant funds per resident. If an updated matching funds table and narrative is required, Commission staff will contact the LEA and provide a form.
4. Grantees may not alter the list of approved grant funded categories that were listed in the original application **except for** the addition of the Salary/Stipend for Residents component.
5. Grantees may claim indirect costs as part of their matching funds, but not as part of the use of grant funds.
6. The Updated Appendix G will replace Appendix G Budget Overview Form and the grant narrative for the approved grant. Grantees may copy/paste any relevant information from their approved Appendix G and/or budget narrative into the online form.

Directions for completing the form: Refer to the budget approved from your original application. For each teacher residency program component listed, please indicate the targeted number of intended Teacher Residency Implementation and/or Expansion Grant Program residents to be supported annually by that component. All categories of planned grant funds expenditures must also be detailed in the budget narrative prompts that follow the table.

Important Note: Please read the information provided via email about the requirements for the per resident increase before filling out and submitting this form.

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
1. Mentor Teacher Professional Development/ Training	\$0.00	0	\$0.00
2. Mentor Teacher Stipend (this may include housing stipends)	\$4,480.00	12	\$53,760.00
3. Mentor Teacher Release Time	\$0.00	0	\$0.00
4. Teacher Preparation Costs (Tuition, Fees, Books, etc.)	\$0.00	0	\$0.00
5. Salary/Stipend for Residents (this may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages, with a minimum of \$20,000)	\$33,520.00	12	\$402,240.00
6. IHE Faculty Stipends	\$0.00	0	\$0.00
7. IHE Faculty Release Time	\$0.00	0	\$0.00
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$0.00	0	\$0.00
9. Induction Support for Residents who Complete the Program	\$0.00	0	\$0.00
10. Residency program staff costs	\$0.00	0	\$0.00
11. Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$2,000.00	12	\$24,000.00
12. Other (describe below)	\$0.00	0	\$0.00
Program Component - Grant Funds Requested Per Resident - Targeted # of Residents to Receive this Support Annually - Total Grant Funds Requested			
TOTALS	\$40,000.00		\$480,000.00

Budget narrative – Grant Funds: For each budget category with requested grant funds indicated above, please provide a description of each program component, including cost breakdown (i.e., how the amount of grant funds requested were calculated). For example, if \$5,000 is requested for Induction Support for Residents who complete the program, provide a justification for why that amount is appropriate for the number of grantees. A grantee could write, “The induction program at XYZ District costs \$500 per teacher and we will support our ten residents for induction.”

If funds are not being requested in a budget category, please put n/a. Grantees may copy/paste any relevant narrative from their approved budget narrative into this form.

1. Mentor Teacher Professional Development/Training.
2. Mentor Teacher Stipend (this may include housing stipends).
OUSD would like to offer a stipend of \$4,000 (\$4,480 including overhead) for residency Mentors to support the development of strong candidates within an intensive program. This stipend covers almost 50 additional hours of work for a mid career teacher in the district, and sets apart Residency Mentors from other coaches in the District by having compensation reflect the much heavier support workload. To support 12 Mentors, we are requesting \$4,480 per Mentor for a total of \$53,760.
3. Mentor Teacher Release Time
4. Teacher Preparation Costs (Tuition, fees, books, etc.)
5. Salary/Stipend for Residents (this may include housing stipends)
To expand the opportunity to more members of the community, Oakland Unified will increase the stipend paid to residents to \$29,928 (\$33,520 including overhead). This amount is greater than the rate paid to classified substitutes. Additional funds from another source will be of great support to resident candidates who make up those demographics, and brings the total compensation for our targeted populations to \$59,000. For this grant, we are requesting \$33,520 for each of our 12 Residents for a total of \$402,240.
6. IHE Faculty Stipends
7. IHE Faculty Release Time
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)
9. Induction Support for Residents who Complete the Program
10. Residency Program Staff Costs
11. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose)
OUSD requires a five percent administrative fee from grants received in order to effectively administer the grant. \$2,000 is requested for 12 Residents, for a total of \$24,000.

12. Other

**Appendix C: Application Cover Page
Teacher Residency Expansion Grant**

1. Name of LEA Applicant:	Oakland Unified School District
Mailing Address:	1000 Broadway, Suite 150
City/State/ZIP:	Oakland, CA 94607
CD/CDS Code:	01-61259
2. LEA Contact Information:	Sarah Glasband
Title:	Director, Recruitment and Retention
Telephone:	(510) 879-1156
Email:	sarah.glasband@ousd.org
3. Alternate Contact Information	
Name of Alternate Contact Person:	Soo Hyun Han-Harris
Title:	Coordinator, Retention and Employee Development
Telephone:	(510) 879-1221
Email:	soohyun.han@ousd.org
4. LEA Fiscal Agent Information	
Name of Fiscal Agent:	Lisa Grant Dawson, Chief Business Officer
Agency:	Oakland Unified School District
Mailing Address:	1000 Broadway, Suite 450
City/State/ZIP:	Oakland, CA 94607
Telephone:	(707) 246-6234
Email:	lisa.grantdawson@ousd.org

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1. Overview

a) Describe how the local partnership is organized, the roles of the applicant LEA and the IHE within the partnership.

The Oakland Teacher Residency (OTR) program for STEM and Special Education was established in the 2019-20 school year in partnership with Loyola Marymount University for Mild/Moderate credential candidates, and with CSU-East Bay (CSUEB), Berkeley Teacher Education Program (BTEP) and Trellis Education for STEM. Of the 49 candidates across these programs, 29 received their Preliminary credentials and 20 continue to be supported towards completion. The percentage of residents from our targeted demographics of Black and Latinx candidates has increased from 26% in the first year (2019-20) to 70% for the 22-23 school year. In 2022, the Oakland Unified School District (OUSD) expanded OTR to include a Multiple Subjects residency pathway for Black, male teachers, and is in process of creating a Bilingual Multiple subject pathway for 2023-24. All pathways are used to further the District's goal of developing a diverse and stable workforce with a specific focus on Black and Brown teachers in the District.

In 2020, an assessment of Resident support needs for the Special Education residency pathway led to a change in partners to the Alder Graduate School of Education, which was founded in 2010 and accredited by Western Association of Schools and Colleges (WASC)'s Senior College and University Commission (WSCUC), and that received full institutional and program approval by the CTC in December 2022 for its preliminary multiple subject, single subject, and education specialist programs. Alder's mission is to create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect the school communities in which they serve. Alder recruits Residents from the Oakland Unified School District community and beyond, creating diverse teaching teams that more closely mirror the children they teach; matches Residents to high-performing Mentors in a year-long apprenticeship; offers extensive support to help Residents succeed, such as test preparation support for credentialing exams; and works to create job opportunities for graduates and a pipeline of uniquely qualified teachers for partner schools. One of the design features of our program is supporting residents on an individualized basis to complete the program and earn a California Preliminary Credential and a Master's degree. Most residents complete the program in a year. In very rare circumstances, residents require additional time to complete the program. In such cases, residents maintain enrollment in Alder, as we support them to complete coursework and clinical placement.

Oakland Unified is eager to continue collaborating with Alder to maintain focus on bolstering our Special Education teaching workforce. In this partnership, Residents work in an OUSD school under the guidance of one of OUSD's experienced teachers as their Mentor, which prepares them uniquely to be prepared from day one to serve effectively within our local schools and ideally to remain there for many years.

Alongside OUSD, Alder GSE supports recruitment, selection, and matching of Mentors, contextualizes its curriculum and co-teaching support to OUSD for both Mentors and Residents,

provides regular Mentor training (one full day/month) and regular Mentor and Resident feedback (at least every two weeks) and ensures that Residents demonstrate instructional effectiveness before they graduate with both an Alder Master's degree and a Commission-approved teaching credential. Alder also assists Residents through the hiring process with OUSD upon successful completion of their program year.

In addition to oversight and management of the budget, OUSD provides ongoing case management and support to Residents throughout the residency, including test preparation support through tutors and online test prep; housing support in the form of a discounted housing unit or a monthly housing stipend in partnership with Teachers Rooted in Oakland (TRiO/TRiO+) Housing; all employment-related support such as resume workshops, interview practice and employment advocacy; monthly professional development for Residents to deepen familiarity with district-wide initiatives such as Restorative Justice, programs to support students who have Individualized Education Plans (IEP), and biliteracy and bilingual programs; and process stipend payments for Residents and Mentors.

b) Describe the factors that make the partnership effective in operating a residency program.

OUSD and Alder GSE have been working in close partnership since 2020 to plan and operate this teacher residency. Some of the factors that make this partnership effective include:

- **IHE coursework informed by LEA needs:** Alder's Whole Child learning priorities and goals are designed to develop an asset-based, inclusive, and culturally responsive approach to teaching and learning. Because Residents co-teach all year long with their Mentor teacher in an OUSD classroom, Alder GSE tightly integrates coursework and fieldwork and contextualizes its curriculum according to OUSD's priorities and culture. The Oakland Unified School District Director of Teacher Residency meets weekly with Alder academic leads as well as with Alder's wider network of other program Directors to plan and customize weekly course content for Resident seminars. Alder also gathers information annually on LEA context to refine instructional and curricular priorities and programs.
- **Expert modeling from IHE for LEA's Mentors:** Alder GSE helps Oakland Unified School District to plan and prepare for the selection of Mentor teachers based on strong content knowledge, effective teaching methods, ability to use data and provide feedback. In addition, Alder works closely with OUSD to prepare and support Mentors throughout the year, including a monthly full-day seminar led by the Residency Director for Mentors to develop as coaches, co-teachers, content experts and teacher leaders. This intentional design to support Mentor professional development is situated in the larger work of OUSD's schools; as such, they have an emphasis on instructional effectiveness as defined by Oakland Unified.
- **Established collaborative processes for program management:** Alder GSE and OUSD are aligned in values and the mission to increase access to high-quality teacher education and preparation in hard-to-staff subject areas, and particularly for candidates of color who have historically been under-represented within the teacher workforce. To that end, Alder and OUSD have established effective collaborative processes for program execution, from recruitment of candidates, to a refined matching process with Mentor teachers, to ongoing close case

management of Residents to ensure complete, bookended support. These processes continue to be refined through mutual reflection, feedback, and assessment of program efficacy and outcomes for Residents.

c) Indicate evidence of the success of the currently operational residency program in producing credentialed teachers for California public schools.

Promising early career teachers have come through the Special Education residency program with the help of strong Mentor teachers, a rigorous curriculum, and guidance from the residency coordinators. Since its start, eight candidates have been recommended for their preliminary credential and 12 are in progress to complete their credential. Black and Latinx comprise 75% of all the Residents in the program to date, which exceeds our goal of reaching parity with our student populations in these target demographics. All but the five Residents who are currently in their residency year are working in classrooms as Special Educators and are being supported to complete Induction or final credentialing requirements.

Since its founding in 2010, Alder GSE has partnered with LEAs to make a difference for TK-12 students and their communities by preparing diverse and excellent teachers who remain teaching and leading in their schools longer. In 2022-2023, Alder GSE is working with 47 TK-12 partners across six California regions. In Alder GSE's class of 326 Residents in 2022-2023, 83% of Residents are people of color, 69% are first-generation college graduates, and 54% are Pell grant recipients. Twelve years into its work, 60% of all Alder GSE graduates are still teaching or leading in the TK-12 school systems where they were trained, compared with only 37% of all other new teachers hired the same years in those systems.

d) Provide evidence of authentic partnership between the LEA-IHE as well as additional information on collaboration with other entities essential to a residency model's success.

The OTR is governed by a memorandum of understanding established in May of 2020 between OUSD and Alder Graduate School of Education. The relationship between Alder and OUSD has been cultivated through stakeholder engagement involving teachers, school leaders, OUSD central office staff, collective bargaining representatives, and the larger Oakland Unified community, ensuring that Resident recruitment, hiring and retention efforts are enacted in accordance with union contracts and that the Residency remains a relevant and necessary arm of educator development within the District. Alder and OUSD work closely together on Resident [recruitment](#) and selection processes, which culminate in joint Resident interview panels staffed by participants from OUSD and Alder who together [evaluate](#) and select candidates.

The District has also customized Alder's recommended Mentor recruitment and selection tools so that Mentor selection is specific to the skills and dispositions that are highly valued by OUSD. These mentors attend training sessions hosted by both OUSD and Alder to provide support that is rooted in practices valued by Alder that fit the context of teacher and student needs of Oakland Unified.

Additionally, Alder and OUSD leadership meet annually to review Resident data and develop specific plans for program adjustment as needed for continuous improvement. This

includes time management and preparations for assessments required for residents to be recommended for credentials. Finally, established fiscal connections and CFO relationships between OUSD and Alder are exercised in developing the annual residency budget.

e) Provide an assurance that the LEA and IHE academic calendars are aligned to ensure residents will engage in a full year of clinical practice.

Oakland Unified School District and Alder maintain aligned academic calendars so Residents can engage in a full year of clinical practice. Optimal Mentor-Resident matches are thoughtfully determined prior to the start of the program, in a process that decreases the likelihood of placement changes during the year of clinical practice. In June, Residents begin in-person graduate-level summer intensive courses with Alder, and join the teaching staff in their placement communities for planned and targeted professional development activities prior to the start of the school year.

On the first day of school for students, Residents begin co-teaching alongside Mentors in hard-to-staff special education roles. Residents co-teach with their Mentor teacher four full days a week, sharing responsibility for the duties involved with a full-time teaching position and gradually increasing responsibility over the course of the year (see next paragraph). One day a week for three weeks per month, during the fall and spring terms, Residents attend a full-day Resident seminar class in their region, and continue to participate in graduate-level online courses via Canvas, Alder's online learning platform during the school year.

Residents take on increasing responsibility as they evolve in their learning and readiness. For example, Residents move from supporting individual students to supporting groups of students, from collecting data to analyzing data, and from co-planning parts of lessons to planning an entire unit with guidance from the Mentor Teacher. In order to graduate, residents must pass the California edTPA and Alder Master's oral examinations, and all graduate courses.

f) Briefly outline the LEA's ability to provide employment opportunities/other financial supports to residents outside of grant funding.

Special Education has long been a hard-to-staff subject area in OUSD, exacerbated by a shortage of teachers entering into the field and the low retention rate of educators, among other factors. Each year OUSD has had approximately 100 or more Special Education vacancies over the last five years. While the availability of positions for Residents is not in question, the OUSD team is intentional in the placement and employment of Residents to optimize both the Resident's well-being and the needs of schools that can most benefit in having a highly-qualified teacher for multiple years. Residents are closely assisted in navigating all aspects of the application and hiring process to find a position at a site where they will be well-supported to carry out their service commitment. Furthermore, in cases where Residents may have to take a longer "continuing cohort" route due to delays caused by licensure or course requirements, OUSD supports Residents in securing alternative employment so they can remain on the path as they catch up on outstanding requirements. In addition to employment opportunities, Residents are offered housing support through our partner TRiO/TRiO+, which can come in the form of a steeply-discounted housing unit or a monthly housing stipend. During the residency year,

Residents may be provided a housing unit for which Residents pay approximately 30% of the rental rate, with TRiO paying up to \$1,500 monthly in support of Residents' housing.

Finally, Residents in the program who identified as Black received in 2022-23 an additional \$10,000 stipend from the Black Educator Initiative grant. In 2023-24, Black and Latinx Residents will receive an additional \$12,000 stipend for living expenses through another grant which was recently awarded to OUSD.

2. Local Need

- *A description of prior efforts to meet local shortage and/or diversity needs and how those needs will be met with the proposed expansion efforts.*

The steep rise in living costs in the Bay Area within the last two decades have strongly impacted sustainability for Oakland residents, particularly Black and Latinx, exacerbating the shortage of teachers who reflect our student populations within the context of an already-existing nationwide teacher shortage, particularly in hard-to-staff subject areas. has been one of the hardest hit within this context. At the establishment of the Residency program, a staggering 75% of new Special Education teachers began to teach in Oakland without a credential. Over the last five years the median end-of-year teacher vacancies is 590 with over 100 vacancies in Special Education settings each of those years.

In response to the teacher shortage, the central focus of the Recruitment and Retention team of OUSD has been the development of “Grow Our Own” approach and programs to recruit heavily from current OUSD employees and community members, and to develop a career lattice network to provide multiple entry points into employment for both internal and external candidates, including Resident-adjacent positions that can act as springboards into the Residency, such as Instructional Support Specialist, Para-Educator and Substitute Teacher positions. Some of the initiatives include the Classified-to-Teacher (C2T) program (which supports more than 75% of its candidates to become Special Educators), the After-School-to-Teacher (A2T) program, Local Solutions funding for Special Educators, and support for all educators at the Middle School level through Salesforce grant funding.

OUSD also has an infrastructure of support for those navigating the credentialing and employment processes, providing credentials counseling for aspiring and early-career educators one-on-one, through twice-monthly drop-in sessions, a monthly information session for current under-credentialed teachers, and a monthly pathways session for internal and external candidates who are interested in teaching or other positions in the District. OUSD's Recruitment and Retention team works diligently to increase the district's visibility for prospective teaching candidates locally and nationally. By hosting and attending virtual career fairs, constant marketing of positions on web-based job portals, and strengthening partnerships with local organizations and institutions of higher education, OUSD has been able to recruit qualified teachers to fill many of its vacancies. The Oakland Teacher Residency has been an important initiative within this landscape of efforts.

A significant effort to address the teacher shortage is OUSD's partnership with TRiO to provide housing support in the form of apartment units or a housing stipend. While initially the program targeted support for Oakland Teacher Residents to increase sustainability as Residents go through the program, it has been expanded to include other early-career educators teaching in hard-to-staff subject areas in the District. The program currently supports 56 teachers with housing support under its expanded name, TRiO-Plus in return for a commitment to continue teaching in the district for a minimum of three years.

Emerging from the pandemic, OUSD continues to be impacted by the teacher shortage. In the 2022-23 school year, 50% of applicants to Special Education teaching positions were without a credential, maintaining a context in which it would be more expedient to support funding alternative certification for teachers. Instead, the expansion grant would allow us to re-invest in the current high quality, year-long teacher preparation, and to grow the number and strength of teacher-education-focused hub sites across the district. We aim to shift perspectives for even more education leaders within our schools toward long term investment that yields long term retention of educators while simultaneously increasing positive outcomes for students. Most importantly, the expansion grant will allow OUSD to increase access to an immersive pathway for aspiring educators. While the \$15,000 stipend we have been offering has helped draw candidates to the program, there are still others who found it cost-prohibitive, especially for those supporting families. The expansion grant would allow OUSD to increase living stipends for Resident applicants from \$15,000 to \$18,000, expanding access for aspiring teachers, especially teachers of color, to a more sustainable teacher preparation pathway, and ultimately to graduation and retention in the District.

- *The plan for recruiting the appropriate number of residents to ensure there will be an employment opportunity for each resident to fulfill the mandated four-year service commitment.*

OUSD and Alder continue to collaborate in recruitment efforts to tap into OUSD's local networks and Alder's state-wide outreach. OUSD engages in a multi-pronged approach to Residency recruitment to seek candidates internally and externally. These approaches include outreach to current employees; district applicants; families of students; community organizations; local colleges and institutes of higher education; local events such as the Día de los Muertos festival and the Oakland Promise Winter Career Conference; social media blasts and online job posting sites; information sessions; promotion of the OTR website; and representation at internal and external recruitment events. OUSD also works closely with Alder to coordinate information sessions leading up to Alder's application deadlines, and engage in a thorough screening and selection process.

OUSD's Recruitment and Retention team which manages OTR is also responsible for forecasting and meeting the hiring needs of the District. The team works closely with school leaders and other departments to ensure that Residents are able to be hired upon graduation from the program. Residents sign a commitment agreement to teach four years in the District following receipt of a Preliminary credential when they start the OTR, and are supported in

finding a position where they are likely to stay the duration of the four years whenever possible, if not at the site where they completed their Residency.

3. The Expanded Teacher Residency Program to be Implemented

a) Provide the annual target number of candidates for the program, how they would be recruited and enrolled in the Teacher Residency Expansion Grant Program, and the month/year that the program would begin.

OUSD and Alder will seek 12 candidates for the Education Specialist pathway each year. Given the multiple pathways in OTR, this number allows us to provide optimal support while maintaining programmatic sustainability. Throughout the year, OUSD and Alder conduct recruitment efforts both locally and state-wide, including from among currently under-credentialed teachers and other employees in the District. Candidates are required to apply to OTR as well as to Alder, and are invited to an initial conversation with the OUSD team after applying. Candidates whose applications meet criteria are invited to an interview day with both OUSD and Alder staff as the final determination of acceptance into the program.

While the program officially starts in June 2023, OUSD and Alder continue to stay in touch with candidates who have been accepted to provide any additional support that may be needed prior to the start of the program. Candidates who need to meet the Basic Skills and Subject Matter Competency requirements are supported with test preparation. Alder provides transcript evaluations to determine which tests may have already been satisfied. OUSD continues to counsel candidates as they prepare to enter the program, provides assistance for transitioning out of a district position, or finalizes housing support with TRiO. As the start of the program nears, candidates are supported with procurement of a laptop, access to various teacher programs and systems, establishment of district email, and with ensuring they are set up to receive stipends.

b) Whether the current focus of the existing residency program would remain the same or would expand to any additional allowable credential areas.

The current focus of the existing residency program would not expand to include additional credential areas, but to increase our ability to attract and retain diverse candidates within our current credential area of Special Education. The aim is to intentionally designate seven out of 12 spaces for Black and Latinx candidates towards this goal under this expansion grant.

c) How the proposed Teacher Residency Expansion Grant Program would build on/supplement but not supplant either the current teacher residency program or local/IHE efforts.

The expansion grant would allow us to increase direct support to Residents, in alignment with grant intentions, as we maintain the current program. In 2022-2023, we budgeted \$15,000 for Resident stipends. For the 2023-24 school year we will increase the stipend to \$18,000 per Resident supplemented by the expansion grant to attract and support more Residents that reflect

our community's diversity, with a focus on Black and Latinx residents. All other supports in the program will continue to function as a collaborative partnership between OUSD and Alder.

d) How many mentor teachers are currently working with the existing residency program and how many additional mentor teachers would be needed for the expansion.

Strong Mentor Teachers are the backbone of OTR. Being an OTR Mentor provides professional growth experience and promotes retention for experienced teachers who have been Mentors in other capacities or are seeking to take the next step in their leadership development. As the number of diverse residents increase, the Mentors should as well, and OUSD has been working to establish a Mentor pool that is reflective of the diversity of our students. In 2022-23, OUSD had five Special Education Mentors, three of whom were White and two of whom were teachers of color. In order to support 12 residents in the 2023-24 school year, we will need to add seven more Mentors - ideally Mentors of color. To broaden the pool as much as possible, we will reach out to previous Mentors who have successfully served in this capacity in addition to our ongoing Mentor recruitment with the aim of supporting the retention of our teachers of color, and to increase the likelihood of being able to create strong affinity matches across race/ethnicity, gender, and other identities as may be requested by our Residents.

e) How the program will utilize existing structures to recruit, select, and train new mentors.

Mentor recruitment for OTR has been part of a larger effort to identify schools that will serve as "hub sites" for teacher development. These sites, such as the one at Elmhurst United Middle School, serve a majority of students who qualify for free or reduced lunch and have high teacher turnover, but also have strong potential or current Mentor Teachers who are equipped to support the development of new teachers. Mentors at these sites are identified through a review of the staff roster with site leaders followed by targeted outreach. Leadership at these sites embrace the Oakland Teacher Residency as a high-quality pathway for educators and view hosting Residents as a factor that can promote a culture of teaching and learning among staff. Wherever possible, OUSD tries to identify more than one Mentor at a site so Residents can work on the same staff and provide peer support to one another. In 2022-23, three Residents had the benefit of a Resident community at Elmhurst, supported by three of their strongest Mentor Teachers who were also able to provide peer support for one another.

Potential Mentors in the District are also identified by other means, including both broad and targeted outreach to teachers and teacher-leaders and recommendations from school leaders, other Mentors, or the Special Education team. All interested candidates must receive principal endorsement and engage in an interview with OUSD and Alder, and are observed in the course of their work. Taking match preferences into consideration, Residents and Mentors are initially connected for a facilitated conversation to gauge compatibility and officially matched when there is a mutual fit. Mentors receive extensive professional development through Alder alongside fellow Mentors, with summer training and orientation day followed by eight monthly full day seminars. Mentors are compensated with a \$3,000 stipend for their important work.

f) How consistency and coherence will be assured across multiple school sites, content areas, and school administrations.

School sites that host a Resident do so with the shared intention of cultivating highly-qualified Special Educators committed to working in the District long term, as well as to develop a culture of teaching and learning among staff at the site. Principals attend an orientation to learn about how the residency operates, how it differs from other student teaching programs, and the specific expectations, roles and responsibilities of each key role. The Residency Coordinator at Alder co-observes the Resident with the Mentor each month and co-observes with principals during Resident takeover weeks three times a year. These contact points and the constant efforts of the Coordinator to check in with all parties and address concerns in a timely manner keep the integrity of the program strong.

g) Any modifications and/or improvements to the currently operating teacher residency program that would be implemented within the Teacher Residency Expansion Grant Program and the rationale for these modifications/improvements.

The expansion grant will allow an increase of \$3000 to the resident stipend. This 20% increase will make the Residency an attractive and viable option for more candidates, especially members of the community who have been under-represented among the teaching staff. This expansion addresses one of the key pain points of financial sustainability for many of those considering an immersive program like OTR.

Additionally, following the success of the community built in the cluster of Residents at Elmhurst Middle School this year, OUSD will expand its hub site development efforts to create more Resident communities at sites where students can most benefit from an increase in teacher development and retention stability among the teaching staff. Hub site development is a critical, high-leverage structural factor that impacts multiple aspects of the Residency, increasing Resident and Mentor peer support, resource-sharing and calibration, decreasing teacher turnover, and shifting school cultures towards pedagogical innovation and deepened educator capacity.

4. Key Program Personnel and Shared Program Governance

Affiliation	Name, Title and FTE	Role and responsibilities
OUSD	Sarah Glasband Director of Talent Development, Recruitment and Retention, 0.1 FTE	Provide overall grant management and institutional oversight
OUSD	Tien Truong Financial Accountant, 0.05 FTE	Provide fiscal management of the grant

OUSD	Soo Hyun Han-Harris, Coordinator, Retention and Employee Development, 0.7 FTE	Provide day-to-day program management, grant reporting, and assuring that the Teacher Residency Expansion Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s).
OUSD	Jarrett Austin-Thomas, Coordinator, Diversity and Inclusion, 0.2 FTE	Support program management and Resident professional development
OUSD	Carlos Santana, Talent Development Associate, 0.1 FTE	Support OTR recruitment
Alder GSE	Stacy Kaplan, Alder Residency Coordinator, .40 FTE	Overall program management, Resident instruction and coaching, and Mentor professional development
Alder GSE	Julie Fabrocini, Senior Director of Partnerships, .05 FTE	Support partnership expansion, stakeholder engagement, and annual planning.
Alder GSE	Maria Alejandri, Managing Director of Recruitment, .05 FTE	Develop and implement annual recruitment plans with an emphasis on reaching diverse candidates and targeted credential areas
Alder GSE	Amanda Spiegelberg, Director of Admissions, .05 FTE	Work with Marie Alejandri to develop and implement annual recruitment plans, process resident applications
Alder GSE	Shayna Sullivan, Alder GSE Dean, .05 FTE	Gather contextual information to determine academic priorities and needs
Alder GSE	Alexandrea Kahn, Senior Director of Academic Programs, .05 FTE	Lead academic support and professional development for the Director of Teacher Residency. Plan for professional development over time.
Alder GSE	David Roth, Director of Data Strategy and Systems, .05 FTE	Track resident completion rates, hiring, retention and demographic data.
Alder GSE	Mariah Klein, Registrar and Credentials Analyst, .05 FTE	Provide support for residency's enrollment and registration processes.

Sarah Glasband, Director of the Recruitment and Retention team in OUSD, is the central point of contact for the management of the grant, fiscal and otherwise. Soo Hyun Han-Harris, Coordinator of Retention and Employee Development in OUSD, is the central point of contact for the overall management and daily operations of OTR.

Alder's work will be led by Dr. Julie Fabrocini, who serves as Alder's Senior Director of Partnerships, a full-time position to support partnership expansion, stakeholder engagement, and annual planning. Maria Alejandri, Alder's Managing Director of Recruitment, and Amanda Spiegelberg, Alder's Director of Admissions, will work with the Oakland Unified School District to develop and implement annual recruitment plans with an emphasis on reaching diverse candidates and targeted credential areas as well as application processes Residents. Shayna Sullivan, Alder's Dean, will gather contextual information to determine OUSD's academic priorities and needs. Alexandra Kahn, Alder's Senior Director of Academic Programs, will lead academic support and professional development for the Director of Teacher Residency as well as plan for professional development over time. David Roth, Alder GSE's Director of Data Strategy and Systems will work with OUSD to track resident completion rates, hiring, retention and demographic data. Finally, Mariah Klein, Alder's Registrar and Credentials Analyst, will provide support for the OUSD residency's enrollment and registration processes.

Identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the Teacher Residency Expansion Grant Program.

There are others in OUSD who do not have direct administration responsibilities but play an important role in implementing the residency grant. These people include Superintendent Kyla Trammell-Johnson, whose vision helps guide this work, as well as staff in Human Resources who support Resident onboarding, process stipend payments, and support the onboarding of Residents as substitute teachers. The New Teacher Support and Development (NTSD) team oversees the Induction program for Residents once they graduate. In addition, Curriculum and Instruction leads will support Alder's academic contextualization within the Oakland Unified School District so that Alder faculty and courses can address and respond to instructional needs. Additionally, site administrators will play a key role in helping to select effective Mentors as well as Residents. Finally, the Director of Residency will work with both HR staff and Site Administrators to ensure residency recruitment is operating, Residents are placed in the administration system, and Residents are paired with effective Mentors.

In expanding OUSD's residency program, the OUSD Director of Residency will work closely with other Alder staff, including CEO Dr. Heather Kirkpatrick, who has over twenty years of education experience. To ensure programmatic sustainability over time, Alder executives Nimmi Chilamkurti, Chief Operating Officer, and Erik Brown, Chief Financial Officer, will help Oakland Unified School District maintain the financial and operational systems that support the residency program, and Gloria Hassel, Alder's Chief Diversity, Equity, and Inclusion Officer, will support cohesion and in OUSD's learning and development of systems to support recruitment and retention of diverse teachers.

5. Sustainability

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

Using Bank Street's P-12 Residency Funding tool as a guide, we plan to account for projections of reallocated roles, budget shifts, and savings from reduced turnover as part of the calculus for furthering residency work. We believe this effort has to be a shared responsibility across the major public stakeholders impacted by new special education teachers in Oakland: OUSD, the City of Oakland, Alameda County, and the State of California. This extension of residency programming to a specific profile of teacher resident relies on inputs across multiple categories: education, workforce development, community development, and housing.

Outside of OUSD, the other local and state levels of government have budgetary priorities that align with the goals of the partnership covered under this grant. The four-year window of this collaboration will be used to identify champions, analyze impact data, and advocate for multi-year budgetary inclusion at each level. Another opportunity for creating a sustainable source of funding for the years beyond this grant is to build a network of district revenue streams leveraging the co-designed teacher mentor curriculum and professional development as a resource. Tara Gard, the Chief Talent Officer, Dr. Sondra Aguilera, our Chief Academic Officer, and Jenine Lindsey, our Executive Director of Labor Relations are all key senior leaders who will collaborate with Human Resources leaders, Sarah Glasband, Soo Hyun Han-Harris, and Jarrett Austin-Thomas, to develop a sustainability plan when the grant funding sunsets in collaboration with stakeholders in the community, such as our labor partners.

Alder supports the sustainability of the program with an ongoing annual contribution to the compensation of the Director of Teacher Residency. In addition, Alder is committed to a long-term relationship with OUSD, including a willingness to identify, plan, seek, and/or contribute the necessary resources to grow and sustain the program through annual fiscal planning and additional partnership with the OUSD community.

6. Data Collection, Evaluation Reporting, Assurances, and Partnership Agreements

OUSD's residency coordinator tracks data through the Resident life cycle, which includes application data; program enrollment; program completion (including the number of attempts to pass licensure exams and the supports offered); employment data; Induction completion; service commitment; continuing employment; and Residents' qualitative experiences of the program. Data is collected through employee data systems, feedback forms, ongoing outreach to Residents, and communications with the Alder Residency Coordinator and the Recruitment lead, and tracked on a template copy of the annual CTC data collection spreadsheet as well as in our customer relations management system for ease of supporting Residents and sharing among team members. OUSD plans to incorporate surveys for Residents to learn more about their experiences of the program in the 2023-24 school year.

The OUSD team, including the in-house data analyst, analyzes the data to assess the efficacy of the program in meeting goals and to inform programmatic changes, and shares reports with the larger division, Superintendent, the Special Education team, the school board, and to members of the community at multiple points throughout the year. Some of the key factors aligned with our goals that we are looking to assess include demographic data; the retention of Residents both during the program as well as during the service years, as well as the push-pull factors that may have played a role; where Residents are employed following graduation; and how the Residency compares to other pathway programs in teacher retention rates.

To better understand the impact of Mentor matches on Resident experience and retention, OUSD will be expanding data collection processes to develop a more comprehensive picture of who our Mentors are as well. In addition to demographic data, we hope to identify any patterns in factors that deepen Mentor efficacy, such as the school site, years of experience and credential program attended, among other factors using surveys and Mentor conversations.

We appreciate the annual reporting requirements of the CTC, which support our own quest to assess the outcomes of OTR. We were pleased to learn more about the suggested timelines and methods for data collection recommended by the CTC in a recent webinar, and are confident that we will be able to provide the requested information in the annual data reports.

7: Budget Narrative

Grant Funds

Mentor Stipends

OUSD offers a stipend of \$3,000 (\$3,360 including overhead) for residency Mentors to support the development of strong candidates within an intensive program. This stipend covers almost 50 additional hours of work for a mid career teacher in the district. To support 12 Mentors, we are requesting \$3,360 per Mentor for a total of \$40,320.

Resident Stipends

To expand the opportunity to more members of the community, Oakland Unified will increase the stipend paid to residents to \$18,000 (\$20,390 including overhead). This amount is equivalent to the rate paid to classified substitutes. With the district's focus on reaching parity between Black and Brown students and staff, additional funds from another source will be provided to

resident candidates who make up those demographics, bringing the total compensation for our targeted populations to \$30,000. For this grant, we are requesting \$20,390 for each of our 12 Residents for a total of \$244,680.

Program Administration

OUSD requires a five percent administrative fee from grants received in order to effectively administer the grant. \$1,250 is requested for 12 Residents, for a total of \$15,000.

Matching Funds

Mentor Teacher Development

Mentor teachers in Oakland Unified participate in monthly training through the New Teachers Support Department. These trainings are offered at varying levels of mentor experience and consist of best practices regarding observation and feedback cycles, content aligned small group discussions and guidance around social, emotional coaching. Three members of the New Teacher Support Department are providing approximately .05 FTE each to residency mentor training. The total cost of their time is approximately \$26,250, which is \$690 per Resident when divided by 38 Residents across all residency programs. For the 12 Residents in this pathway, the total is \$8,280.

Mentor Stipends

Mentors of color stipends will be augmented through another source by \$700 per Mentor. Given there conceivably may be 12 Mentors of color at \$700 per Mentor, OUSD is budgeting a total of \$8,400 in actual matching funds.

Teacher Preparation Costs

Oakland Unified will continue to support residency members who are still working to complete testing requirements through preparation tailored to their needs. Those in need will be able to receive small group tutoring by experienced teachers in the district at a rate of \$50/hr and/or online test prep through TeacherTestPrep.com at their desired level (up to \$395 per subtest).

This allocation allows residents to receive support for 18 subtests at \$395 and 58 hours of tutoring over the course of a year. This funding will be allocated on an as needed basis. We are projecting \$833.33 each for 12 Residents, for a total of \$10,000.

- **Salary and Stipends**

Based on data released by the Federal Reserve, we know that Black and Latinx families have a lower mean and median wealth than families of other ethnicities. This can make the process of earning a teaching credential prohibitive whether we consider the cost of a program or the ability of a candidate to experience a year of no income while earning that credential. With that in mind, Latinx and Black identifying residents will receive an additional stipend of \$12,000 from other sources to bring their total income for the year to \$30,000 for each Resident. We are aiming to have a minimum of seven Black and Latinx candidates, but plan to encumber funds for additional candidates. We estimate \$12,000 per candidate for 12 candidates, for a total of \$144,000. Additionally, housing support for 28 Residents is available across all residency pathways. While the actual support amount varies depending on whether Residents receive housing unit or monthly stipend or both, as an average we calculate support at \$1,500 per month for 12 months during the residency year, followed by a \$500 per month during the four service commitment years, for a total of \$42,000 in support per Resident. The Special Education residency pathway accounts for 32% of the total Residency, representing nine candidates.

Housing support for nine Residents would be \$378,000 total. Combined matching stipend and housing support for the pathways named in this grant is \$522,000 in all.

- **Induction Support**

Residents who have completed the program and are recommended for their Preliminary credentials will be immediately enrolled in Oakland Unified Teacher Induction program. They will have the opportunity to clear their credential at no cost. In the area, induction costs can range from \$4500 - \$7500, including a \$1750 stipend for mentors over two years with associate overhead benefits costs as well as program staff. Through in-kind funds we are estimating the cost to be \$6667 per Resident for 12 Residents, for a total of \$80,000.

- **Residency Program Staff Costs**

The program is being coordinated by members of the Oakland Unified School District's Recruitment and Retention team. The combined FTE that is being dedicated to this work from Oakland Unified is 1.15, and includes a primary coordinator, someone to oversee overall grant and program management, a support coordinator, a recruiter, and someone to support with financial accounting. The total cost for program coordinators and support staff is \$150,000, which is \$3,947 per Resident when divided by all 38 Residents across all residency pathways. The cost for this program will be \$3,947 per Resident for 12 Residents, for a total of \$47,368. Alder will be providing an additional .75 FTE valued at \$75,000. Combined staff costs total \$122,368.