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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Memo

**To** Board of Education

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

**Board Meeting  
Date  
Subject**

**APPROVAL OF CALIFORNIA COMMISSION ON TEACHER  
CREDENTIALING CLASSIFIED-TO-TEACHER GRANT**

**Action Requested** Acceptance by the Board of Education of Grant Award No. C308 from the California Commission on Teacher Credentialing for \$160,000.00 for District's Classified Staff transition to becoming fully credential teachers, pursuant to the terms and conditions thereof, for the period November 14, 2017 through June 30, 2022.

Grant agreement for OUSD Talent Division for the 2017-18 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

**Background**  
*A one paragraph explanation of the the MOU.*

Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
Yes	Application	Talent Division	Support Employee Pipeline for Classified Staff who will become Special Education, Math, Science, and Multiple Subjects Bilingual teachers	Five year period 2018-22	California Commission on Teacher Credentialing	\$4000 / 40 Classified Employees per year until they are awarded preliminary credential



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**Discussion**

*One paragraph  
summary of the  
MOU.*

The district created a Grant Face sheet process to:

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

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

**Recommendation**

Acceptance by the Board of Education of Grant Award No. C308 from the California Commission on Teacher Credentialing for \$160,000.00 for District's Classified Staff transition to becoming fully credential teachers, pursuant to the terms and conditions thereof, for the period November 14, 2017 through June 30, 2022.

The total amount of grant for the 2018-2022 fiscal years will be provided to OUSD by the California Commission on Teacher Credentialing.

**Fiscal Impact**

**Attachments**

- Classified to Teacher Face Sheet
- Grant Application
- Copy of Grant Award Letter
- Grant Award Certificate

### OUSD Grants Management Face Sheet

Title of Grant: California Commission on Teacher Credentialing Classified to Teacher Grant	Funding Cycle Dates: 2018-2022
Grant's Fiscal Agent: California Commission on Teacher Credentialing Nadia Alam Consultant in Program Evaluation and Research Professional Services Division Commission on Teacher Credentialing 1900 Capitol Avenue Sacramento, CA 95811 Phone 916.324.8001 Fax 916-327-3165 Email nalam@ctc.ca.gov	Grant Amount for Full Funding Cycle: \$160,000 for first year for 40 Employees, fading funding as employees become fully credentialed (e.g. \$4,000/year until credentialed)
Funding Agency: California Commission on Teacher Credentialing	Grant Focus: Support Classified Employees to become Math, Science, Special Ed, and Bilingual Multiple Subjects Teachers with Tuition Reimbursement and Testing Support in a cohort of their peers.
List of Departments to be Served: Talent Division will support classified employees across OUSD schools.	

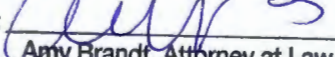
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	<p>This grant will support the development and retention of Classified Staff in their efforts to become fully credentialed teachers. Our goal is to help to develop individuals who have committed to learning, staying, and growing in OUSD. Research shows that teacher retention has a positive impact on student learning, sense of belonging and academic outcomes. For each year that we support classified staff with tuition through the Classified to Teacher program, we are requesting a commitment to stay in the district for an equivalent year as a teacher.</p> <p><i>Note: There will be no financial penalty if Classified Staff are not able to make this commitment or complete the program per the CTC grant.</i></p>
How will this grant be evaluated for impact on student achievement?	We will measure the success rate of Classified Employees becoming credentialed and their retention over time.
Does the grant require any resources from the district? If so,	This grant will require up to 25% time from the Retention & Employee Development Team.

describe.	
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No.
Will the proposed program take students out of the classroom for any portion of the school day?	No.
Who is the contact managing and ensuring grant compliance?	Sarah Glasband, Manager of Retention & Employee Development Talent Division 1000 Broadway, Suite 295 510-879-1355

**Applicant Obtained Approval Signatures**

Entity	Name(s)	Signature	Date
Tara Gard	Deputy Chief Talent Officer		
Linda Wu	Financial Officer (Site Based)		

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the General Counsel  
APPROVED FOR FORM & SUBSTANCE

By:   
Amy Brandt, Attorney at Law

1.24.18



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## Capacity and Willingness

Oakland Unified School District (OUSD) is a medium-sized urban district in the rapidly-changing Bay Area. We serve approximately 36,600 students in 86 schools, with the mission to create a full-service community district that houses resources in schools to support students and families. In the past two decades, Oakland has seen a sharp rise in the tech economy, and the costs of homeownership and rental prices have dramatically increased. Amidst these contextual changes, OUSD has been greatly impacted by the decline in highly qualified teachers seeking employment, and we have a greater need to prioritize recruitment of Bilingual, Math, Science, and Special Education teachers in order to provide highly qualified teachers to all of our students.

Over the past seven years, OUSD's Recruitment Team has been building Grow Our Own pipelines, with a focus on helping to prepare our classified staff for teaching roles. Two initiatives helped to develop current employees: Teach Tomorrow in Oakland (TTO) and Grow Our Own: Special Education teachers. TTO focused on recruiting local, diverse teachers from the Oakland community, while the Grow Our Own program focused on supporting Para-Educators and Instructional Support Specialists to become credentialed OUSD teachers. These programs have formed a strong foundation for the Classified to Teacher Pipeline (C2T) Program.

Within the past year, OUSD's Talent Division took initiative to create a Retention and Employee Development team, with a focus on assisting current employees to seek growth across the organization. This team has the capacity to build and house the infrastructure to support cohorts of our current classified staff members who hope to become teachers. Our goal is to focus our efforts on a wide range of classified support staff who serve students across our K-12 schools: Academic Mentors, ParaEducators, Newcomer Learning Lab Assistants, Instructional Support Specialists, and Noon Supervisors. We will build on more than seven years' of districtwide work to grow and accommodate our employees in their efforts to become certificated teachers.

OUSD is committed to a Grow Our Own model in our efforts to diversify our certificated teaching workforce. Our Classified Support Employees more closely resemble the demographic population of the students OUSD serves. In Figure 1, demographic data is compared of classified student support employees, teachers, and students. Although 67 percent of the students we serve identify as African American and Latino/Hispanic, about 35 percent of our certificated teaching staff represent the same demographic, while our classified student support employees are 62 percent African American and Latino/Hispanic. We are particularly in need of building recruitment strategies for our Latino/Hispanic classified staff to become certificated teachers, as the clearest disproportionality exists between our Latino/Hispanic student population and both Classified and Certificated staff.

Demographic Data of Classified Employees, Teachers and Students

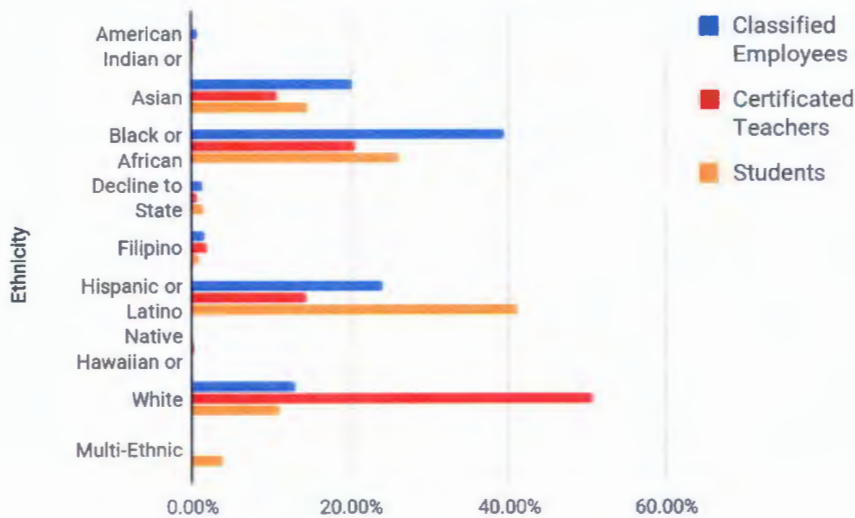


Figure 1. Demographic Data of Classified Employees, Teachers and Students

In order to accommodate all of our classified employees who wish to become certificated teachers, we will build a cohort model that focuses on professional, social-emotional, and academic support. Cohort meetings will be hosted at our schools in locations central to our participating classified employees. Cohorts will be built based on the individual needs, location and circumstances of our employees, in particular their educational history and background, passage of the Basic Skills Requirement and Subject Matter Competency, as well as their targeted teaching pathway. Cohorts will also be built based on our employees' potential educational and career pathways; we will accommodate our employees

who wish to work part-time while completing a traditional teaching pathway, as well as provide support for employees who wish to move forward on an intern teaching pathway. Classified employees who wish to participate will have the opportunity to become Special Education, Math, Science, and Bilingual Multiple Subjects teachers.

Number of Pre-Credential Teachers by Subject Area (2017-18)

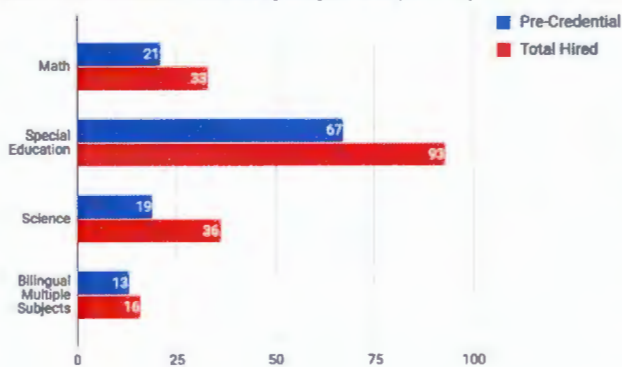


Figure 2. Number of Pre-Credential Teachers by Subject Area

## **Need for Credentialed Teachers**

During the 2017-18 hiring season, OUSD was faced with the difficult challenge of recruiting highly qualified teachers in Bilingual Multiple Subjects, Special Education, Math, and Science. Our recruitment team, staffed with six highly qualified former educators, built a multipronged strategy including local, state, national, and international recruitment, with a heavy web presence, partnerships with local community based organizations and colleges, as well as personalized employment counseling for individuals interested in teaching in OUSD. The team also invested significantly in Grow Our Own strategies, supporting classified staff ready to enter the classroom as teachers of record. Despite the recruitment team's best efforts, in each of these hard-to-staff subject areas, the District hired of a disproportionate number of pre-credential teachers. Pre-credential teachers are those who are working with Short Term Staff Permits (STSPs), Provisional Intern Permits (PIPs), Intern credentials, and CBEST Waivers.

Figure 2 highlights data demonstrating our hiring trends during the 2017-18 hiring season. In Math, Special Education, Science, and Bilingual Multiple Subjects, the majority of our recent hires - over 50 percent in each discipline - were educators without a credential in the subject they will teach this year. These hiring trends demonstrate a severe disservice to students and families in OUSD, who deserve highly qualified teachers in each classroom. We must invest in building a pipeline of talented individuals across the District who are currently in classified roles and are motivated to become certificated teachers in hard to staff subject areas.

**Meeting the Demand for Teachers** We will invest efforts in reaching out to ParaEducators, Instructional Support Specialists, Newcomer Learning Lab Assistants, and Noon Supervisors in order to build a pipeline for hard to staff subject areas, particularly Special Education, Math, Science, and Bilingual Education. We hope to build on the expertise of our current classified staff in order to help to retain and promote them into certificated positions. In order to recruit classified employees, we will share the opportunity with all employees in school support job classifications, and support potential C2T program candidates with the robust application for the program, which will involve submission of undergraduate transcripts, a Statement of Purpose, as well as recommendations from current and previous employers, who are likely to be our site leaders. In applying to the program, our classified employees will commit to teaching in the hard-to-staff subject area for the number of years they are supported in the grant, thereby assisting OUSD in both recruiting and retaining local and diverse talent for our classrooms.

We will partner across OUSD central district offices and with site leaders to recruit classified talent into the C2T program. We are partnering with Programs for Exceptional Children (PEC), our central office team dedicated to ensuring high quality service to all of our students with disabilities. We intend for our partnership with PEC to yield potential nominees amongst our classified staff who would be a good fit for the C2T program, and to ensure we are recruiting talented individuals from across all of our schools. Also, we will reach out to site



leaders across our schools to nominate individuals at their sites serving in classified roles whom they believe will make excellent teachers, specifically people who are bilingual in Spanish, serving in Special Education classrooms, or who might have a background or passion for Math or Science. In order to recruit future Math teachers, we will be partnering with Blueprint Fellows who are employed in classified student support roles. These fellows are recent college graduates and are potential candidates for a fast-tracked credential route, as many already possess passage of the Basic Skills Requirement.

**Number of Participants** We request a total of 90 participant slots for our C2T program. We intend to recruit 45 Special Education participants, 15 in Mathematics, 15 in Sciences, and 15 BCLAD participants. Over the course of the five year program cycle, we hope to support and retain 90 teacher candidates from our pool of classified employees, which will decrease our recruitment demand in these subject areas by ten percent in the next five years. This year, we recruited approximately 178 new teachers in Bilingual, Special Education, Math, and Science classrooms, and thus in the next five years, 90 participant slots would decrease our need for recruitment of individuals new to OUSD by ten percent.

**Analysis of Prospective Program Participants** We are currently utilizing data of all of the classified employees in school support positions in Oakland Unified to administer a survey to gauge interest in participating in a subsidized teacher pipeline program. Based on this data, we will encourage classified employees to apply to the C2T program at the latest by November 2017. Given the time required to order official transcripts and to review this data in collaboration with Education Advisors from California State University-East Bay (CSUEB), we will need to provide substantial lead time to determine the qualifications of our current classified employees. We will also prioritize admission of classified employees who have a Bachelor's Degree, as well as those who may have passed the Basic Skills Requirement and Subject Matter Competency in order to fast-track their employment as certificated teachers.

### **Recruitment Plan and Implementation**

Recruitment of candidates for the C2T will involve both outreach through departments and networks and direct outreach via email and calls through District contact information. Using District employee information, targeted, OUSD website(s) and newsletters, outreach will be to all school support classified staff, with an emphasis on those that have bachelor's degrees. All classified OUSD staff will be considered.

An interest survey will be sent to all potential candidates, which will gather data on minimum requirements information (i.e. Bachelor's degree or at least 60 accredited college units). After the interest survey is disseminated to OUSD networks and via email to interested participants, we will hold an informational meeting at which details and benefits of the C2T program, how to apply, and anticipated timeline will be reviewed. Candidates will be evaluated based on meeting minimum participation requirements, as well as the strength of their application. Candidates will need to also agree to remain teaching in OUSD for the number of

years they are supported in the program beyond their participation in the C2T (“Agreements Document”).

**Application process** Potential participants will have the opportunity to review how to apply with support from the C2T administrators. Candidates will receive support via email, calls, drop in sessions and 1:1 meetings, as appropriate. Additionally, as described above, an informational meeting will be held prior to the deadline to discuss C2T program details and the application process and requirements. Those applying will need to complete and meet all requirements, listed below.

**Requirements to apply:** Participants must be a current OUSD classified staff member, have a minimum of an AA degree or 60 undergraduate transfer units, in addition to course requirements from CSU-East Bay, complete two recommendation letters, submit a completed application with an interest statement, sign an agreements document, indicate interest in Special Education, Math, Science or Bilingual teaching, agree to attend C2T Quarterly meetings, and have a cumulative undergraduate GPA of 2.67 or higher.

**IHE Involvement in Coursework development** CSUEB will accept C2T participants that meet the requirements to apply in both the BA and credential program, as well as candidates who do not yet have a Bachelor’s degree, but will be on a credential track while earning their BA. The C2T participants will be enrolled in CSUEB and will be earning their BA and/or credential based on the approved CSUEB coursework. CSUEB will provide academic advisement for all of our teacher candidates, both at the BA level and credential program level. We will meet twice annually in cohorts on CSUEB’s classroom to provide targeted academic advisement. This will be in targeted cohorts - for the BA program, STEM credential program, Education Specialist credential, and Bilingual credential cohorts.

**Transcript Review (Minimum Qualifications review)** As part of the application process, candidates will provide official transcripts for review. A C2T administrator will review transcripts based on California State University admission guidelines and provide transcripts to an educational advisor from California State, East Bay for final admission review.

**Prioritization of Selected Participants: Rubric for Strength of Application** If more candidates apply than there are slots, prioritization will be given to candidates based on the following criteria: Bachelor’s Degree (five points), Master’s Degree (two points), Quality of Letters of Recommendation (four points), passage of the Basic Skills Requirement (BSR) (two points), passage of the Subject Matter Competency (two points), desire to work in Special Education (two points), desire to work in Bilingual settings (two points). Applicants with the highest scores will be prioritized and we will work to ensure equity amongst our hard to staff subject areas.

## **Program Design**

**4A. Program Overview and Focus** The C2T program will focus on recruitment of classified staff who are motivated to become Bilingual, Math, Science and Special Education

teachers in OUSD. Based on data from the 2017-18 hiring season (shown in Figure 3), in each of these hard-to-staff categories, more than fifty percent of our hires were teachers without a preliminary credential. Beyond a simple majority of non-credentialed teachers hired, in Special Education and Bilingual Education, fewer than one-third of our hires were highly qualified. This data suggests that we must radically shift our priorities in terms of recruitment spending, and rather than investing solely in finding credentialed teachers, we must take the approach of growing our own classified employees and community members.

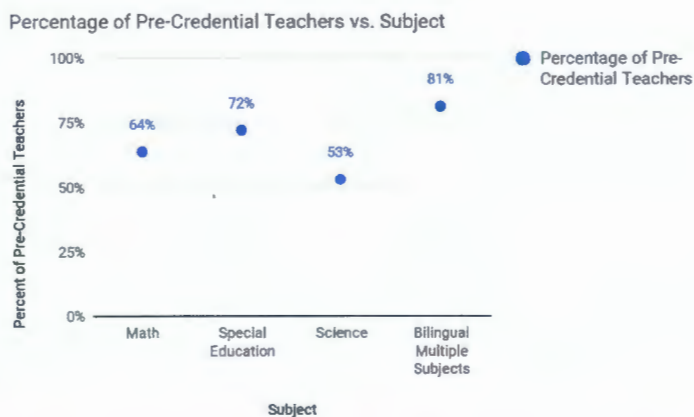


Figure 3. Percentage of Pre-Credential Teachers vs. Subject

The Classified School Employees Teacher Credentialing Program will be developed and implemented by the OUSD Retention and Recruitment teams, working closely with partners to ensure an informed and well-supported program. These two teams will hold the primary planning, execution and monitoring of the program and its participants, including but not limited to:

- Recruitment, screening, and orienting employees to the program, as well as supporting employees and monitoring progress over time
- Planning and hosting mandatory quarterly meetings centered around germaine topics within the California Standards for the Teaching Profession (CSTP) and the Oakland Effective Teaching Framework (OETF), and provide moral and practical assistance in a cohort setting
- Provide a variety of supports that aid in the progress towards becoming classroom educators

Working closely with partners is crucial to the success of the program and its participants. Our credentialing partner will be California State University, East Bay (CSUEB), which offers student-teaching and intern credentialing programs for our identified cohorts and have systems in place for monitoring and communicating about candidate progress. CSUEB's proximity, affordability, and experience with grant-funded cohort-models such as this make them an ideal partner for meeting the anticipated varied needs of our cohort members.

**Timeline and Implementation** Below are the anticipated timelines of events for the pre-planning and implementation of the program. The chart reflects the program structure, milestones and timelines for classified employees who are: 1. Entering the program with 48 college units or an AA degree, 2. Entering with a Bachelor's degree, and 3. In a "fast-track" group that are entering with an AA or Bachelor's degree who have previously been receiving support and are poised to start a credentialing program by Summer 2018.

The timeline is meant to serve as a flexible guide that highlights the benchmarks of each path while allowing for variations in individuals' timelines that still fit within the 5-year grant parameters. Overview of the main timelines are as follows:

- Candidates who enter with an AA (or equivalent)/multiple & single subjects: These candidates may enter the BA program for year 1 and 2, complete testing and eligibility requirements in year 3, then complete the multiple- or single-subject credentialing program in year 4.
- Candidates who enter with an AA (or equivalent)/Education Specialist: These candidates may enter the BA program for year 1 and 2, complete testing and eligibility requirements in year 3, then complete the TED SpEd program (multiple subjects and Education Specialist combined program) in year 4 and 5.
- Candidates who enter with a BA/multiple & single subjects: These candidates may complete testing and eligibility requirements in year 1, and complete the single or multiple subject credential program in year 2.
- Candidates who enter with a BA/Education Specialist: These candidates may complete testing and eligibility requirements in year 1, and complete the TED SpEd program in years 2 and 3.
- FAST-TRACK Candidates/multiple & single subjects: Candidates who enter with 60 units and meet the eligibility requirements as outlined by CSUEB may enter and complete the Early Pathways program in years 1 and 2. This program is a combined BA + multiple or single subject credential program.
- FAST-TRACK Candidates/multiple & single subjects: Candidates who enter with a BA and have already passed the CBEST, CSET and meet eligibility requirements as outlined by CSUEB may enter and complete the multiple or single subject program in year 1.
- FAST-TRACK Candidates/Education Specialist: Candidates who enter with a BA and have already passed the CBEST, CSET and meet eligibility requirements as outlined by CSUEB may enter and complete the TED SpEd program in years 1 and 2.

**Program timeline:**

- September 29, 2017: Proposal submission
- October 2017 (Announcement of awards): Promote program: Distribution of flyer; email blasts; newsletters; interest surveys; applications. Start accepting applications. Hold informational meetings and start screenings/interview sessions.
- November 2017: Final selections made for the program.

- December 2017: Notify candidates.
- January 2018: Launch: Hold all-comers orientation/meet and greet/information session about the various pathways and next steps
- August 2018: First cohort meetings

*Program Calendar, Five Year Design for Each Cohort*

Timeline	Quarter 1 (Aug-Oct)	Quarter 2 (Nov-Jan)	Quarter 3 (Feb-April)	Quarter 4 (May-July)
<b>All Cohorts: Mandatory and optional meetings for all years in program &amp; Reflection requirement</b>	Mid-August: Initial meeting  End of September: optional support drop-in meeting  Submit semester reflection	Early November: Meeting  Mid-December: Mid-point optional support drop-in mtg.  Submit semester reflection	Early February: Meeting  End of March: Optional support drop-in meeting  Submit semester reflection	Early May: Optional support drop-in meeting  Mid-June: Closing meeting  Submit semester reflection

**AA or 60 Semester Units Cohort**

<b>Year 1 Cohort: Entering with an AA (or 60 units &amp; prerequisites for Early Pathways program)</b>			
<b>(1) Can eventually enter BA program, and enter multiple or single subject credential or TED SpEd program after OR (2) Can enter an Early Pathways program for BA + multiple or single subject credential</b>			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
(1) BA program: Employed in OUSD at least part-time. Begin or continue coursework towards BA/BS: 6-8 units per semester minimum.  (2) Early Pathways: Employed in OUSD at least part-time at desired teaching level of education. May choose to take a leave of absence for 1 semester	(1) BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.  (2) Early Pathways: Employed in OUSD at least part-time at desired teaching level of education while student	(1) BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.  (2) Early Pathways: Employed in OUSD at least part-time at desired teaching level of education while student	(1) BA program: Employed in OUSD at least part-time if applicable during summer.. Continue coursework towards BA/BS: 6-8 units per semester minimum if there is Summer session.  (2) Early Pathways: No summer coursework

and student teach full-time instead. Begin coursework of about 20 units per semester.	teaching. Continued progress on coursework of about 20 units per semester.	teaching. Continued progress on coursework of about 20 units per semester.	
<b>AA Cohort, Year Two</b>			
<p>(1) BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.</p> <p>(2) Early Pathways: Employed in OUSD at least part-time at desired teaching level of education while student teaching. Continued progress on coursework of about 20 units per semester.</p>	<p>(1) BA program: Employed in OUSD at least part-time. Continue coursework towards BA/BS: 6-8 units per semester minimum.</p> <p>(2) Early Pathways: Employed in OUSD at least part-time at desired teaching level of education while student teaching. Continued progress on coursework of about 20 units per semester.</p>	<p>(1) BA program: Employed in OUSD at least part-time. Complete coursework towards BA/BS: 6-8 units per semester minimum. <b>May graduate with BA.</b></p> <p>(2) Early Pathways: Graduate with BA + multiple or single subject credential. <b>Exit program with determined number of service years.</b> Obtain a teacher position with OUSD. Sign up for Induction.</p>	<p>(1) BA Graduates: Begin test prep for CBEST and CSET</p>
<b>AA Cohort, Year 3</b>			
<p>(1) BA Graduates: Employed in OUSD at least part-time. Take/pass CBEST and CSET</p>	<p>(1) BA Graduates: BA Graduates: Employed in OUSD at least part-time. Take/pass CBEST and CSET. Apply to TED SpEd, multiple or single subject credentialing program</p>	<p>(1) BA Graduates: Employed in OUSD at least part-time. Complete all application requirements to begin credentialing program Intern Candidates: Apply to OUSD &amp; obtain a teaching position.</p>	<p>Employed in OUSD at least part-time if applicable during summer</p> <p>(1) BA Graduates/ Credential Candidates: Fulfill 120 pre-service requirements and become intern-eligible or begin Summer coursework</p>

			(traditional/TED SpEd)  <b>Intern Candidates:</b> Obtain a teaching position in OUSD
<b>AA Cohort, Year Four</b>			
<p>1BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Begin credentialing coursework. Traditional Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching. Continue credentialing coursework. (May take a leave of absence to student teach full-time.) TED SpEd Candidates: Continued progress on credentialing coursework.</p>	<p>1BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Continued progress on credentialing coursework. Traditional Candidates: Continue credentialing coursework, plus student teaching or part-time employment. TED SpEd Candidates: Continued progress on credentialing coursework.</p>	<p>Multiple Subject Candidates: Pass RICA &amp; satisfy US Constitution requirement</p> <p>1BA Graduates/Credential Candidates: Intern Candidates: Intern teach Year 1. Complete credentialing coursework. Traditional Candidates: Complete credentialing coursework, plus student teaching or part-time employment. Multiple Subject Candidates: Pass RICA &amp; satisfy US Constitution requirement Multiple and Single Subject candidates graduate with preliminary credential for those in 1-year program.</p> <p>Secure teaching</p>	<p><b>Credential Candidates:</b> <b>Exit</b> with determination of OUSD commitment years</p> <p>TED SpEd: No summer courses. Be employed at least part-time if applicable during summer.</p>

		<p>position. Enroll in Induction.</p> <p>TED SpEd Candidates: Continued progress on credentialing coursework.</p> <p>Begin seeking employment for year 2</p>	
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**AA Cohort, Year 5**

<p>TED SpEd Candidates: Continued progress on credentialing coursework.</p>	<p>TED SpEd Candidates: Continued progress on credentialing coursework. Graduate with a multiple or single subject/Education Specialist teaching credential. (RICA for MS candidates if haven't completed, plus US Constitution requirement) <b>Exit with determination of OUSD commitment years and secure a position for next year.</b></p>		
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**BA Cohorts**

<p><b>Year 1: Cohort: Entering with an BA. Goal: Pass prerequisite tests and pre-service hours, and enter multiple or single subject credential or TED SpEd program</b></p>			
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Employed in OUSD at least part-time	Employed in OUSD at least part-time	Employed in OUSD at least part-time	Employed in OUSD at least part-time,



<p>Take/pass CBEST and CSET</p>	<p>Take/pass CBEST and CSET</p> <p>Begin application to multiple, single or TED SpEd program.</p>	<p>Take/pass CBEST and CSET</p> <p>Complete all application requirements to begin credentialing program. Intern Candidates: Begin applying to OUSD &amp; obtain a teaching position.</p>	<p>if applicable during summer</p> <p>Fulfill 120 pre-service requirements and become intern-eligible or begin Summer coursework (Traditional/TED SpEd)</p> <p>Apply to positions in OUSD &amp; secure a teaching position</p>
<p><b>BA Cohort, Year 2</b></p>			
<p>Intern Candidates: Intern teach Year 1. Begin credentialing coursework. Traditional and TED SpEd Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching. Continue credentialing coursework. (May take a leave of absence to student teach full-time.) Continued progress on credentialing coursework.</p>	<p>Employed in OUSD at least part-time</p> <p>Continue coursework towards BA/BS; complete by end of this year if possible</p> <p>Intern Candidates: Intern teach Year 1. Continue credentialing coursework. Traditional and TED SpEd Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching. Continue credentialing coursework. (May take a leave of absence to student teach full-time.)</p>	<p>Intern Candidates: Intern teach Year 1. Complete credentialing coursework. Traditional and TED SpEd Candidates: Must be employed at least part-time at the desired level of teaching, and student-teaching. Traditional candidates: Complete credentialing coursework. (May take a leave of absence to student teach full-time.) <b>Graduate with Single Subject or Multiple Subject credential. Exit program with determined number of service years.</b></p> <p>TED SpEd Candidates: Continued progress on credentialing coursework.</p>	<p>TED SpEd Candidates: Employed in OUSD at least part-time if applicable. No summer session.</p>

	Continued progress on credentialing coursework.		
<b>BA Cohort, Year 3</b>			
TED SpEd Candidates: Continued progress on credentialing coursework.	TED SpEd Candidates: Continued progress on credentialing coursework.	Satisfy RICA & US Constitution requirements  TED SpEd Candidates: Complete credentialing coursework. Graduate with preliminary multiple subject and Education Specialist credential. <b>Exit program with determined number of service years.</b>	<b>Exit program with determined number of commitment years</b>

**Special Education Fast-Track Cohort**

<b>Fast-track BA: Special Education Candidates, Year 1</b>			
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p><b>All fast-track candidates:</b>  <b>October 2017-June 2018:</b> Test prep support for CBEST and CSET; Apply to C2T Pipeline          Selections for fast-track cohort made. Candidates attend first orientation. Assist w/CSUEB applications.          Complete applications in to CSUEB</p> <p><b>August 2018:</b> Employed in OUSD in elementary classroom on an intern credential.</p> <p>Enrolled in the TED SpEd program (Multiple Subjects plus Education Specialist credentialing program) - Summer session: June 2018</p>	Progress on credentialing coursework - Fall session	<p>Employed in OUSD at least part-time</p> <p>Continued progress on credentialing coursework - Spring session</p>	No Summer session

**Fast-track BA: Special Education Candidates, Year 2**

Continued progress on credentialing coursework	Continued progress on credentialing coursework	Satisfy RICA and US Constitution MS requirements  Complete credentialing coursework. Graduate with preliminary multiple subject and Education Specialist Credential. Secure OUSD teaching position. Enroll in Induction.	<b>Exit program with determined number of OUSD commitment years.</b>
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**General Subjects Fast-Track Cohorts**

**Year 1: Fast-track BA: Multiple or Single Subject Candidates - done at end of first year**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Multiple or Single Subject Candidates:</b> Employed in OUSD in elementary classroom on an intern credential or student teaching part-time while employed part time	Employed in OUSD at least part-time  Progress on credentialing coursework	Employed in OUSD at least part-time  Complete credentialing coursework - Spring session  Graduate with a preliminary single or multiple subject credential. Secure a position in OUSD. <b>Exit program with determined number of OUSD commitment years.</b>	

**4B. Program Planning, Implementation, Key Staff & Governance**

Key Staff Responsible for Implementation of Program Design	
Name, Position Title, FTE	Roles & Responsibilities

Tara Gard, Deputy Chief of Talent Division, 1.0 FTE	Oversee overall management of the project; legal compliance; fiscal management
Angel Burr, Financial Analyst, Central Office, 1.0 FTE	Fiscal management of grant.
Sarah Glasband, Manager of Retention, 1.0 FTE	Oversee day-to-day management of program. Coordinate program planning and implementation, including leading a cohort through the program, fiscal management, data collection from candidates, reporting to CTC
Matthew McCue, Talent Development Associate, 1.0 FTE	Coordinate program planning and implementation, including leading a cohort through the program, fiscal management, data collection from candidates.
Soo Hyun Han, Talent Development Associate, 1.0 FTE	Coordinate program planning and implementation, including leading a cohort through the program, fiscal management, data collection from candidates.
Interns, part-time	Assist with outreach, follow-up and information sharing, and checking in

**Governance** Retention has long been a significant issue of concern in large districts such as OUSD. Superintendent Kyla Johnson-Trammell and Deputy Chief Talent Officer Tara Gard have created the Retention team to create district-wide initiatives to identify and build supports for employees that promote employee development and support. Both the Retention and Recruitment teams are housed in the Talent Division, and hold the complementary work of recruitment, pipeline building, candidate cultivation, and employee development. Tara Gard will be overseeing the overall management of the Classified Employee to Teacher pipeline as part of the larger District initiative. The day-to-day management and implementation of the program will be held by Sarah Glasband, Manager of Retention, who will report to Tara Gard, and Matthew McCue and Soo Hyun Han, Talent Development Associates will report to Sarah Glasband.

**4C. Collaboration with Institutions of Higher Education** In selecting a partner to craft a Classified to Teacher pipeline, we sought an affordable, local, reputable, and flexible institution dedicated to the vision of growing local community members professionally through education. OUSD and California State University, East Bay campus (CSU-East Bay) have long held a shared Memorandum of Understanding (MOU) to help provide applied learning contexts and new teacher support for current students and recent graduates of the education program. Dr. Eric Engdahl, Director of Teacher Education at CSU-East Bay, is willing to prioritize the admission and support of OUSD's classified employees, and will work with undergraduate admissions in order

to prioritize the support and educational advisement of students who apply for their baccalaureate program.

Before classified employees are admitted to the undergraduate program, we will be reviewing transcripts with academic advisors at CSU-East Bay in order to lay out a course sequence for our undergraduate employees to complete the program in order to ensure the plausibility of completing the baccalaureate program in two years. For our classified employees who already possess a BA/BS, we will ensure their undergraduate grade point averages are adequate for admission to the program. Once classified employees are admitted to the program, we will host one of our quarterly cohort meetings once per semester at CSU-East Bay's campus in order to collaborate with campus based education and credential advisors to review our candidates' individualized learning plans (ILPs) and ensure they are on target for meeting short and long term goals.

The MOU with CSU-East Bay (Appendix A) covers practica and internships for all OUSD credential candidates currently working in Oakland schools. This MOU will go before review of the Oakland School Board in the second week of October, and we anticipate the board will approve. In addition to our current MOU, we are in the process of solidifying an articulation agreement that outlines specialized support for both undergraduate and credential candidates that articulate through CSU-East Bay from OUSD's classified staff. This articulation agreement will be solidified in mid-October.

**4D. Participant Advisement** After candidates submit interest surveys, C2T administrators will use the survey information to sort and confirm information about each prospective candidate. The survey will ask for educational information, credential testing information, and types of support requested. After the selection process, participants will be contacted about completing the CSUEB application. They will also be invited to a 1:1 advisement meeting about the application process and participation in C2T. In addition to 1:1 advisement from C2T staff, they will also have a final meeting before the CSUEB deadline for enrollment with a CSUEB advisor.

Prior to these advisement meetings, participants that have not completed the CBEST, CSET and 120 pre-service hours will be enrolled in the OUSD Teacher Support Cohort to receive both online and in person test prep. A C2T website will be developed with all available resources (application process and participation requirements, meeting expectations, test prep resources, agreement document, and CSU EB). Finally, each participant will be connected with a mentor OUSD teacher, who they will be connected with through a Cohort model of support.

A database will be created including each participant's relevant information. This database will include: name, contact info, credentialing test completion status, IHE application status, ILP goals and goal progress, meeting participation attendance. This data will be collected through direct advisement, email correspondence and Cohort meeting data collection. If participants are not meeting timelines to enroll in CSUEB, C2T staff will review with them needs and determine next steps to ensure timely enrollment and completion of their credential.

**4E. Participant Support** There are multiple identified supports through both CSU-East Bay and OUSD to help ensure employee success in the program. These supports are aimed to address both the emotional and practical stresses that the undertaking of a teacher credentialing process can generate, and minimize the withdrawal rate, especially given candidates may be juggling work, families, and school, among other responsibilities.

CSUEB will be holding the academic requirements portion of the program. Field work supervisors assigned to the teacher candidates will provide advisement and feedback throughout the course for candidates' professional and academic development as educators. CSUEB will be monitoring candidate's academic progress and fulfillment of course requirements, and communicating candidates' status with OUSD, which will allow us to bookend support on our end.

Additionally, Classified employees will receive supports through OUSD that correspond to their stage of participation in the program. These supports include: CBEST, CSET, and RICA test preparation and test reimbursements. Tests have been a significant barrier for many prospective candidates. OUSD will provide up to three reimbursements for each test of in-kind support for the program. We will also provide Information sessions on credentialing pathways and eligibility requirements as well as financial projections, support, FAFSA, financial aid. We will host quarterly meetings where candidates can become familiar with the teaching standards, explore relevant and current educational topics, and receive programmatic advisement and support in a cohort setting with others on similar pathways. Finally, we will provide employment counseling, resume-crafting, mock-interview practice, and informational sessions on the hiring process in OUSD for optimal positioning of candidates.

**4F. Progress Monitoring** In order to monitor the progress of our classified employees, OUSD administrators will utilize a shared tracking database between a dedicated CSU-East Bay education advisor for the undergraduate program, the university advisors and Cohort Mentors. C2T participants will be assigned to a cohort based on credential area and education so that each participant will be progressing at approximately the same rate and covering the same subject matter as cohort members. Cohorts will be led by a mentor teacher. A mentor teacher will be a current OUSD teacher with the same credential area as the participants they are supporting and at least three years of experience. Mentor teachers will need to have a clear credential, be recommended by their principal, complete an application and will receive a stipend for their work. Mentor teachers will meet once a month with C2T administrative staff to ensure program fidelity and review data and progress monitoring of participants.

Cohort meetings will take place quarterly, at which participants will review their Individual Learning Plans (ILP) and their ILP goals with their Cohort mentors. The OUSD Talent Division (C2T staff) will be in regular communication with CSUEB supervisors and staff, with at least two annual meetings taking place to review the C2T candidates progress and program development. At the end of the school year, each participant will receive reimbursements upon submission of evidence of successful completion of necessary coursework for the semester.

Participants will need to meet particular criteria each year in order to continue to benefit from the support of the program. The chart below indicates sufficient criteria for continuing to progress through the C2T program.

*Sufficient Progress Criteria Chart for C2T Participants*

	60 Semester Units	BA	BA + CBEST	Fast-Track
Yr 1	Passage of at least 24 semester units	Passage of the BSR	Passage of the Subject Matter Competency	Intern or Preliminary Credential
Yr 2	Passage of at least 24 semester units	Passage of the Subject Matter Competency	Intern Credential or Preliminary Credential	Intern or Preliminary Credential
Yr 3	Passage of at least 24 semester units	Intern Credential or Preliminary Credential	Intern Credential or Preliminary Credential	
Yr 4	Passage of BSR and Subject Matter Competency	Intern Credential or Preliminary Credential		
Yr 5	Completion of preliminary teaching credential	Intern Credential or Preliminary Credential		

We will ensure classified candidates meet sufficient criteria for annual progress at quarterly check in meetings as well as through ILP tracking documents in collaboration with education and credential advisors at CSU-East Bay. Additionally, progress will be monitored through attendance at quarterly meetings, participation in academic advisement, acceptable completion of courses (if currently enrolled in school) or participation in test prep courses.

The C2T program staff will self-monitor in regular intervals. The OUSD planning committee will meet monthly to monitor the progress of employees, troubleshoot issues, help to guide Cohort Mentors, and plan collaboration with CSU-East Bay. We will meet with CSU-East Bay in a planning session before each Cohort Session at the university. During our joint sessions with Dr. Engdahl and academic advisors from CSU-East Bay, we will reflect on the progress of our participants in the program, adjust supports as necessary for participants, and mutually reflect on and revise our program design as needed. In addition, we will convene bi-monthly meetings with OUSD Cohort Mentors to ensure aligned delivery of supports for program participants, as

well as to progress monitor and troubleshoot individual classified staff needs. It is critical that we work collaboratively and regularly to ensure the success of program participants, so regular meetings as a District team, in collaboration with our university partners and Cohort Mentors, as well as with program participants is critical to ensuring success.

### **Mandatory Data Collection**

**Recruitment & Participation Data** C2T administrative staff in the Talent Division will use the initial survey sent to potential participants to evaluate interest. After, we will convene support sessions for learning about and applying to the program. We will record the number of people interested via interest survey, the number of candidates who attended the information session, as well as the candidates who ultimately apply. Finally, of those who apply, we will record those candidates who are eligible to be served by the program given admission criteria of CSU-East Bay for transfer applicants and credential program applicants. At the initial orientation and foregoing cohort meetings attendance will be used to verify active participants compared to initial enrollment numbers.

**Academic Progress Data** Academic progress of participants will be monitored by both Cohort mentor teachers collecting data on participant progress, as well as regular outreach from C2T administrative staff requesting status updates and CSUEB advisor meetings with participants. Individual Learning Plans, housed online, will assist in tracking completion of BA requirements, testing requirements, as well as credential program requirements in the trajectory of C2T participants becoming fully credentialed.

Classified participants' information will be held in a database administered by the C2T administrative staff. At the end of each school year, responses will be solicited via the final cohort meeting of the year and surveys sent out. The C2T will work with the Talent Division and participants to monitor hiring. This information will be logged in the C2T database.

At the end of each school year and before the start of the following school year, C2T administrative staff will evaluate the number of vacancies by credential area compared to how many of the C2T participants were hired into vacant positions. Program staff will be able to report on the percentage of C2T teachers who staff our hard to staff subject areas annually. Participation in the program is dependent on willingness to teach in a hard to staff area (Special Education, Math/Science, Bilingual Education) and any participant that is ready to teach will be meeting a shortage area. Participants will only be accepted if they are willing to teach in our most impacted areas.

### **Budget and Cost Effectiveness Budget**

**Initial Application Budget** Given the in-kind contributions OUSD anticipates contributing, both in program staff time, Cohort Teacher Leader Stipends, as well as overflow test prep and test reimbursement, OUSD program staff intend to utilize the majority of grant funds to reimburse C2T participants for tuition, fees, and books, while absorbing other program



costs. The proposed Year One budget below highlights our prioritization of grant funds to be used specifically for participant reimbursement, for test preparation, test reimbursement, and reimbursement of school related costs, including tuition, books, and other fees.

Category	Year 1
<p><b><u>Classified School Employee Participants:</u></b>            Each participating teacher will receive \$3,000 to be used towards tuition and books reimbursement: 90 participants x \$3,000</p>	\$270,000
<p><b><u>Teacher Mentors:</u></b>            16 Cohort Mentors: Experienced clear credentialed teachers to run 16 credential and education specific cohorts for \$3,000 annually.</p>	\$48,000
<p><b><u>Curriculum Development:</u></b>            Based on testing needs, the program will support CBEST preparation tutoring, CSET Preparation tutoring in Math, Sciences, Spanish, and Multiple Subjects, as well as RICA test preparation. We will run seven tutoring classes annually, at the rate of \$6,000 per test preparation facilitator.</p>	\$42,000
<p><b><u>Test Reimbursement</u></b> (in kind support from OUSD)            Up to \$1,000/Participant - \$90,000</p>	In Kind
<p><b>Program Total (90 Participants x \$4,000/each)</b></p>	\$360,000

**Appendix A. Memorandum of Understanding Between OUSD and CSU-East Bay**

**MEMORANDUM of UNDERSTANDING**

**Oakland Unified School District  
and  
Trustees of the California State University  
California State University East Bay  
College of Education and Allied Studies**

This Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Intern Partnership Program and Practica Program—applying to K-12 Teaching, including Education Specialist; School Counselor, Clinical School Psychologist, Educational Therapist, and Administrative Services, and other Pupil Personnel Services credentials and certifications, as may be specified; Speech Pathologist, and other Health Science certifications; and Social Services and Service Learning Programs Field Work—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and the Trustees of the California State University on behalf of CALIFORNIA STATE UNIVERSITY EAST BAY (University or CSUEB), a California State University.

**Teacher Education, K-12 Credentials**

**Multiple Subjects — Single Subjects — Designated Subjects — Education Specialist  
Alternative Certification Intern Partnership Program  
Including Added or Supplementary Authorizations  
and Teaching Practica**

**Pupil Personnel and Administrative Services, Credentials and Certificates**

**School Counselor, Clinical School Psychologist, Educational Therapist, and  
Administrative Services Internships and Practica;  
Speech Pathologist, and other Health Science Certifications;  
and Social Services and Service Learning Programs Field Work**

**Article 1: Recitals**

1. The California Education Code authorizes a public school district, in cooperation with an approved college or university, to establish agreements covering Intern Partnership

Programs, Programs for Practica, and Induction Programs, applying to Teaching Credentials, Service Credentials and Certificates, with respect to the following categories: K-12 Education—Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist, including Bilingual Education, Added or Supplementary Authorizations, and Early Completion Option; Educational Therapist, School Counselor, Clinical School Psychologist, Administrative Services, and other Pupil Personnel Services (PPS) Credentials and Certificates, as may be specified.

1. Oakland Unified School District (District or OUSD) is a public school district in the State of California, and California State University East Bay (University or CSUEB) is an institution of higher education approved by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC) for the approved university- and college-based programs, consistent with the purposes for which school districts are established and within the meaning of Education Code Section 44452.
1. The University is accredited by the Western Association of Schools and Universities, and its education credentialing programs have been approved by the California Commission on Teacher Credentialing.
1. The District is authorized to enter into an agreement with a state university, the University of California or any other university or college accredited by the State Board of Education, approved by the CDE and the CCTC, as a teacher education institution, to provide teaching, educational therapy, school counseling, school psychology, other pupil personnel, and school administration experience through the employment of Interns and through school-based Practica to students enrolled in teacher training and other education credentialing curricula of such institutions.
1. The District and the University wish to establish an Agreement for an Intern Partnership Program and Practica Program, applying to Teaching Credentials, Service Credentials, and Certificates, with respect to the following categories: **K-12 Education — Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist, including Bilingual Education, Added or Supplementary Authorizations, and Early Completion Option; and School Counselor (Pupil Personnel Services, PPS), Clinical School Psychologist, Educational Therapist, and Administrative Services; and Speech Pathologist and other Health Sciences Services; and Social Services and Service Learning Programs Field Work** (credentials and certifications specified herein referred to as *Covered Programs, Program Categories, or Covered Categories*) — as provided in the California Education Code and meeting the provisions of the statutes and regulations of the CCTC, whereby Interns in categories covered by this Agreement,

students enrolled in the University's preparation programs, may be employed by the District and assigned to classrooms as teachers-of-record, or to positions in other covered programs, in District schools, clinical sites or departments; and University students enrolled in the University's preparation programs, but not employed by the District as Interns, may be placed in Practica positions in District schools, clinical sites or departments. The University agrees to provide the preparation programs, and the District agrees to provide supervised on-site experience, under terms and conditions specified in this Agreement.

With respect to Intern Teachers, the following agreements and verifications apply:

University agrees and verifies that:

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs, as described under *Article 4: Eligibility* of this Agreement.
- ii. Each Intern Teacher shall have verified a minimum of hours of experience with students in an education setting, as required for admission to the University Program, and as required by the CCTC for issuance of the Intern Credential, as described under *Article 4: Eligibility* of this Agreement.
- iii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential, as described under *Article 4: Eligibility* of this Agreement.
- iv. Each Intern Teacher shall apply for the Internship Credential through the Credentials Services Office at the University within the first term of course work, if application for the Internship Credential had not already been filed with the CCTC at the time employment processes were completed with the District.
- v. Each semester, each intern shall be provided a minimum of three (3) hours per week of adequate instruction, advising, encouragement and support, as appropriate, by University personnel, including but not limited to College of Education and Allied Studies faculty and the College of Education and Allied Studies field supervisor.
- vi. The University will provide program coordination as needed with the cooperating district to manage the Intern application and training process to ensure timely completion of credential coursework and filing for Intern and Preliminary credentials with the Commission on Teacher Credentialing.
- vii. Based on current CCTC pre-service requirements regarding English Learner content in Teacher Intern Credential programs and Supervision of Teacher Interns, the University shall comply with CCTC regulations and policies pertaining to supervision and support, as outlined in *Appendix A*.

District agrees and verifies that:

i. The purpose of the Teacher Internship Program is to contribute to the group of qualified teachers the District seeks to maintain.

ii. Each Intern Teacher's services shall meet the instructional needs of the District.

iii. Each Intern Teacher shall be assigned under a teacher contract with an appointment of at least .60 FTE of his or her work day in a teaching position that allows for substantial experience in the instruction of District students.

iv. No Intern Teacher shall displace any teacher who holds qualifying credentials for his or her assigned position in the District.

v. Based on current CCTC pre-service requirements regarding English Learner content in Teacher Intern Credential programs and Supervision of Teacher Interns, the District shall comply with CCTC regulations and policies pertaining to supervision and support, as outlined in *Appendix A*.

1. Under this Agreement, the University may provide for the payment in funds or services or other valuable consideration for operations of the District in fulfillment of the terms of this Agreement, of an amount not to exceed the actual cost to the District of the services rendered.

1. The University may determine, at its prerogative, to compensate, in any of the covered categories, appropriately credentialed Supervisors employed by the District, for all services required under this agreement pursuant to the supervision of practica (Student Teaching), by payment of honoraria, or by issuing continuing education units or credit hours, to the District employees who supervise University students. Such compensation, if determined, will be based on the University's current stipend amount, in any given year under this Agreement, for supervision of practica provided by the District employees pursuant to this agreement. Continuing education units or credits may be awarded according to University guidelines and processes.

1. Any honoraria of payment provided herein will be transmitted by the University directly to Supervisors of student practica, no later than June 1 of each academic year, as compensation for and recognition of supervisory services performed.

1. If the University exercises its prerogative to issue certificates of continuing education credit to District teachers who have supervised University students for the purpose of providing practica, the University will provide copies of those certificates to the District as evidence of compensation for services rendered by those Supervisors.

## **Article 2: Definitions**

1. "Intern" or "University Intern" (or as specified for any of the covered categories of Internship) in this Agreement shall refer to a candidate enrolled in a covered program at the University, which leads to a Preliminary or Clear teaching credential, or a Service Credential in any respective covered category. Interns are employees of the District, holding positions-of-record regarding the credentials or authorizations for which they are candidates in their respective covered categories.
  
1. "University Supervisor," "University Academic Supervisor," "Clinical Academic Supervisor" or "Supervisor" in this context shall refer to a representative of the University meeting the criteria established by the University for this position. The Supervisor may be retired from the District or hold an applicable position within the District and work in an Adjunct Faculty relationship with the University. Criteria for Supervisor, respective to the credential program under consideration, are: Master's degree in the covered category preferred; at least five (5) years of professional service experience required, with two (2) years in the District preferred. Candidates shall make application to the University according to its requirements and through its processes.
  
1. "Coach," "District Coach," "Mentor," or "Support Provider" (or as specified for any of the covered categories of Internship), shall refer to an employee of the District who is an experienced practitioner in the respective covered category, other relevant practitioner, or is otherwise approved by the District. A Coach meets the criteria established by the University and the District for this position and holds currently valid California credentials, preferably in the grade levels and/or subjects, or other category of service for which support is being provided. The Coach may not also serve as the University Academic Supervisor.
  
1. "Intern Service" or "Internship" (or as specified for any of the covered categories of Internship) shall refer to the active participation by an Intern in the duties and functions of a practitioner-of-record, respective to the covered program, under the direct supervision and instruction of a site or department Administrator, and with the support of a Coach for purposes of formative assessment. During the period of the Internship, the Intern will be enrolled in and actively participate in the respective covered education credentialing program of the University under the direction of University faculty.
  
1. "Intern Assignment" shall refer to the time period required for the Internship. The Internship shall satisfy all University and State requirements for the appropriate Preliminary Credential.

1. "Practice Student," "Practica Student," "Practice Teacher," "Student Teacher," "University Student" or "Candidate," as used herein and elsewhere in this Agreement shall refer to a candidate enrolled in a credential program at the University in one of the Covered Categories, which leads to a Preliminary Credential, or to a Service Credential or who are otherwise enrolled in an undergraduate program at the University designed to prepare future teachers. University Students are assigned to District sites for practica in the credential categories under consideration. Practica Students are not employees of the District.
  
1. "Practice or Student Teaching," "Student Practicum or Practica," "Practicum or Practica," or "Practice" as used herein and elsewhere in this Agreement means active participation, commensurate with the credential Field Course, in the duties and functions or practice service in any of the covered categories (e.g. classroom teaching), at a District school site, clinical site, or in a District department, under the direct supervision and instruction of employees of the District holding valid life diplomas, clear credentials, or other applicable certifications issued by the State Board of Education, other than Emergency, Intern, or Provisional Credentials, authorizing them to serve as practitioners-of-record in the respective covered categories, in the schools, classes, clinical sites, or departments in which the Practica are provided.
  
1. "District Supervisor," "Supervisor," "Supervising Teacher," "Master Teacher," "Practicum Supervisor," or "Cooperating Teacher" or "Mentor Teacher" shall refer to an employee of the District, in a current position-of-record, respective to the credential or authorization under consideration and meeting the criteria established by the District for this position (e.g. Teacher Supervisor, Master Teacher), holding a valid life diploma, credential or other applicable certification issued by the State Board of Education, other than Emergency, Intern, or Provisional credentials, authorizing her or him to serve as a practitioner in the Covered Category under this Agreement and applicable to the practicum, in the schools or classes in which the practicum is provided. Criteria for Supervisor, respective to the specific credential programs, are: Master's degree in the Covered Category preferred; at least five (5) years of professional service experience required, with two (2) years in the District preferred. Candidates shall make application to the University according to its requirements and through its processes.
  
1. "Practica Assignment" provisions and guidelines, and activities and parameters regarding them, as used herein and elsewhere in this Agreement for elementary and secondary schools, District departments, or educational clinical sites, are defined as follows:

General Provisions and Guidelines for Practica:

- i. University students shall be allowed to observe and participate in prospective District schools, classrooms, clinical sites, or departments prior to the assumption of practica.
- ii. University students shall be allowed ample opportunity and time to participate in site activities from the beginning to the end of the academic year.
- iii. University students shall be allowed ample opportunity and time to participate in multiple placements per elementary school, middle school, high school, or other relevant sites or departments.
- iv. University students shall be allowed ample opportunity to work in schools, classrooms, or clinical sites with significant populations of English Language Learners in ethnically diverse schools or other sites, as appropriate.
- v. University students shall be allowed at least 20-25 hours per week for elementary and secondary education candidates for work in specified site(s). University students should be allowed to complete their required Performance Assessment for California Teachers (PACT) or any other Assessment that may be required by the CCTC.
- vi. University students in elementary and secondary school placements will commit to experience at least four (4) full weeks, full days, of practica.
- vii. For Adult Education Schools, University students should be allowed approximately thirty (30) minutes of practica daily, three (3) days per week during regular sessions.
- viii. University students shall participate in activities in schools, other appropriate sites, or departments for the number of weeks specified by the University program, per semester of practica.
- ix. University students engaged in an experiential immersive placement through any other University undergraduate programs may be involved in such programs where there is no expectation by the University that all of the above guidelines will be applied to such placements as these University students are pre-credential undergraduates.

Provisions and Guidelines for Practica Specific to this Agreement:

- i. The number of semester units of practica to be provided for each student of the University assigned to practica under this agreement shall be determined by the University.
- ii. An assignment of a student of the University to practica in schools, classes, or other sites or departments of the District shall be at the discretion of the University. Assignments may range from approximately four (4) to nine (9) weeks, or for approximately eighteen (18) weeks, given a full semester, or for a period of time otherwise determined at the prerogative of the University and specified under the University program. A student may be given more than one practicum assignment by the University for practica in such schools, classes, or other sites or departments.
- iii. The assignment of a student of the University for practica in the District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to



the proper authorities of the District the assignment card or other document given her/him by the University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

iv. In the event the assignment of a student of the University to practica is terminated by the University for any reason, the District or District employees providing services, according to the prerogatives provided in this Agreement, shall receive compensation as payment, honoraria, or continuing education credit hours in an amount representing time actually devoted to supervision of the University student practica under consideration, except that if such assignment is terminated within one week of the last week of the term of the assignment, compensation shall be made for an assignment of nine (9) weeks or eighteen (18) weeks, or whatever time frame applies according to the University program. Practicum Supervisors must work directly with the University, according to University policies, in order to receive compensation.

v. Absences of students from assigned practica shall not be counted as absences in computing the semester units of practica provided to University students by the District or Practica Supervisors, in order to avoid adjusting compensation for supervision should absences occur. Compensation to the Practica Supervisors will be based on semester units and not on actual hours of University student (e.g. Student Teacher) attendance at the assigned practica sites. Assignment of actual credit for attendance earned by University practica students in the District, as semester units, is the prerogative of the University.

Based on these recitals and definitions, the District and the University agree as follows:

### **Article 3: Terms of Agreement**

1. **Term of Agreement — Amendment, Renewal, Termination:** The term of this Agreement shall be three (3) years, from July 1, 2017 through June 30, 2020, effective upon execution by the authorized representatives of both parties. This Agreement shall be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement shall continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

In the case of termination of this Agreement, all University Interns (e.g. District teachers, school counselors, educational therapists, school psychologists, or administrators) employed with the District as of the date of termination or expiration of this Agreement shall be permitted to complete their Internships with the District; and the District may elect to continue employment

of any Intern, beyond the term of this Agreement, subject to the evaluation and employment protocols of the District.

In the case of termination of this Agreement, all University Students already enrolled in and participating in Practica placements in District schools, clinical sites, or departments, as of the date of termination or expiration of this Agreement, shall be permitted a period of time not to exceed six (6) months from the date of the notice of termination during which to complete their Practica placements with the District.

#### **Article 4: Intern and Student Practica Eligibility**

2. **Program Requirements:** Each University student (credential candidate) accepted for an Internship and/or Practica in the District must have met the following qualifying criteria:
  - a. Baccalaureate degree, or advanced degree from an accredited institution of higher education (IHE), documented by official transcripts, with a minimum GPA of 3.0 in the last sixty (60) units.
  - b. For Teacher Interns and Student Teachers, passage of an examination which has been determined by the CCTC to meet the California Basic Skills requirement; and verification of subject matter competence by completion of an approved program, or by a course waiver from an accredited university under the guidelines of the CCTC, or passage of: (1) the CSET in the area of applicable subject matter, and (2) other exams as may be required by the California Department of Education or the California Commission on Teacher Credentialing.
  - c. If applicable, BCLAD Teacher Interns must have passed a written and oral exam and have completed academic coursework in their identified non-English language area.
  - d. Each Candidate, respectively—either before being placed as an Intern, or before assuming responsibility for full-time Student Teaching in a practicum setting in the second semester—shall have a minimum of one hundred twenty 120 hours of verified pre-service coursework, of which forty-five (45) hours will be related to English Language Learners (ELL), as well as forty-five (45) hours of experience with students, including those who are English Language Learners in educational settings; or a current Preliminary or Clear Credential valid EL Authorization; or passing score on the CTEL Exam.
  - e. Each Intern shall have passed CCTC-approved U.S. Constitution coursework or examination(s).
  - f. Screening by University staff, which may include the following: a personal interview; written self-evaluation regarding teaching and learning, school counseling, school psychology services, or school administration, as applicable to the credential program under consideration; and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.

- g. Interview with a University Academic Supervisor and a lead faculty member for the applicable credential program (“Program”).
- h. For Interns in Covered Categories, admission to the University’s applicable College of Education and Allied Studies Internship Credential Program. Recommendation for an internship by a University designee.
- i. For University Students to be assigned to Practica, admission to the University’s applicable College of Education and Allied Studies Credential Program. Recommendation for student practica by a University designee.
- j. Interview and screening by University or District staff, as determined by District protocols, including a background check — paper screening, and fingerprint clearance from the Department of Justice and the Federal Bureau of Investigation — and approval by personnel of District Division of Academics and Social Emotional Learning (ASEL), which includes the Office of Educator Effectiveness (OEE), and the department of New Teacher Support (NTS), and by school-site administration.
- k. Evidence of negative tuberculosis test performed within six months of the Intern’s or Practica Student’s start date.

#### **Article 5: Placement of Interns and Duration of Internship**

3. Placement of Interns: University students, certified as qualified and competent by the University, according to the standards set by the Commission on Teacher Credentialing, to provide Intern services to the District in any of the covered categories, may, at the District’s discretion, be accepted and assigned to its schools, classes, clinical educational sites, or departments for services as Interns. The University and the District may coordinate the process of selection and placement of Interns. The University reserves the right to make the final determination on any Intern’s acceptance into the University Internship Credential Program. The District reserves the right to make the final determination on the employment and placement of any Intern. Neither the University nor the District shall discriminate in the selection of, or acceptance or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran’s status, medical condition, marital status, or citizenship, within the limits imposed by law.

4. Duration of Internship: Once a student has been employed as an Intern by the District, and if the Intern remains in good standing as a student in the Program at the University and within the District’s policies and performance standards, the Intern shall be allowed to finish his or her Internship with the District. However, an Intern who performs below acceptable District or University standards, after appropriate support and advice efforts have been implemented, may be removed from the paid Internship position by the District and/or be removed from the Program by the University. In the case of an Intern’s removal from the District assignment or the

Program by either the District or the University, respectively, either party shall provide immediate written notification to the other. All services provided by the University and the District pursuant to this Agreement shall terminate upon an Intern's removal from the District or termination of participation in the Program with respect to the Intern removed.

#### **Article 6: Intern Employment Status and Responsibility**

5. **Intern Employment Status:** The Intern shall be considered a District employee for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, medical leave, personal leave, retirement benefits, or any other payments or benefits for or on behalf of Interns.

6. **Intern Salary and Benefits:** The Intern receives salary and benefits based on the District's current policies and agreements with the Bargaining Agent for the Teacher Unit. The Intern's salary shall not be reduced to cover the cost of supervision by the University or the cost of support by the District under the terms of this Agreement.

7. **Intern Responsibility and Performance of Duties:** The Intern is expected to fulfill responsibilities and perform duties under the collective bargaining contract for the unit representing the covered category of employee for which the Intern is a practitioner-of-record. The Intern assumes full performance and legal responsibility for his or her classroom, other student constituency, school, or other District position or site assignment, as applicable, from the first day of the assignment as a paid employee of the District, for at least one academic year, given satisfactory performance according to relevant District certificated employee evaluation guidelines and employment protocols that apply to all certificated employees in the assignment category. In consideration of Internship status, the Intern should not be assigned extraordinary duties or committee responsibilities, but may be assigned to extracurricular activities and be expected to participate in department, faculty, or other relevant site meetings proportionate to the assignment load of a regular contracted employee in the covered category. For example: (1) the Intern will arrange and attend parent and/or teacher conferences as appropriate to any teaching, counseling, or administrative responsibility; (2) the Intern will participate in regular faculty, circuit, or department meetings; (3) the Intern should not sponsor or coach extra-curricular activities; (4) the Intern may request not to attend District, school, other site, or department meetings that conflict periodically with Internship Program responsibilities at the University, with the understanding that certain University classes or meetings require the Intern's participation at the University.

**Article 7: District Curricula, Performance Standards, and Certificated Employee Evaluation**

8. **District Curricula and Programs**: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, school counselors, school psychologists, educational therapists, and site administrators who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.

9. **District Performance Standards**: The District establishes performance standards for all certificated employees, including Interns, within the framework of the California Standards for the Teaching Profession, and other standards of the California Commission on Teacher Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel will be evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

All teachers, following their completion of requirements for the Preliminary Credential within the University credential program, will be evaluated by professional staff within the District's Induction Program for purposes of formative assessment and recommendation for the Clear Credential.

**Article 8: Intern Program Support**

10. **Intern Program Support in Covered Categories**: (See *Appendix A*, pages 25-27: CCTC 2014 guidelines.)

a. The District and the University will each provide for qualified support of Interns. The University will provide for a qualified Academic Supervisor, and the District will provide for a qualified on-site Coach or Mentor (Support Provider), to assist each Intern in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration.

b. The District and the University will determine independently the qualifications of their respective Supervisors and Coaches. The University will be responsible for designating its own Academic Supervisors for its students employed as Interns by the District. The District will be

responsible for designating its own Coaches for its Interns. The District Coach may be recommended by the professional field support staff of the District, including the Talent Division, department of New Teacher Support (NTS), according to NTS recruitment, professional development, and service guidelines for the Coaches in its support programs.

The University will provide trained and qualified University Academic Supervisors, who are familiar with and understand Oakland Public Schools, to support, observe and assess Interns in their assignments on a regular schedule appropriate to the needs of the Intern and the school. The University shall provide training for all University Academic Supervisors. University Academic Supervisors may consult regularly with on-site District Coaches and administrators, and will inform District personnel of any changes in the Intern's program, preparation schedule, or status within the University.

The supervision plan for Interns will be the University supervision plan for its Internship credential program students, respective to the credential program under consideration, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.

11. Intern Teacher Program Support: (See *Appendix A, pages 25-27: CCTC 2014 guidelines.*)

- a. The District will provide highly trained and qualified Teacher Coaches, preferably on-site, who are recognized for successful classroom teaching experience, who have approval of site administrators, and who are recommended under the guidelines of the Division of ASEL, the OEE, and the department of New Teacher Support (NTS), according to the department's recruitment, professional development, and service guidelines for Teacher Coaches. The University may provide training for all District Teacher Coaches working with the University's Interns.
- b. The on-site support plan for Intern Teachers will be implemented according to the guidelines developed by NTS, or otherwise as provided for by District departments in conjunction with the Intern Partnership Program, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.
- c. Under the District's plan for support of Interns, each Intern/Teacher Coach pair may be allowed up to four (4) release days with substitute teacher coverage; this release time will be for the purpose of observing master teachers or for participating in other professional development activities approved by the District. Allowable release time will depend upon funding, as may be covered under this Agreement. (See *Article 13, Program Sponsorship.*)

- d. The District site Teacher Coach and the University Academic Supervisor assigned to an Intern Teacher may meet periodically with the Intern to discuss the Intern's classroom practices and professional development generally, and to ensure compliance with the California Standards for the Teaching Profession (CSTP) and the standards outlined in the State's Teacher Induction Program, including, but not limited to, Teaching Performance Expectations (TPE) in the Intern's classroom.
- e. The District site Teacher Coach and the University Academic Supervisor may meet periodically without the Intern Teacher to discuss the Intern's progress, as needed. In no case, however, may the District Teacher Coach function in an evaluative capacity. Teacher evaluation for purposes of continuing employment or assignment is the responsibility of the site administrator and/or other personnel in the District Division of ASEL, which includes or the Office of Educator Effectiveness (OEE) and the department of New Teacher Support (NTS).
- f. The District will designate a coordinator to ensure supervisory and support assistance to District Intern Teachers.

#### **Article 9: Individual Teacher Provisional Internship Permit**

- 12. University and District Requirements and Services: Individual Provisional Teacher Internship Permit (PIP) candidates are subject to all fees, requirements and services provided by the University in its credential programs. Additional support will be provided under the auspices of the University, as prescribed under CCTC guidelines. Each candidate must discuss any additional services with the District Coordinator of Internship Programs or other supervisory personnel within the District Division of ASEL, the OEE or NTS.
- 13. Supervision of Interns under the PIP: University Field Supervisors, in consultation with the District Coordinator of Internship Programs, shall be responsible for developing the Individual Development Plan (IDP) for each intern authorized by a PIP. As required by law, authorized personnel of the University and the District must approve each IDP.
- 14. Transition to University Internship Credential: University students authorized by Provisional Internship Permits for employment by the District, due to time constraints, specific cohort or program components, or other restrictions within the University's purview, shall apply through the University for a University Internship Credential at the earliest possible date, given the University's admission policies. This provision shall not apply to Interns who will complete requirements for the Preliminary Credential before the beginning of the University's next admission cycle.

### **Article 10: Teacher Intern Orientation and Professional Development**

15. **Program Orientation:** Prior to the beginning of the Intern's teaching experience at the District, the University will hold Program orientation meetings for Intern teachers.

The University also may offer training seminars that may be attended by District Teacher Coaches, Division of ASEL, OEE or NTS staff, or other District field support staff. University representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to site Teacher Coaches. In addition, the contents of any University *Program Handbook* — the parameters of Intern teaching, roles and responsibilities, special assistance procedures, and pertinent University policies and procedures — may also be reviewed with Interns and District site Teacher Coaches.

NTS staff or other District field support staff may also attend University orientation meetings for the purpose of informing Interns about the role of the Division of ASEL and the OEE, NTS primarily, in on-site support processes once a candidate is placed in the District.

16. **District Professional Development Programs:** The District will include Intern Teachers in appropriate District support programs and provide training in regularly scheduled staff development activities. Interns may elect to participate in any professional development opportunities within the District, including those programs managed by the Division of ASEL and the OEE, and those programs managed specifically by the department of New Teacher Support (NTS), or other relevant District departments.

### **Article 11: Responsibility for Academic Program and Assessment of Interns**

17. **Academic Responsibility:** The University shall have exclusive control over all academic issues involving its credential and certificate programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instruction; selection and approval of faculty; admission, registration, and retention of District Interns as University students; evaluation of the education and prior experience of Interns; evaluation of the academic progress of Interns; scheduling of courses; awarding of academic credit; and conferring of academic degrees.

18. **Assessment:** Academic assessment is a function of the University program designed for the specific classroom teaching, pupil personnel services, education therapy services, or administrative services credential categories covered in this Agreement, and of any Field Experience course (Practica), or any other program component designed by the University.



Students engaged in Field Experience will pre-assess their teaching, pupil personnel, educational therapy, or administrative skills, develop a plan for growth, and assess their growth at the close of the course with the University Academic Supervisor. No evaluative assessment will be considered the responsibility, either in whole or in part, of the District site Coach, who works with the Intern on a collegial basis for the purpose of formative assessment only.

19. Summative Performance Evaluation: At the end of each semester, or otherwise according to the University's Program, the University Academic Supervisor will complete a summative performance evaluation of the Intern and make a recommendation concerning the Intern's readiness for independent teaching, pupil personnel services, educational therapy services, or administrative services, which will be given to the University's Department of Credentials. This performance evaluation will determine the Intern's competence relative to the program standards of the California Commission on Teacher Credentialing or other relevant standards of the California Department of Education for the specific credential or certificate the Intern is seeking to obtain. The signed evaluation forms will belong to University as part of the Intern's student records and may be kept on file in the office of either the Department or of the Credential Analyst at the University.

It is expected that the supervising site or department administrator of the District will complete a summative evaluation of the Intern's performance according to District evaluation protocols for certificated employees in the applicable credential category, for purposes of continuing employment and assignment to a position in the District. The District evaluation forms will belong to the District as part of the Intern's personnel records. However, the supervising site or department administrator will make available to the University Academic Supervisor any relevant information from this evaluation for assessment by the University of the student, concerning the recommendation of the Intern for the Preliminary Credential and the appropriateness of the Intern's continuing placement at the District.

#### **Article 12: Teacher Intern Partnership Program Steering Committee**

20. Oakland Intern Partnership Program Steering Committee: The University may designate a representative or representatives from its professional staff to participate in a Teacher Intern Partnership Program Steering Committee (IPPSC) of the District, if implemented, which may include NTS staff, other OUSD Division of ASEL or OEE staff, and representatives of the colleges and universities with which the District maintains Teacher Intern Partnership Programs. The IPPSC may meet periodically to collaborate on matters concerning the education and support of Teacher Interns, and to develop functions of the Oakland Intern Partnership Program (OIPP).

### **Article 13: Program Sponsorship —Teacher Intern Partnership Program**

21. **Teacher Intern Partnership Program Sponsorship and Fiscal Oversight:** (See *Appendix A, pages 25-27: Program Sponsorship.*) The District will serve as Lead Sponsor and, if funding is covered under this Agreement, as Fiscal Agent for the Partnership, with the University as Co-Sponsor. Management of these functions will be the responsibility of the District department of New Teacher Support (NTS) or other District department as may be designated by the District Administration or Board.

If District funds are determined available, by the Fiscal Agent, for the purpose of Intern Partnership Program support, the District may provide the University with Program funding from a reallocation of those funds. Program funding will follow guidelines of the Intern Partnership Program, as drafted and implemented by the Fiscal Agent, and may refer to and include guidelines issued by the CDE or the CCTC, given provisions of this Memorandum of Understanding.

If funds are to be reallocated to the University, a budget will be jointly developed, and reviewed annually, by the University and the District, to utilize resources identified as available under the Agreement in accordance with Partnership Program funding guidelines. This budget will focus on adequate support of Teacher Interns only — for increased supervision and coaching, coursework, or other professional development activities and resources. This budget may provide for support of the University's Teacher Internship Credential Program, concerning costs of on-site supervision or other professional resources, and for direct and indirect administrative costs of the District with regard to services provided to Teacher Interns by NTS or other District departments in conjunction with the Intern Partnership Program. The District will provide the University with information regarding the possible funding of its program under District and Partnership Program budget guidelines.

The reallocation of funds from District accounts to the University for the Multiple Subjects, Single Subjects, or Education Specialist Intern Credential Programs shall not exceed an amount determined, during any given fiscal year, by the Fiscal Agent, for a per-Intern allocation. *[The allocation to the University shall not exceed eighty thousand dollars (\$80,000) annually — calculated not to exceed \$2000 per Intern, and not to exceed a total of forty (40) Multiple Subjects, Single Subjects, and/or Education Specialist Interns from the University employed by the District annually. Reallocation of funds to the University under the three-year term of this Agreement shall not exceed two hundred forty thousand dollars (\$240,000)].* However, if it is determined by the District Talent Division (Human Resources Services and Support/HRSS) that it is necessary to employ numbers of Interns from the University exceeding those factors

indicated above, and such determination is implemented in accordance with District governance policies and procedures, approved by District Administration according to those policies, allocations of funds to the University under the Partnership Program may exceed amounts specified herein. In any case, reallocation of funds to the University shall depend entirely upon funds available for this purpose, in the judgment of the Fiscal Agent. Following notice of the annual calculation, in consideration of any funding available for this purpose, and under the provisions of this Agreement, including those applicable according to CDE or CCTC guidelines, the University will submit an invoice to the District through NTS or other designated District department, according to information and instructions given to the University by the Fiscal Agent. Invoices will be payable within each fiscal year. Funds allocated to the University under the terms of this Agreement become the University's funds, and may be spent by the University according to its own processes for budgets and expenditures, not limited to the current fiscal year, as long as such expenditures are consistent with the terms of this Agreement, including the provisions covering University supervision of Interns.

By determination of the Fiscal Agent (*e-mail communication dated June 16, 2017—Deputy Chief, Talent Division*), funding, as described above, shall be provided to the University for its credential-program students in covered categories, on a per-intern basis, currently employed by the District as Intern Teachers and continuing in the University Program, and for University students employed by the District as Intern Teachers during FY 2017-18. Funding that may be allocated for the remaining term of this Agreement (FY 2018-19, and FY 2019-20) shall be determined annually, separately, by the Fiscal Agent, according to the provisions of this Article.

Funding, determined applicable during a given fiscal year, calculated by the Fiscal Agent, will be considered payable in two (2) installments — given that numbers of Intern Teachers may vary between semesters: February 1 for the first academic semester; June 30 for the second academic semester. An invoice for first-semester funding will be submitted by the University to the District by November 15 of the fiscal year. An invoice for second-semester funding will be submitted by the University to the District by May 15 of the fiscal year.

#### **Article 14: Placement of University Students for Practica**

22. Placement of University Students for Practica: University students, certified as qualified and competent by the University to serve as Practice Students in any of the Covered Categories, may, at the District's discretion, be accepted and assigned to its schools for purposes of Practica. The University and the District may coordinate the process of selection and placement of Practica Students. The University reserves the right to make the final determination on any Candidate's acceptance into the relevant Credential Program ("Program") at the University. The District reserves the right to accept or reject the placement of any Practica Student in a District school,

clinical site, or department. Neither the University nor the District shall discriminate in the selection of, or acceptance or participation by, any Candidate pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.

The District may, for good cause, refuse to accept for practica experiences, in any of the Covered Categories, any student of the University assigned by the University to applicable practica duties in classrooms, schools, departments, or clinical sites of the District. The University may, for good cause, terminate the assignment of any student of the University to respective practica assignments or functions in the District.

23. Assignment of University Students to Practica: Assignment of a student of the University to practica in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the notice of assignment card or other document given by the University putting such assignment into effect, but not earlier than the date of such assignment as shown.

In the event the assignment of a student of the University to practica is terminated by the University for any reason, the Supervising Teacher, Clinical Academic Supervisor, Administrative Supervisor, or other relevant District Supervisor, in consideration of the prerogatives and provisions specified in this Agreement, shall receive compensation for supervision on account of such student as if there had been no termination of the assignment; except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the Supervisor shall receive payment for an assignment of nine (9) weeks only. If a student is assigned by the University to another District Supervisor after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

24. Duration of Practica Placement: In the case of expiration or termination of this Agreement, all students of the University placed in the District for purposes of Practica as of the date of termination or expiration of this Agreement shall be permitted to complete their Practica placements with the District.

However, a Candidate who performs below acceptable District or University standards for practica in any of the covered categories, after appropriate support and advice efforts have been exhausted, may be removed from a practicum placement by the District or the University and/or be removed from the Program by the University. In the case of a Candidate's removal from the practicum assignment or the Program by either the District or the University, respectively, either party shall provide immediate written notification to the other. All services provided by the University and the District pursuant to this Agreement shall terminate upon a Candidate's removal from the District or termination of participation in the Program.

Absences of University students from assigned practica shall not be counted as absences in computing the semester units of practica provided to University students by the District or District Supervisors, in order to avoid adjusting compensation for supervision should absences occur. Compensation for supervision is to be based on semester units and not on actual hours of attendance. Computation of actual attendance, for credit as semester units, by student teachers is the obligation of the University.

#### **Article 15: Practica Student Status and Responsibility**

25. **University Practica Student Status:** The University student assigned to Practica shall be considered only a student of the University and not a District employee for any purposes. However, if a qualified Student Teacher under University supervision is requested by the District to serve as a Substitute Teacher for the Master Teacher otherwise providing direct practicum supervision, in that particular District assignment, and obtains the appropriate permit, the University allows such a placement, during the spring semester only, for a maximum of eight (8) days.

26. **University Practica Student Responsibility:** The University student assigned to Practica is expected to fulfill responsibilities and perform relevant activities in the credential category under consideration as assigned by the University Supervisor and the District Supervisor in collaboration. In consideration of Practica Student status, the Practica Student should not be assigned or expected to participate in extraordinary school duties or school committee responsibilities, except as may be determined instructive by the University Supervisor and the District Supervisor in collaboration (e.g. extracurricular activities associated with teaching, counseling or administrative responsibilities; participation in circuit, department or faculty meetings; parent or teacher conferences, as appropriate). Practica Students should not sponsor or coach extra-curricular activities. A Practica Student may request not to attend District or school meetings that conflict with Program activities or other responsibilities at the University.

#### **Article 16: District Curricula, Performance Standards, and Practica Student Evaluation**

27. **District Curricula and Programs:** The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, educational therapists, school counselors, school psychologists, and site administrators, who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.

28. District Performance Standards: The District establishes performance standards for all certificated employees, including teachers, counselors, and administrators, within the framework of the California Standards for the Teaching Profession, and other standards of the California Commission on Teacher Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel are evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

University students assigned to Practica in the District are expected to be evaluated by their University and District Supervisors with regard to those standards. Such evaluation will be for the purpose of continuation in the University Program or in practica assignments, with consideration ultimately concerning the recommendation of the University student for the Preliminary Credential in the relevant credential category.

#### **Article 17: Practica Supervision and Program Support**

29. Practica Supervision and Support: The District and the University will each provide qualified support for Practica Students. The University will provide a qualified University Supervisor, and the District will provide a qualified District Supervisor (e.g. Master/Cooperating/Mentor Teacher, Counselor, Administrator) to assist each Candidate in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration.

The District and the University will determine independently the qualifications of their respective Supervisors. The University will be responsible for designating its own Supervisors for its Candidates. The District and the University will be responsible, in cooperation, for identifying qualified District Supervisors with whom Practica Students may be placed, with final determination of placement the prerogative of the University. The University will conduct training of designated District Supervisors, given frameworks and guidelines of the University Program.

The University will provide highly trained and qualified Supervisors, who are familiar with and understand Oakland Public Schools, to support, observe and assess Practica Students in their assignments on a regular schedule appropriate to the needs of the Candidate and the school. The University shall provide training for all University Supervisors. University Supervisors may consult regularly with District Supervisors and site or department administrators, and will inform

District personnel of any changes in the Candidate's program, preparation schedule, or status within the University.

The supervision plan for Candidates will be the University's supervision plan for its credential program students assigned to Practica, which will consider the needs and assets of the Candidate and of the individual school sites, clinical sites, or departments in the District. It is the prerogative of University Supervisors to offer distance supervision of Practica Students; such supervision may make use of various means of electronic communication, such as videography or other technologically appropriate formats. If such electronic means are to be implemented in the classroom of a Master Teacher or another District Supervisor, the Master Teacher or District Supervisor must approve its use in that context.

The District will provide highly trained and qualified District Supervisors, who are recognized for successful experience in the credential category under consideration, who have approval of site or department administrators, and who may be recommended by the professional field support staff of the District, including the Division of ASEL, the OEE, and New Teacher Support (NTS), according to NTS recruitment, professional development, and service guidelines for the Supervisors or Coaches in its support programs.

Given implementation, by the University and District, of the plan for support of University practica students — credential candidates in any of the covered categories — placed in District programs at District sites, each University practica student, as noted above, who may be serving as a District employee, as a component of such a credential program, may be allowed up to four (4) release days with substitute-employee coverage; coverage will be provided under terms of the *Personal Leave* policy of the District for its employees in the covered category — as approved by the site administrator. Release time will be for the purpose of observing master practitioners (e.g. teachers or administrators), in covered categories, or for participating in other professional development activities approved by the University and the District. Such approved release time will be charged against the *Personal Leave* allowance of the District employee (University student) who has requested the leave.

#### **Article 18: University Practica Student Orientation and Professional Development**

30. **Program Orientation**: Prior to the beginning of University Students' Practica experiences in the District, the University will hold Program orientation meetings for its credential candidates.

The University also may offer training seminars that may be attended by District Supervisors or other District field support staff, including staff from ASEL and OEE, and including NTS. University representatives may review techniques of supervision, procedures for conducting

observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to District site Supervisors. In addition, the contents of any University *Program Handbook* — the parameters of practica, roles and responsibilities, special assistance procedures, and pertinent University policies and procedures — may also be reviewed with Candidates and District Supervisors at sites, or with other District support staff.

NTS staff or other District Office of Educator Effectiveness (OEE) field support staff may also attend University orientation meetings for the purpose of informing Candidates about the role of the Division of ASEL and the OEE, NTS primarily, in on-site support processes once a candidate is placed in the District, or that may be available once a Candidate has completed practica and may be seeking employment in the District.

31. District Professional Development Programs: With agreement of the University Supervisor, the District will include Candidates in appropriate District support programs and provide training in regularly scheduled staff development activities. Candidates may elect to participate in any professional development opportunities within the District, including those programs managed by the Division of ASEL or the OEE, or by another District division responsible for instructional services, and those programs managed specifically by NTS or other relevant District departments or divisions responsible for instructional services or services in other Covered Categories.

#### **Article 19: Payment or Other Compensation for District Supervisors**

32. Payment of Honoraria or Other Compensation for District Supervisors or the District: If an honorarium is to be paid to a District Supervisor for the assignment of a Practica Student in Covered Categories), an honorarium form and a vendor form will be sent to the District Supervisor to be completed, signed, and returned to the University. The University will process the honorarium form at the end of the semester in which the University student was supervised. The Supervisor may receive other compensation for and recognition of services, at the prerogative of the University, as outlined in *Article 1* of this Agreement, once all required materials and summative evaluations for the University student have been submitted to the University by the District Supervisor.

Notwithstanding any other provisions of this Agreement, the University shall not be obligated by this Agreement to award the District or District Supervisors any amount in funds or honorary continuing education units, accordingly, in excess of the honoraria, at the prerogative of the University and calculated according to University policies for supervision of teaching practica or practica another clinical, departmental or administrative placement in the District, as determined



by the University, and as defined in these provisions, for students actually placed and for time applied to actual supervision.

**Article 20: Responsibility for Academic Program and Evaluation of Practica Students**

33. Academic Responsibility: The University shall have exclusive control over all academic issues involving the Program, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Candidates as students; evaluation of a Candidate's prior experience and education; evaluation of a Candidate's academic progress; scheduling of courses; awarding of academic credit; and conferring of academic degrees.

34. Academic and Performance Evaluation of Practica Students: Academic assessment is a function of University courses designed for the specific credential categories covered in this Agreement and the Field Experience (Practica) course or any other program component designed by the University. Students engaged in practica will pre-assess their skills in the credential category under consideration, develop a plan for growth, and assess their growth at the close of the course with the University Supervisor. No evaluative academic assessment will be considered the responsibility, either in whole or in part, of the District Supervisor, who works with the Candidate for the purpose of practical instruction and formative assessment. The District Supervisor will provide a written evaluation of the University Student's performance in the practical components of the assignment (e.g. classroom teaching; pupil personnel services) concerning the Candidate's readiness for independent professional practice, which will be provided to the University Supervisor of the Candidate.

35. Summative Performance Evaluation: At the end of each semester or at the completion of a practicum assignment, or otherwise according to the University's Program, the University Supervisor will complete a summative performance evaluation of the Candidate, addressing University Program guidelines, CCTC program standards, and District evaluation protocols in the Covered Categories, and make a recommendation concerning the Candidate's readiness for independent professional practice, which will be given to the University's Program managers. This performance evaluation will contribute to the determination of the Candidate's standing and competence relative to the California Commission on Teacher Credentialing program standards for the specific credential the Candidate is seeking to obtain. Any assessment forms, letters of recommendation, or other narratives requested by the University and completed by the District Supervisor, in this vein, will be delivered to University Supervisor as part of the Candidate's records, will belong to the University as part of the Candidate's student records, and will be kept on file at the University.

Any assessment forms, letters of recommendation, or other narratives that are part of the formative assessment process of the District will belong to the District as part of the Candidate's records regarding the particular District assignment. The District Supervisor may make available to the University Supervisor any additional relevant information from the District formative assessment that may have bearing on the assessment by the University of the Candidate, concerning a recommendation for the Preliminary Credential and the possibility of the Candidate's future employment by the District for a position in any of the Covered Categories.

### **Article 21: District and University Insurance**

36. Acknowledgment of Insurance Status: This Agreement acknowledges that the District is permissibly self-insured for all required coverages. In the case that the University is self-insured for all required coverages, the University will provide a legally authorized document so stating, or it will provide a Certificate of Insurance, issued by the Insurer, naming the District as an Additional Insured, attached to this Agreement. The District and University each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder. Such insurance shall include but not be limited to the following:

- a. Commercial General Liability, Professional Liability, and Automobile Liability for bodily injury, personal injury and property damage;
- b. Workers' Compensation coverage with statutory limits; and
- c. Employers Liability coverage.

The District shall defend, indemnify and hold the University, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.

The University shall defend, indemnify and hold the District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.

## **Article 22: Development of Resources**

37. Development of Resources and Joint Efforts: The University and the District are committed to the joint development of future resources that benefit the Intern Partnership Program and University Credential programs generally, including any components regarding the assignment of University students to internships or practica in District schools, considering the provisions of this Agreement. This may involve joint participation in grant writing, joint sponsorship of teacher education events, reciprocal permission for the use of facilities, consistent with standard policies and procedures governing the use of any such facilities and on the same terms and conditions as may apply generally to outside users, and active participation in professional advisory or steering committees, given any institutional restrictions or prerogatives of either party.

## **Article 23: Labor Disputes in the District**

38. Obligation of Neutrality: The University is obligated to maintain neutrality in any labor disputes of the District, to ensure that all field experiences in such contexts will be educationally valid for students of the University, to avoid placing University students in situations in which there may be risk of personal injury, and to avoid interfering with students or employees of the District engaged in instructional or administrative programs of the District.

39. University Student Placements in the Event of a Labor Dispute: In the event of a labor dispute in the District, University students involved in education Field Practice programs shall report to the University until the University Field Coordinator or Director of Field Practice has assessed the situation and made a determination regarding the students' placements under the circumstances.

40. University Supervision During a Labor Dispute: During a labor dispute at the District, University faculty members who supervise University students will visit relevant District sites on a regular basis to observe activities, to meet with District personnel, as permitted under District policies, and to determine whether, from the perspective of the University, the situation remains educationally valid and physically safe for students of the University engaged in Field Practice.

41. Continuation of Field Experience During a Labor Dispute: During a labor dispute at the District, if, in the determination of the University Field Coordinator or Director of Field Practice and from the perspective of the University, the situation is educationally valid and physically safe, and the District Field Supervisor is present in his or her regular position, the University Field Coordinator or Director of Field Practice will allow University students the option of

continuing the field experience at the assigned site or of suspending or terminating the assignment.

42. University Students Employed as Interns: Provisions concerning placement and supervision of University students engaged in Field Practice, herein under Article 23, regarding labor disputes in the District, do not apply to University students who, during the period of a dispute, are employed as Interns by the District and thereby placed in District positions, even though Interns may be enrolled in practica courses aligned with their credential or certificate programs, insofar as Interns are governed by the terms of their District employment, including provisions for the collective bargaining unit that represents them.

#### **Article 24: General Considerations**

43. Relationship of Parties: Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship, except as specified in the provisions, between the University and the District.

44. Publicity: Neither the University nor the District shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

45. Records: It is understood and agreed that all employment records shall remain the property of the District; and all student Candidate records, including Candidate portfolio assessments, will remain the property of University. The District acknowledges that the education records of University students assigned to the District are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. The parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any University student assigned to the District under this Agreement. With regard to this provision, the District may transmit, share or disclose specified education records, with the written consent of University students affected, to other school officials of the University who have a legitimate interest in those education records. Other disclosures regarding education records, as well, shall require the written consent of any affected University student and the University. Disclosures regarding the employment or employee-performance records of any University student in his or her capacity as a District employee shall require the written consent of the University student who is in service as a District employee.

Jack Davis, PhD, Professor  
Chair—Department of Educational Psychology  
Telephone: 510.885.3052  
E-mail: jack.davis@csueastbay.edu

Dania Massey  
Intern Coordinator  
Department of Teacher Education, AE-250  
Telephone: 510.885.3016  
E-mail: dania.massey@csueastbay.edu

**DISTRICT**

David Chambliss, Deputy Chief, Teaching & Learning  
Manager, New Teacher Support  
Oakland Unified School District  
1000 Broadway, Suite 600  
Oakland, CA 94607-4033  
Mobile Telephone: 510.750.8745  
E-mail: david.chambliss@ousd.org

Peggy Dove, Manager  
New Teacher Support  
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William Winston, Management and Operations Consultant  
Office of Educator Effectiveness / New Teacher Support  
Mobile Telephone: 510.406.5668  
E-mail: william.winston@ousd.org / wwinston@pacbell.net

49. Representations: Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue with respect to this Agreement, as long as the Agreement remains in force.

Academic artifacts created by a Student Teacher during practica for purposes of University coursework remain the property of the Student Teacher and the University.

46. Entire Agreement and Severability: This Agreement contains the entire agreement between the District and the University, and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless provided in writing and signed by authorized representatives of both parties, as described in *Article 3*, "Term of Agreement." If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected.

47. Assignment: Neither the University nor the District shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.

48. Notices: All notices, demands, or other communications given under this Agreement shall be in writing and sent to the addresses listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered by personal or overnight mail or facsimile, or effective three (3) days after mailing if by United States certified mail, return receipt requested. Electronic mail and telephone contact, given that e-mail or voicemail messages are acknowledged as received, are considered acceptable for ordinary communications concerning the daily execution of the terms of this agreement.

#### **UNIVERSITY**

Deborah Haynes, Buyer III  
Contracts and Procurement  
California State University East Bay  
25800 Carlos Bee Boulevard, SA2750  
Hayward, CA 94542  
Telephone: 510.885.3842  
Facsimile: 510.885.4258  
E-mail: [deborah.haynes@csueastbay.edu](mailto:deborah.haynes@csueastbay.edu)

Eric Engdahl, PhD, Associate Professor  
Chair —Department of Teacher Education  
Associate Dean—College of Education and Allied Studies  
Telephone: 510.885.4599  
Mobile: 415.847.4910  
E-mail: [eric.engdahl@csueastbay.edu](mailto:eric.engdahl@csueastbay.edu)

50. General Provisions: The Agreement: (a) shall be binding and enforceable by the parties and their respective legal representatives, successors, or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures, but which together shall constitute one instrument; (c) shall be governed by applicable law of the State of California; and (d) has been executed as indicated below.

51. Third Party Rights. This Agreement is not intended to create any rights or interests for any other person or entity other than the District or the University.

## **EXECUTION of AGREEMENT**

**Oakland Unified School District  
and  
Trustees of the California State University  
California State University East Bay  
College of Education and Allied Studies**

This Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Intern Partnership Program and Practica Program—applying to K-12 Teaching, including Education Specialist; School Counselor, Clinical School Psychologist, Educational Therapist, and Administrative Services, and other Pupil Personnel Services credentials and certifications, as may be specified; Speech Pathologist, and other Health Science certifications; and Social Services and Service Learning Programs Field Work—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and the Trustees of the California State University on behalf of CALIFORNIA STATE UNIVERSITY EAST BAY (University or CSUEB), a California State University.

### **Teacher Education, K-12 Credentials**

**Multiple Subjects — Single Subjects — Designated Subjects — Education Specialist  
Alternative Certification Intern Partnership Program  
Including Added or Supplementary Authorizations  
and Teaching Practica**

### **Pupil Personnel and Administrative Services, Credentials and Certificates**

**School Counselor, Clinical School Psychologist, Educational Therapist, Speech Pathologist,  
other Health Science Certifications, and Administrative Services Internships and Practica;  
and Social Services and Service Learning Programs Field Work**

Term of Agreement—Amendment, Renewal, Termination: The term of this Agreement shall be three (3) years, from July 1, 2017 through June 30, 2020, effective upon execution by the authorized representatives of both parties. This Agreement shall be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement shall continue in force, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

**California State University East Bay**

**Oakland Unified School District**


Deborah Haynes, Buyer III  
Contracts and Procurement

  
Aimee Eng,  
President, Board of Education

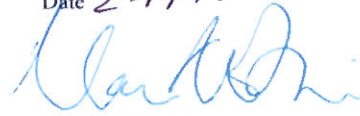
Date

Date 2-14-18

Superintendent

  
Kyla Johnson-Trammell,  
Secretary, Board of Education

Date 2-14-18

  
Marion McWilliams  
General Counsel

Date 1

**Appendix A**

**Oakland Unified School District  
and  
Trustees of the California State University  
California State University East Bay  
College of Education and Allied Studies**



This Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Intern Partnership Program and Practica Program—applying to K-12 Teaching, including Education Specialist; School Counselor, Clinical School Psychologist, Educational Therapist, and Administrative Services, and other Pupil Personnel Services credentials and certifications, as may be specified; Speech Pathologist, and other Health Science certifications; and Social Services and Service Learning Programs Field Work—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and the Trustees of the California State University on behalf of CALIFORNIA STATE UNIVERSITY EAST BAY (University or CSUEB), a California State University.

**Intern Partnership Program**  
**Description of Services, Requirements and Support**

California Commission on Teacher Credentialing

January 1, 2014

The University and the District agree to the following conditions and services that apply to Interns who are, or will be, admitted to the University's credential programs through the University's departments and will be serving their education credential internship in the District. Interns nominated by either the University or the District shall be mutually acceptable to both the University and the District, and shall be subject to a mutually acceptable placement within the District.

The University agrees that:

1. Each Intern shall have passed an examination which has been determined by the CCTC to meet the California Basic Skills requirement and shall have passed the subject matter requirement (e.g. CSET/Multiple or Single Subjects Tests, or Liberal Studies Waiver) prior to assuming Intern services or responsibilities.
2. Each Intern shall possess a B.A. Degree, documented by official transcripts with a minimum overall GPA of 3.0 in last 60 units.
3. Each Intern shall have a minimum of one hundred twenty (120) hours of verified pre-service coursework, of which forty-five (45) hours will be related to English Learners (EL), as well as forty-five (45) hours of experience with students, including those who are English Learners in educational settings; or current Preliminary or Clear Credential valid EL Authorization; or passing scores on CTEL examinations.
4. Each Intern shall have passed U.S. Constitution coursework or examination.
5. Each semester, each intern shall be provided a minimum of three (3) hours per week of adequate instruction, advising, encouragement and support, as appropriate, by University

personnel, including but not limited to University faculty and University Field Supervisors.

6. The University will provide program coordination as needed with the District to manage the intern application and training process to ensure timely completion of credential coursework and filing for Intern and Preliminary Credentials with the California Commission on Teacher Credentialing.

**The District agrees that:**

1. Prior to an Intern assuming daily teaching responsibilities, the District must validate that the Intern meets the Commission's identified criteria.
2. Each Intern shall be provided, according to current Support and Supervision guidelines set forth by the California Commission on Teacher Credentialing, adequate supervision, advice, encouragement and support, as appropriate, by District personnel—as designated by the District Office of Educator Effectiveness (OEE), the department of New Teacher Support (NTS), or site administrators—including but not limited to the school site faculty and the District Support Provider. Each Support Provider (Mentor) will hold a valid Clear or Life Credential with EL Authorization and will have completed three (3) years of successful teaching experience.
3. Each Intern, at the discretion of the site administrator, may, on a limited basis, be released from other required District meetings or activities, as needed, to observe other credentialed teachers, to meet with the District Support Provider, or to attend classes at the University.
4. If required, the District will report numbers of Interns annually to the California Commission on Teacher Credentialing (CCTC) during an annual Intern census.

The University and the District agree that:

1. In total, a minimum of one hundred forty-four (144) hours of support/mentoring and supervision shall be provided to each Intern teacher per school year, including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum and development of effective teaching methodologies. The minimum support/mentoring and supervision provided to an Intern teacher who assumes daily teaching responsibilities after the beginning of the school year shall be equal to four (4) hours times the number of instructional weeks remaining in the school year, this taking into account the requirement for a minimum of two (2) hours every five (5) instructional days of adequate supervision.
2. The following additional support/mentoring and supervision shall be provided to an Intern teacher who enters the program without a valid English Learner authorization listed on a previously issued Multiple Subjects, Single Subject, or Education Specialist Teaching Credential; a valid English Learner of Crosscultural, Language and Academic Development (CLAD) authorization:

- a) An additional forty-five (45) hours of support/mentoring and supervision specific to meeting the needs of English Learners shall be provided by the Commission-approved program (University) to an intern teacher who enters the program without a valid English Learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner authorization or Crosscultural, Language and Academic Development (CLAD) certificate. The minimum support/mentoring and supervision provided to an Intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four (4) hours times the number of instructional weeks remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the Intern teacher's development of knowledge and skills in the instruction of English Learners.
- b) The California employing agency (District) shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English Learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor who is providing general support and supervision, provided that the individual possesses an English Learner authorization and will be immediately available to assist the Intern teacher in working with English Learners.
- c) An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the Intern Credential may be exempted from the additional forty-five (45) hours of support/mentoring and supervision specific to the needs of English Learners.

Program Sponsorship (*Article 13*):

1. The District will serve as Lead Sponsor under this Agreement, with the University as Co-Sponsor. Management of these functions will be the responsibility of the District Division of ASEL, the OEE, and the department of New Teacher Support (NTS), or other District department as may be designated by the District Administration or Board.
2. Funding of the University Program is covered generally under this Agreement. Specific provisions for funding apply to FY 2017-18, with determinations, as described under *Article 13*, to be made regarding FY 2018-19, and 2019-20. There will be fiscal oversight.



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

November 14, 2017

Sarah Glasband  
Oakland Unified School District  
1000 Broadway, Second Floor  
Suite 295  
Oakland, CA 94607

### **Notification of Intent to Fund**

Classified School Employee Teacher Credentialing Program Grant Award # **C308**

Number of Participant Slots Funded: **40**

Grant Award Amount: **\$160,000**

Dear Sarah Glasband:

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

The Commission received twenty-eight grant applications requesting 2,741 participant slots. However, as funding is available for only 1,250 slots, the Commission was unable to allocate your program all of the slots that you requested. The number of slots authorized for your program is listed above, and the budget amount has been adjusted accordingly. You will receive a total of \$4,000 per year per participant in the program.

Funds allocated for this grant must be expended and/or encumbered by June 30, 2022. The grant funds are intended to cover expenses incurred for your program during these fiscal years. Additional information on fiscal procedures will be sent to you shortly. Please note that excess funding cannot be carried over for use beyond the 2021-22 school year. Moreover, unspent funds from any fiscal year cannot be carried over to the next fiscal year. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant funds must be expended in accordance with the proposed budget provided in your grant application, as adjusted for the reduced number of authorized participant slots.

Please note that the authorizing legislation does not require any payback on the part of participants who do not successfully complete the program, nor does it require any matching funds on the part of the grantees. At this time, grantees should not assume that the slot of any participant who either completes the program earlier than the final year of funding or who leaves the program for any reason can be reassigned to a different district/school/county office employee. Please also note that for many classified employees who cannot afford to participate in the traditional student teaching approach, connecting these employees with a local Commission-approved Intern program can be a viable way to assist program participants to complete their preparation while providing them the opportunity to continue earning a salary.

If you accept this grant award and agree to abide by the grant award conditions as indicated in the attached Grant Award Terms and Conditions document, please mail three copies with original signatures of the attached Certification of Acceptance (GAC) form and the attached W-9 form or the STD 204 form, as applicable to your institution type no later than **December 8, 2017** to:

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

Please note that the Commission cannot release funds to your LEA without having the appropriate W-9 or STD 204 form on file. A summary of these key dates and initial implementation activities is provided below. If you have any questions, please email [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov).

Grantees should make their final selection of participants in the program by **December 22, 2017**. Once the selection of participants is complete, please fill out and return Budget Form (Appendix F), provided below. This form was included in the original RFP for use by funded LEAs once the final number of participant slots was determined. Please send this completed budget form to [ClassifiedGrants@ctc.ca.gov](mailto:ClassifiedGrants@ctc.ca.gov) by **January 5, 2018**.



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

The Year One Annual Data Report will be due to the Commission on **July 5, 2018**. The Year One Expenditure Report detailing Year One (2017-18) actual expenditures will be due on **July 5, 2018** along with the Year Two Budget Proposal Form describing expected expenditures in Year Two (2018-19). Also provided with this letter are these reporting forms to be used for this purpose. We look forward to working with you on this important effort to grow and develop your own candidates to earn a California teaching credential and help provide additional qualified teachers for California public schools.

Yours truly,

A handwritten signature in cursive script that reads 'Mary Vixie Sandy'.

Mary Vixie Sandy, Ed.D  
Executive Director



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

### Summary of Key Initial Program Implementation Dates

Date	Activity
Week of November 12, 2017	Grant Award letter issued, with revised number of authorized participant slots
December 8, 2017	Due date for LEAs to return GAC form along with the W9 or STD 204 form, as applicable, to: Commission on Teacher Credentialing Funded Programs, Fiscal and Business Services 1900 Capitol Ave. Sacramento, CA 95811-4213
December 22, 2017	LEAs complete identification and enrollment of Classified program participants
January 5, 2018	Due date for LEAs to submit revised Budget Form (Appendix F) to the Commission at <a href="mailto:ClassifiedGrants@ctc.ca.gov">ClassifiedGrants@ctc.ca.gov</a>
July 5, 2018	Due date for LEAs to submit Year One Annual Data Report to the Commission at <a href="mailto:ClassifiedGrants@ctc.ca.gov">ClassifiedGrants@ctc.ca.gov</a>
July 5, 2018	Due date for LEAs to submit Year One Expenditure Report to the Commission (actual or encumbered expenses) at <a href="mailto:ClassifiedGrants@ctc.ca.gov">ClassifiedGrants@ctc.ca.gov</a>
July 5, 2018	Due date for LEAs to submit Year Two (2018-19) Budget Proposal form to the Commission at <a href="mailto:ClassifiedGrants@ctc.ca.gov">ClassifiedGrants@ctc.ca.gov</a>

**Appendix F**  
**Budget Form**  
**Based on Final Allocation of Participant Slots**  
**Due January 5, 2018 | Submit report to ClassifiedGrants@ctc.ca.gov**

**County/District/School Name: Oakland Unified School District**

**Directions:** Complete the worksheet using the listed categories as applicable. If additional categories are necessary that are not included, list them in spaces provided below. Definitions for each category listed can be found within Appendix G, Budget Definitions. All categories must be detailed in the budget narrative. Note that annually payment shall be 50% in fall and the remaining 50% in the spring.

Category	Year 1 (2017-18)
Personnel Salaries	\$37,626
Release Time	\$0
Participant Recruitment Activities (not included in Personnel and/or Release Time)	\$0
Collaboration Activities with IHEs (not included in Personnel and/or Release Time)	\$0
IHE Tuition, Fees, Books - Participants at a CA Community College	\$12,000
IHE Tuition, Fees, Books - Participants at a CSU, UC or private four-year IHE	\$60,000
Other Support Services for Participants	\$6,430
Testing and Credential Fees	\$35,000
Program Administration (5.59% for Indirect Costs, including accounting, budgeting, payroll, HR, purchasing, and IT.	\$8,944
Other (specify)	\$0
<b>Total</b>	<b>\$160,000</b>

Grantees will initially be funded for the first Program year. An end of year budget and a proposal for the following year's budget must be submitted prior to the start of the next year's budget and will be subject to Commission review and approval. Note that carryover of unused funds is not allowed. The budget disbursement for any fiscal year of the program will be adjusted to account for funds that have not been spent or encumbered in a prior fiscal year.





## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

### Appendix F Budget Form

Based on Final Allocation of Participant Slots

Due January 5, 2018 | Submit report to [ClassifiedGrants@ctc.ca.gov](mailto:ClassifiedGrants@ctc.ca.gov)

County/District/School Name \_\_\_\_\_

**Directions:** Complete the worksheet using the listed categories as applicable. If additional categories are necessary that are not included, list them in spaces provided below. Definitions for each category listed can be found within Appendix G, Budget Definitions. All categories must be detailed in the budget narrative. Note that annually payment shall be 50% in fall and the remaining 50% in the spring.

Category	Year 1 (2017-18)
Personnel Salaries	
Release Time	
Participant Recruitment Activities (not included in Personnel and/or Release Time)	
Collaboration Activities with IHEs (not included in Personnel and/or Release Time)	
IHE Tuition, Fees, Books - Participants at a CA Community College	
IHE Tuition, Fees, Books - Participants at a CSU, UC or private four-year IHE	
Other Support Services for Participants	
Testing and Credential Fees	
Program Administration	
Other (specify)	
<b>Total</b>	

Grantees will initially be funded for the first Program year. An end of year budget and a proposal for the following year's budget must be submitted prior to the start of the next year's budget and will be subject to Commission review and approval. Note that carryover of unused funds is not allowed. The budget disbursement for any fiscal year of the program will be adjusted to account for funds that have not been spent or encumbered in a prior fiscal year.



# Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

## Annual Data Report

**Due by July 5, 2018 | Submit report to [ClassifiedGrants@ctc.ca.gov](mailto:ClassifiedGrants@ctc.ca.gov)**

County/District/School Name \_\_\_\_\_

1. Number of classified school employees enrolled in the program during 2016-17	
2. Academic standing of the participants	(#2a + #2b + #2c = #1)
a. Number of participants with Junior class standing (minimum of 60 semester units)	
b. Number of participants with Senior class standing (minimum of 90 semester units)	
c. Number of participants who hold a Bachelor's degree	
3. Number of classified school employees who have earned a teaching credential and are now serving as a teacher	
4. Ethnic and racial composition of the participants	
a. The number of participants who are of Hispanic or Latino ethnicity	
b. The number of participants who are not of Hispanic or Latino ethnicity	
Provide the total number of participants for each of the following:	
c. American Indian or Alaska Native	
d. Chinese	
e. Japanese	
f. Korean	
g. Vietnamese	
h. Asian Indian	
i. Laotian	
j. Cambodian	
k. Filipino	
l. Black or African American	
m. Hawaiian	
n. Guamanian	
o. Samoan	
p. White	
q. Decline to state	
5. Degree to which the program is meeting the teacher shortage needs of the LEA/Consortium (Narrative)	



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

### Year One Expenditure Report (2017-18)

**Due July 5, 2018 | Submit report to [ClassifiedGrants@ctc.ca.gov](mailto:ClassifiedGrants@ctc.ca.gov)**

### Budget Form Based on Final Allocation of Participant Slots

Directions: Complete the worksheet using the listed categories as applicable. If additional categories are necessary that are not included, list in spaces provided below. Definitions for each category listed can be found within Appendix G, Budget Definitions. All categories must be detailed in the budget narrative. Note that annually payment shall be 50% in fall and the remaining 50% in the spring.

County/District/School Name: \_\_\_\_\_

Category	Year 1 (2017-18)
Personnel Salaries	
Release Time	
Participant Recruitment Activities (not included in Personnel and/or Release Time)	
Collaboration Activities with IHEs (not included in Personnel and/or Release Time)	
IHE Tuition, Fees, Books - Participants at a CA Community College	
IHE Tuition, Fees, Books - Participants at a CSU, UC or private four-year IHE	
Other Support Services for Participants	
Testing and Credential Fees	
Program Administration	
Other (specify)	
<b>Total</b>	

Grantees will initially be funded for the first Program year. An end of year budget and a proposal for the following year's budget must be submitted prior to the start of the next year's budget and will be subject to Commission review and approval. Note that carryover of unused funds is not allowed. The budget disbursement for any fiscal year of the program will be adjusted to account for funds that have not been spent or encumbered in a prior fiscal year.



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### Appendix G Budget Definitions

**Directions:** For each of the line item budget categories on the Budget Form, provide the details of how the yearly total was calculated. Below are clarifications of what type of information should be included for each line item.

**Personnel:** Use this line item if a portion of an employee's salary will be paid by the grant funds. Indicate the position(s) and the percent of time to be paid by the grant funds.

**Release Time:** Use this line item to indicate the positions of any personnel who will be released to work on the grant and the amount/percentage of release time that will be paid by the grant funds.

**Participant Recruitment Activities:** Use this line item to indicate any recruitment activities not otherwise accounted for in the Personnel and/or the Release Time categories, and describe the type(s) and amount(s) of expenditure(s).

**Collaborative Activities with IHEs:** Use this line item to indicate any collaborative activities with IHEs providing coursework and other services to participants not otherwise accounted for in the Personnel and/or the Release Time categories, and describe the type(s) and amount(s) of expenditure(s).

**IHE Tuition, Fees, Books for Participants:** Use this line item to indicate the amount expected to be expended on behalf of the participants for books, tuition, and fees, calculated for participants attending a California Community College and participants attending a CSU, UC or private four-year IHE, based on initial estimates of the number of participants.

**Other Support Services for Participants:** Use this line item to indicate any other type of support services that may be provided to participants through the grant funds (e.g., tutoring, transportation, etc.)

**Testing and Credential Fees:** Use this line item to indicate any test fees (e.g., CBEST, CSET, RICA) and any credential fees to be paid on behalf of participants through the grant funds.

**Program Administration:** Use this line item to indicate any costs for program administration not included in any other budget category.

**Other:** Add any additional line items with associated expenditures.



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 [www.ctc.ca.gov](http://www.ctc.ca.gov)

### Year Two Budget Proposal (2018-19)

**Due July 5, 2018 | Submit report to [ClassifiedGrants@ctc.ca.gov](mailto:ClassifiedGrants@ctc.ca.gov)**

**Directions:** Complete the worksheet using the listed categories as applicable. If additional categories are necessary that are not included, list in spaces provided below. Definitions for each category listed can be found within Appendix G, Budget Definitions. All categories must be detailed in the budget narrative. Note that annually payment shall be 50% in fall and the remaining 50% in the spring.

**County/District/School Name:** \_\_\_\_\_

Category	Year 2 (2018-19)
Personnel Salaries	
Release Time	
Participant Recruitment Activities (not included in Personnel and/or Release Time)	
Collaboration Activities with IHEs (not included in Personnel and/or Release Time)	
IHE Tuition, Fees, Books - Participants at a CA Community College	
IHE Tuition, Fees, Books - Participants at a CSU, UC or private four-year IHE	
Other Support Services for Participants	
Testing and Credential Fees	
Program Administration	
Other (specify)	
Total	

Grantees will initially be funded for the first Program year. An end of year budget and a proposal for the following year's budget must be submitted prior to the start of the next year's budget and will be subject to Commission review and approval. Note that carryover of unused funds is not allowed. The budget disbursement for any fiscal year of the program will be adjusted to account for funds that have not been spent or encumbered in a prior fiscal year.



<b>PROGRAM INFORMATION</b>	
Program Name <b>Oakland Unified School District</b>	Grant Number <b>C308</b>
Program Director <b>Sarah Glasband</b>	Phone _____
Program Address 1000 Broadway, Second Floor Ste. 295 Oakland, CA 94607	Fax _____
	Email <b>sarah.glasband@ousd.org</b>
	County <b>Alameda</b>
PROGRAM DIRECTOR SIGNATURE _____	DATE _____

<b>AWARD INFORMATION</b>			
TERM OF GRANT AGREEMENT	TOTAL GRANT	Payment 1 (50%)	Payment 2 (50%)
<b>07/01/17 - 06/30/18</b>	<b>160,000</b>	<b>80,000</b>	<b>80,000</b>
PROGRAM CATEGORY (CODE & TITLE) <b>5388 - Classified School Employee Grant</b>		RESOURCE CODE <b>0000</b>	REVENUE ACCOUNT <b>4524000</b>
ITEM <b>63602010-0001</b>	AUTHORIZING STATUTE <b>Education Code §44259.1</b>		FISCAL YEAR <b>2017-2018</b>
COMMISSION PROGRAM CONSULTANT <b>Nadia Alam</b>	PHONE NUMBER <b>916-324-8001</b>	EMAIL ADDRESS <b>NAlam@ctc.ca.gov</b>	
I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated within this section.			
Commission on Teacher Credentialing Signature _____			DATE _____

<b>FISCAL AGENT INFORMATION</b>	
Fiscal Agent	Title
Organization Name/Mailing Address	Email
	Phone
	Fax
Contact person for daily operations	Phone _____ Email _____
Signature below indicates acceptance of the grant award and an agreement to abide by the grant award conditions as described in the Grant Award Terms and Conditions Document. Initial funding will not be available until after January 1, 2017. Throughout the duration of this grant term, questions can be directed to <a href="mailto:contracts@ctc.ca.gov">contracts@ctc.ca.gov</a> .	
FISCAL AGENT SIGNATURE _____	Date _____

**Return 3 completed forms with 3 original signatures to:**

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

**Commission on Teacher Credentialing**  
Classified School Employees Teacher Credentialing Grant Program  
**Special Terms and Conditions**  
December 2017

1. The Grantee must carry out its plan as indicated in the proposal and budget and as approved by the Commission (CTC). CTC staff will monitor evidence of progress in accordance with the funded proposal.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement - Certification of Acceptance Form (GAC). All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds ten percent (10%) of what was submitted in the proposed budget requires prior approval from CTC.
3. All approved funds for this grant must be legally obligated or expended by June 30, 2022. All funds not legally obligated or expended by June 30, 2022 must be returned to the CTC at the address below no later than September 30, 2022.
4. The Grantee agrees to submit reports and other data as required by CTC. Further instructions regarding data collection and reporting will be provided by the CTC.
5. Expenditure reports will be used to account for and monitor funds expended within the program and shall be submitted to:  
    Commission on Teacher Credentialing  
    Fiscal and Business Services  
    Attn: Contracts  
    1900 Capitol Avenue  
    Sacramento, CA 95811-4213
6. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
7. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).
8. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. The Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to the Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the state, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

9. The Grantee must sign three (3) originals of the Grant Award Agreement and Certification of Acceptance (GAC) and return to the CTC prior to issuance of the first funding allocation. State processing time is about four to six weeks. Send the signed agreement to:

Commission on Teacher Credentialing  
Fiscal and Business Services  
Attn: Contracts  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

10. Fifty (50) percent of the fiscal allocation will be sent within three months following receipt of the three (3) signed original GACs are returned to the CTC. Payments shall be 50% in fall and the remaining 50% in the spring. Grantees will initially be funded for the first Program year. An end of year budget and a proposal for the following year's budget must be submitted prior to the start of the next year's budget and will be subject to Commission review and approval.
11. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
12. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
13. The Grantee certifies that it possesses legal authority to apply for the grant and that the person identified as the official representative of the applicant is authorized to act in connection with the application and to provide such additional information as may be required.
14. Budget Contingency Clause:
  - a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
  - b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.