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By	



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

January 8, 2025

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Vanessa Sifuentes, High School Network Superintendent
Elizabeth Paniagua, Coordinator, School Counseling

Subject: Grant Agreement - Commission on Teacher Credentialing School Counselor Residency
Implementation - High School Linked Learning Office

ACTION REQUESTED:

Approval by the Board of Education of a Grant Agreement by and between the California Commission on Teacher Credentialing and the District (Grant Agreement Number #2022SCRI02), with the District accepting an amount of \$320,000.00 per year, for a total amount not to exceed \$1,280,000.00, to support a collaborative partnership with one or more Commission-approved pupil personnel services preparation programs specializing in school counseling (PPS-SC) offered by a regionally accredited institution of higher education to implement a new or expand an existing residency program, for the period of March 29, 2024 through June 30, 2027, pursuant to the terms and conditions thereof, if any.

BACKGROUND:

Grant Agreement for OUSD schools for the 2024-2027 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
24-3102	Yes	Grant	Oakland Unified School District Placement Sites: Oakland Academy of Knowledge, Elmhurst United, Frick United Academy of Knowledge, Montera Middle School, Melrose Leadership Academy, Skyline High School, Castlemont High School, Oakland International High School, Rudsdale High School.	To support a collaborative partnership with one or more Commission-approved pupil personnel services preparation programs specializing in school counseling (PPS-SC) offered by a regionally accredited institution of higher education (IHE) to implement a new or expand an existing residency program.	March 29, 2024- June 30, 2027	Commission on Teacher Credentialing	\$320,000.00 per year, for a total amount not to exceed \$1,280,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$1,280,000.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Agreement for select placement school sites, for fiscal year 2024-2027, pursuant to the terms and conditions thereof, for the grant year, if any.

ATTACHMENTS:



Grant Face Sheet

Grant Agreement, Commission on Teaching Credentialing

OUSD Grants Management Face Sheet

OUSD Grants Management Face Sheet	
Title of Grant:	Funding Cycle Dates:
School Counselor Residency Implementation Grant	<i>3/29/24 - 6/30/27</i>
Grant's Fiscal Agent: (contact's name, address, phone number, email address)	Grant Amount for Full Funding Cycle:
Carla Mendoza	<p>\$320,000.00 per year</p> <p>For a total amount not to exceed \$1,280,000.00</p>
1900 Capitol Ave Sacramento, CA 95811	
(916) 445-0073	
SchoolCounselorResGrants@ctc.ca.gov	
Funding Agency:	Grant Focus:
Commission on Teacher Credentialing	<p>To support a collaborative partnership with one or more Commission-approved pupil personnel services preparation programs specializing in school counseling (PPS-SC) offered by a regionally accredited institution of higher education (IHE) to implement a new or expand an existing residency program. Offering a school counselor residency program requires careful collaborative planning and supportive infrastructure within and between the local education agency (LEA) and the IHE to assure that the LEA sites that will host school counselor residents are fully ready to implement this type of school counselor</p>
List all School(s) or Department(s) to be Served:	
<p>Placement Sites: Oakland Academy of Knowledge, Elmhurst United, Frick United Academy of Knowledge, Montera Middle School, Melrose Leadership Academy, Skyline High School, Castlemont High School, Oakland International High School, Ruidsdale High School.</p> <p>Districtwide</p>	

Information Needed	School or Department Response	
How will this grant contribute to sustained student achievement or academic standards?	This grant allows OUSD to host school counselor residents to 1)provide increased access to student support in the areas of academic development, social-emotional support, and college and career. This provides additional support and resources to high-need school sites. School counselor residents can also help close the achievement gaps at sites through tiered interventions, data exploration, and utilizing evidence-based interventions.	
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.89% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Hosting counselor residents will increase HS graduation rates by 2% over 2 years for their individual high school site and increase high school readiness metrics for middle school sites by 2% over 2 years.	
Does the grant require any resources from the school(s) or district? If so, describe.	No	
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 3.89% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Services are supported by an OUSD funded grant	
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	Yes	
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name/Title:	Elizabeth Paniagua. Post Secondary Readiness Coordinator
	Site:	928
	Address:	
	Phone:	510 863-0599
	Email:	elizabeth.paniagua@ousd.org

Applicant Obtained Approval Signatures:			
Name/s	Entity	Signature/s	Date
Vanessa Sifuentes	High School Network Superintendent		
Sondra Aguilera	Chief Academic Officer		12/13/2024
Grant Office Obtained Approval Signatures:			
Name/s	Entity	Signature/s	Date
Lisa Grant-Dawson	Senior Business Officer		
Kyla Johnson-Trammell	Superintendent		

**GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**

GRANTEE LEA NAME & GRANT NUMBER	Oakland Unified School District 2022SCRI02		
PROJECT TITLE	School Counselor Residency Implementation Grant		
PERFORMANCE PERIOD	March 29, 2024	through	June 30 th , 2027

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

PROJECT DESCRIPTION

Oakland Unified School District is to support a collaborative partnership with one or more Commission-approved pupil personnel services preparation programs specializing in school counseling (PPS-SC) offered by a regionally accredited institution of higher education (IHE) to implement a new or expand an existing residency program. Offering a school counselor residency program requires careful collaborative planning and supportive infrastructure within and between the local education agency (LEA) and the IHE to assure that the LEA sites that will host school counselor residents are fully ready to implement this type of school counselor preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor school counselor residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium.

Project is to be carried out in conformance with the Task List and Timeline attached as Exhibit A and the Budget attached as Exhibit B, (hereinafter both exhibits will be referred to as the "Work Plan") and all Agreement provisions as stated herein.

ANNUAL GRANT AMOUNT NOT TO EXCEED	\$320,000.00
The General and Special Provisions attached are made a part of and incorporated into the Agreement.	
Oakland Unified School District	Commission on Teacher Credentialing
1011 Union Street Ste 928 Oakland, CA. 94607	1900 Capitol Ave, Sacramento, CA 95811
BY (AUTHORIZED SIGNATURE): ✍	BY (AUTHORIZED SIGNATURE): ✍
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Lisa Grant-Dawson, Chief Business Officer	PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator
DATE SIGNED:	DATE SIGNED:


CERTIFICATION OF FUNDING (FOR STATE USE ONLY)

GRANT NUMBER 2022SCRI02	General Fund (0001) Proposition 98	ENY 2021	ACCOUNT 5432000	RPTG STRUCTURE 63602010
ANNUAL GRANT AMOUNT \$320,000.00	ITEM 6360-611-0001	CHAPTER/ STATUTE 52/22	PROGRAM 5397	FISCAL YEAR 2023-24

I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance.

SIGNATURE OF ACCOUNTING OFFICER	DATE
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Approve As To Form by OUSD Legal Department



 Roxanne De La Rocha, Staff Attorney

11/22/24

**GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**

TERMS AND CONDITIONS OF GRANT

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

General Provisions

A. Definitions

1. The term "Agreement" as used herein means a grant agreement between the State and Grantee specifying the payment of Grant Amount by the State for the performance of Work Plan within the Project Performance Period by the Grantee.
2. The term "Encumbrance" as used herein means a planned expenditure of grant funds.
3. The term "Grant Amount" as used herein means funds allocated to the Grantee in accordance with [Education Code 44415.6](#).
4. The term "Grantee" as used herein means the party described as the Grantee on page one (1) of this Agreement.
5. The term "Institutions of higher education" means the California State University, the University of California, and private regionally accredited institutions of higher education institutions that offer a commission-approved pupil personnel services preparation program specializing in school counseling.
6. The term "Program" means the California School Counselor Residency Implementation Grant Program.
7. The term "Project" as used herein means the project described on page one (1) of this Agreement.
8. The term "Project Performance Period" as used herein means the period of time that the Grant Amount is available, and the time in which the Project must be complete, billed and paid as described on page one (1) of this Agreement.
9. The term "Project Representative" as used herein means the person authorized by the Grantee to be responsible for the Project and can make daily management decisions.
10. The term "State" as used herein means the Commission on Teacher Credentialing.
11. The term "School Counselor Residency Implementation Grant Program" is a state grant program authorized under the provisions of EC [§44415.6](#) that provides funding for the development of school counselor residency programs.

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

B. Project Execution

1. Grantee agrees to complete the Project in accordance with the time of Project Performance Period, and under the terms and conditions of this Agreement. Extensions may be requested at least 90 days in advance of the date of termination and will be considered in the event of circumstances beyond the control of the Grantee, but in no event subsequent to the end of the Project Performance Period as identified in the Work Plan as the Project’s date of completion.
2. Grantee agrees to submit in writing any deviation from the approved grant application to the State for approval, prior to implementation of changes. The grantee may shift funds between approved budget categories. If the shift exceeds 10% of total grant funds, then approval to do so much be given by Commission staff.
3. Grantees will be expected to make appropriate yearly progress in implementing or expanding their residency model, resulting in an increase in the number of school counselor resident candidates and according to the operational plan provided in the funded application. Awarded grantee LEAs are responsible for responding to the Commission’s requirements for data collection, evaluation, and reporting. Grantees must submit reports annually to the Commission throughout the grant period. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.
4. Grant funding may be subject to change when any unspent funds are reported in any annual reports.
5. The School Counselor Residency Implementation grant funding period, and the approved grant activities, may extend through June 30, 2027. For grantees who also apply for or have already been awarded other School Counselor Residency grant funding, the grantee may continue to operate their School Counselor Residency Implementation Grant within the grant funding period and planned activities within the specified grant agreement. The funds in this grant agreement may be spent concurrently with previously awarded grant agreements until their respective cutoff dates to complete the planned activities described in the response to the selection criteria and as stated in the statute(s) in the grant agreement that authorizes funding.

C. Project Costs

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

The Grant Amount to be provided to the Grantee, under this Agreement, may be disbursed as follows:

1. Upon approval of the application, the first payment will be 90 percent (90%) of the total annual budget amount projected for the first year of resident enrollment.
2. The second payment will be 10 percent (10%) of the total annual budget amount projected for the first year of resident enrollment. The second payment will be provided to grantees after the program has completed its activities and submitted required annual reports to the Commission.
3. Annual awards will be disbursed in two payments following the 90 percent (90%)/10 percent (10%) model described above.
4. Annual payments will not be released until the completed annual report from the previous fiscal year has been approved by Commission staff.
5. Please note that the Commission fiscal department closes for the fiscal year in June of each year. Grants awarded or DocuSign forms signed in late May/June may not have funds disbursed until after July 1st of a given year.

D. Allowable Activities and Use of Funds

1. Education Code §44415.6 provided the Commission with \$184 million to augment the Teacher Residency Grant Program pursuant to Section 44415.5 to support teacher and school counselor residency programs, with up to \$174 million allocated to implementation grants that shall not exceed \$40,000 per school counselor candidate in the residency program of the jurisdiction of the grant recipient. Per statute, the first \$25,000 per resident in grant funds must be matched by the grantee LEA or consortium on an eighty cents (\$.80) to one dollar (\$1) basis. Matching funds may be actual dollars or in-kind services. Funding is available through June 30, 2027.
2. Grant funds may not be used to reimburse expenditures incurred prior to the start date of the project's "Performance Period," as indicated on the first page of this grant agreement.
3. Sample activities that can be funded through the School Counselor Residency Implementation Grant include but are not limited to operating a new LEA-IHE school counselor residency program or expanding an existing residency program to support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor workforce that reflects a local educational agency community's diversity.
4. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work

performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

E. Payment Documentation

1. Payment shall be made yearly for the annual grant amount, less 10% withholding to be released upon satisfactory completion of all required deliverables.
2. Any overpayment of Grant Amount in excess of final project costs shall be returned to the State within 60 days of completion of the Project or the end of the Project Performance Period as shown on page one (1), whichever is earlier. Repayment of grant funds shall be made in accordance with subdivisions (o) and (p) of Education Code §44415.6.

F. Project Administration

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

G. Project Termination

1. Failure by the Grantee to comply with the terms of this Agreement or any other Agreement under the Act may be cause for suspension of all obligations of the State hereunder.
2. Failure of the Grantee to comply with the terms of this Agreement shall not be cause for the suspension of all obligations of the State hereunder if in the judgment of the State such failure was due to no fault of the Grantee.
3. In such case, any amount required to settle at minimum cost any irrevocable obligations properly incurred shall be eligible for reimbursement under this Agreement.
4. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds within sixty (60) days of project cessation.

5. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to disburse any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
6. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.

H. Financial Records

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

I. Audit

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

Education Code §44415.6

Section 25:

Section 44415.6 of the Education Code is amended to read:

44415.6. (a) (1) For the 2022–23 fiscal year, the sum of one hundred eighty-four million dollars (\$184,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing to augment the Teacher Residency Grant Program pursuant to Section 44415.5 to support teacher and school counselor residency programs that recruit and support the preparation of teachers and school counselors pursuant to this section. This funding shall be available for encumbrance until June 30, 2027.

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

(b) For purposes of this section, the following definitions apply:

(1) “Mentor school counselor” means a school counselor who meets all of the following requirements:

(A) Has at least three years of experience and holds a clear pupil personnel services credential with a specialization in school counseling.

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

(2) “School counselor residency program” means a grant applicant-based program that partners with one or more commission-approved professional preparation programs offering preparation in school counseling provided by a regionally accredited institution of higher education in which a prospective school counselor works at least one-half time alongside a school counselor of record, who is designated as the mentor school counselor, for at least one full school year while engaging in initial preparation coursework.

(c) Of the amount appropriated pursuant to subdivision (a), the commission shall determine how to prioritize funding for residency programs that serve school counselors in training. Funds allocated for teacher residencies shall be subject to the requirements of, and administered pursuant to, subdivisions (c) to (r), inclusive, of Section 44415.5.

(d) Funds allocated by the commission for school counselor residency placements shall be administered pursuant to the following:

(1) The commission shall make one-time grants to grant applicants to establish new school counselor residency programs or add school counselor residencies to existing teacher residency programs that support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor workforce that reflects a local educational agency community’s diversity.

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

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

- (A) A school district.
 - (B) A county office of education.
 - (C) A charter school.
 - (D) A regional occupational center or program operated by a joint powers authority or a county office of education.
- (e) Grants allocated for school counselor residencies pursuant to subdivision (c) shall be up to forty thousand dollars (\$40,000) per school counselor candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the first twenty-five thousand dollars (\$25,000) of the grant amount received per participant, as described in subdivision (g). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:
- (1) School counselor preparation costs.
 - (2) Stipends for mentor school counselors.
 - (3) Residency program staff costs.
 - (4) Compensation for residents.
- (f) A school counselor residency grant recipient shall not use more than 5 percent of a grant award for program administration costs.
- (g) A school counselor residency grant recipient shall provide a match of grant funding in the form of one or both of the following:
- (1) Eighty cents (\$0.80) for every one dollar (\$1) of the first twenty-five thousand dollars (\$25,000) in grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (e).
 - (2) An in-kind match of program director personnel costs, mentor personnel costs, resident compensation costs, or other personnel costs related to the grant program, provided by the grant recipient.
- (h) School counselor residency grant recipients shall do all of the following:
- (1) Ensure that candidates are prepared to earn a pupil personnel services credential with a specialization in school counseling that will authorize the candidate to perform the following duties:
 - (A) Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.
 - (B) Advocate for the high academic achievement and social development of all pupils.
 - (C) Provide schoolwide prevention and intervention strategies and counseling services.
 - (D) Provide consultation, training, and staff development to teachers and parents regarding pupils' needs.
 - (E) Supervise a local educational agency-approved educational counseling program as described in Section 49600.
 - (2) Ensure that candidates are provided instruction in all of the following:
 - (A) Engaging with, advocating for, and providing support for, all pupils with respect to learning and achievement.
 - (B) Planning, implementing, and evaluating programs to promote the academic, career,

personal, and social development of all pupils, including pupils from low-income families, foster youth, homeless youth, undocumented youth, pupils with disabilities, and pupils at all levels of academic, social, and emotional abilities.

(C) Using multiple sources of information to monitor and support strategies to improve pupil behavior and achievement.

(D) Collaborating and coordinating with school and community resources.

(E) Promoting and maintaining a safe learning environment for all pupils by supporting the provision of restorative justice practices, positive behavior interventions, and support services.

(F) Intervening to ameliorate school-related problems, including issues related to chronic absences.

(G) Using research-based strategies to reduce stigma, conflict, and pupil-to-pupil mistreatment and bullying.

(H) Improving school climate and pupil well-being.

(I) Enhancing pupils' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.

(J) Providing counseling interventions and support services for pupils classified as English learners, eligible for free or reduced-price meals, or foster youth, including enhancing equity and access to the education system and community services.

(3) Prepare candidates to work as a school counselor in a school within the jurisdiction of the grant recipient in which they will work and learn the school culture and climate of the grant recipient.

(4) Group school counselor candidates in cohorts, to the extent practicable, to facilitate professional collaboration among residents, and ensure candidates are enrolled in a professional development program that is organized to support a high-quality school counselor learning experience in a supportive work environment.

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

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

(i) To receive a grant that supports school counselor residencies, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(j) When selecting residency grant recipients that include school counselors, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for school counselors, and to propose to establish or expand a residency program that recruits, prepares, and supports school counselors to work in a school within the jurisdiction of the sponsoring grant applicant.

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

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

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

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

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

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

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

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

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

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

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

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

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

(n) For purposes of administering a school counselor residency grant program pursuant to subdivision (d), the commission shall do all of the following:

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

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

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

(o) (1) If the commission is informed that more than 10 percent of sponsored school counselor residency candidates in a local educational agency's yearly program cohort failed to earn a pupil personnel services credential or meet their commitment to work as a school counselor pursuant to subdivision (k), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a pupil personnel services credential or meet their service commitment above a 10-percent attrition rate.

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

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

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

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

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

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

(s) School counselor residency grant recipients shall not charge a school counselor resident a fee to participate in a school counselor residency grant program.

(t) (1) Notwithstanding subdivision (d), the commission may allocate up to ten million dollars (\$10,000,000) of the amount appropriated pursuant to subdivision (a) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to create school counselor residency programs that lead to more credentialed school counselors that reflect a local educational agency community's diversity.

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

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

(u) The commission shall conduct an evaluation of the school counselor residency grants allocated pursuant to this section to determine the effectiveness of this program in recruiting, developing support systems for, and retaining school counselors, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2029.

(v) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the 2021–22 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202, for the 2021–22 fiscal year.

(Amended by Stats. 2023, Ch. 48, Sec. 35. (SB 114) Effective July 10, 2023. Repealed as of January 1, 2030, pursuant to Section 44418.)

Exhibit A
Task List and Timeline
(Supplied by Grantee, Question 3 of RFA Response)

COMPONENT 3: THE SCHOOL COUNSELOR RESIDENCY PROGRAM TO BE IMPLEMENTED

We plan to host 8 counselor residents from the University of San Francisco and San Francisco State University combined. Based on our data on school counseling residents we have hosted in previous years and our initial meetings with our IHE partners, this number would help address our need for School Counselors while still allowing us to provide a robust and supportive residency experience for developing Counselors. OUSD and our partner institutions are now actively recruiting counselor candidates for the next school year in anticipation of this residency funding. While we do not yet know the outcome of our residency application, we are eagerly preparing to identify promising candidates for the residency. If funded, potential residents will be asked to 1) submit an Oakland Counselor Residency application, interview with OUSD, confirm admission into either USF or SF State for Fall 2024 as a 1st-year student in school counseling, interview at suggested residency placement school site with potential Mentor Counselor, sign residency agreement (commit to completing their residency with OUSD, 16 minimum hour requirement for residency, attend monthly residency workshops, and participate in resident support from IHE residency lead, attend mandatory Counselor Residency Orientation, and complete Oakland Counselor Resident onboarding process through OUSD Talent (Application, Livescan, TB Clearance). Residents must complete their practice hours in accordance with the OUSD school year calendar. Their first and last day of residency for the school year must align with OUSD first and last day of school. For 2024-2025 this will be from August 8th to May 27th. Potential residents must agree to these parameters in their resident agreement to ensure we are operating in accordance with both legislative guidance for counselor residency program and offering our residents a robust, full school year training experience.

Both of our partner IHEs offer programs that typically run 2 years. We would recruit residents who could commit to completing their fieldwork requirements for their graduate program/PPS requirements through their residency with OUSD. A minimum of 16 hours a week are required for the full school year, beginning no later than August 8th and ending no earlier than May 27th. Residents will maintain their counselor mentor during their time with OUSD. They will receive their residency stipend monthly. Residents would be with OUSD in year 1 and 2 of their graduate program until the graduate. Our convenings between IHEs and OUSD will focus on reviewing the progress and needs of our residents, addressing any needs of our partnership, review the curriculum and learning outcomes expected of our residents by their graduate programs so we can support that learning in their residency practice hours, and have a sense of where they are in counseling skills practice via their graduate program so they can initiate practice at their resident sites as well. The structure of our program has been vetted with our IHE partners to ensure they can accurately reflect this opportunity to potential residents, including expectation of hours, full year commitment by OUSD calendar, and side by side practice to ensure that this would allow students to meet masters degree and PPS credential requirements as required by their university, the Commission on California Teacher Credentialing, and Council for Accreditation of Counseling and Related Educational Programs (SFSU).

In recent years, OUSD has been working diligently to create a more organized and robust School Counseling residency Program and Pipeline. The goal has been to bring in more quality School Counselors in training to add support services to our school sites and to build our pipeline of

future staff School Counselors. We have done this with increased participation in recruitment events with local School Counseling master's programs including in-person and virtual fieldwork recruitment fairs, participating in IHE symposiums and mock interview events, and building better partnerships with IHEs to collaborate on student placement decisions in OUSD. Communicating our **residency** placement options to additional IHEs, including the University of San Francisco, SF State, Cal State East Bay, San Jose State University, St. Mary's College, and the University of Southern California (remote program). We initiated a **resident** onboarding process that includes orientation and training and has created materials for our mentor counselors to support our experience for both trainees and counselors, including sample interview questions, key learning experiences trainees should have access to, questionnaires for Mentor Counselors to serve their trainees best, and convenings for mentor counselors and trainees. One of the limitations of our current program for counselors in training is that **residents** will complete their first year of fieldwork in OUSD and then transition on to their 2nd-year placement in a neighboring district. Trainees are selecting districts with competitive stipends, hourly pay, or choosing more affluent schools or districts. Limited resources have made it challenging to build the capacity and execute this program with fidelity. **The residency will allow us to recruit high quality residents to do their counselor preparation in our schools, offer them additional professional development and connection, and provide them access to excellent counselor mentors who will be supported to grow as mentors as well. The experience for traditional school counselor PPS students will differ significantly from the experience of our school counselor residents. For example, PPS students are with OUSD for varying periods of time. Some have served as few as 1 day of service a week or for only limited weeks/months of the school year. They struggle to attend professional development offerings and are only able to partake in limited experiences at their school site. They also have limited time with their counselor mentor and district School Counseling Coordinator. They typically have 1 advising session with their IHE coordinator per term. We are not able to provide the level or uniformity of experience and rigor of training with such limited time and varied fieldwork expectations for traditional PPS students. Our IHE partners require 12-15 hours a week for first year school counseling students, 1 required hour of supervision with their counselor mentor, and 1 mandatory advising session per term. Conversely, our future residents will have a requirement of a minimum 16 hour week (more than 50% of counselor work week/year), expectation of extensive side by side practice with their counselor mentor, consistent in the moment feedback and training, tailored monthly workshops and professional development, alignment with mentors, increased support by IHE residency lead, additional financial opportunities (stipend and part time employment in OUSD), and alignment between OUSD and IHEs around experiences and learning expectations. Additionally, resources to provide stipends will allow us to prepare an elite cohort of future school counselors deeply trained in OUSD systems and with experience serving Oakland schools, students, and families.**

Although we have diligently improved our process, pipeline, and preparation for school counseling trainees, this effort has been largely unfunded. An Oakland Counselor Residency Program would be a significant step in ensuring we are getting quality **residents** who are committed to urban schools, creating a pool of candidates highly trained in Oakland, and helping meet the academic, college & career, and social-emotional needs of Oakland students who need ample support in our complex community. Districtwide, we are still not at the 250:1 counselor to student ratio recommended by the American School Counselor Association. Hosting

committed residents can help provide much needed services to Oakland students and families. Additionally, we hope a counselor residency program can help OUSD staff, OUSD alumni, and BIPOC students to consider School Counseling as a profession who would otherwise not have the opportunity to do a graduate program or would do a program while encountering financial hardships or conflicting work obligations which limits the quality of the training experience they have access to. We have watched our resident numbers decline in recent years after the initial onset of the COVID pandemic and have struggled to reach our resident numbers pre-COVID. In the last 5 school years, we have had as many as 30 residents in 1 year. We have seen as few as 7 in recent years. OUSD has been unable to meet the demand for Counselor Mentors and sites seeking to host a resident because of the limited pool of students. The residency program would not be supplanting our efforts; again, our work has been largely unfunded and has little organizational structure to make it sustainable. The residency grant would greatly facilitate our ability to recruit high-quality graduate students to do their fieldwork in hours in OUSD, stipend Counselor Mentors for their work and expectation of extensive support and rigorous training for residents, provide a financial incentive for future counselors to choose Oakland and choose school counseling, allow us to provide robust monthly resident training which we have not had the resources or capacity to do. This grant would revolutionize our ability to build a strong counselor workforce and help meet our school district's strategic plan around empowered graduates, student wellness, and post-secondary access. We believe this will also give our IHE partners resources and accountability to provide extensive support to students doing residencies in Oakland, as they would have more support sessions, touchpoints, and check-ins compared to their peers who are not in a residency.

Our Talent Department has done extensive research looking at previous vacancy numbers, counselors who have left the district, and positions that have remained vacant into the start of the school year. We have hosted 12-14 School Counseling PPS students in the last 2 years. A max of 8 residents feels appropriate in allowing us to be selective in our application process, ensuring we can offer our best counselor mentors, provide a robust training, and based on numbers of students who are Oakland or East Bay based as provided by our IHEs. We will provide give our residents priority consideration for our all future school counselor openings. For 2023-2024, we had 7 full-time counselor openings and 2 part-time openings (4 still vacant by the first day of school). Some positions remained vacant until January 2024 and some are staffed only with part time counselors. We expect a continued need for School Candidates available to hire. Going forward, we will use historical vacancy data, intent-to-return surveys that go out to staff about leaving their position, and budgeting cycle data on any newly funded school counselor positions. We would go through this process annually to ensure we are seeking the appropriate number of residents. We will need 8 Counselor Mentors to host our residents. This feels like an appropriate number to accommodate our goal of 8 residents. Some of our school sites with larger counseling teams have 2 counselors interested in hosting a resident which would allow us to offer increased group learning experiences and resident cohorting.

Currently we offer a Counselor Mentor's a Toolkit with resources and materials for hosting graduate school counselor PPS students. These materials include sample interview questions, skills, and experiences to support your trainee with, a structured check-in around expectations and best practices. In some years, we have done mentor convenings where counselors can get together and talk about how things are going and how they support their trainees. We also have

a process we do annually where counselors can let us know if they are interested in hosting a school counseling resident for the next school year. Our office reviews the data, ensures the counselor meets the requirements, and connects them with potential students to interview accordingly. Our efforts to recruit from within or grow our own hold true for our Counselor Mentors as well. We have not had the resources to offer compensation to our counselor mentors, let alone extensive support and training. What we have offered has been inconsistent due to capacity and lack of funding. We have excellent Counselor Mentors now and many more potential Counselor Mentors that we could engage if we had the resources. The residency program will allow us to stipend our mentors, provide meaningful convenings and professional development around supervision and School Counseling, and support some of our highest-need schools that have not historically hosted a school counseling graduate student to consider taking a resident for the first time knowing the resident and mentor will have extensive support. We believe the wrap-around support for our residents from our residency coordinator, Counselor Mentor, and IHE partner will benefit residents greatly but also open up the opportunity for amazing School Counselors in OUSD to consider hosting a resident and knowing they have a team along with them.

We only place residents at sites with qualified, interested, and experienced counselors and ensure the school administrator and the site have a plan or process for assigning a caseload of students for our trainees to serve. Our monthly professional development for school counselors by level and annual themed professional development for all school counselors together (elementary, middle, and high school) helps ensure there is sufficient alignment in training expectations and understanding of the school counselor's scope of work among sites while understanding the unique equity challenges and demands of individual school sites across the city. We will use our convening times with our IHE sites to check in on our residents and programs and review course sequence and content for the given term to ensure we are not duplicating learning but enhancing or offering extension opportunities. OUSD will request syllabi for a review of content standards based on the student's year in the program. We have also previously collaborated with some of our IHEs regarding feedback for implementing new CTC standards for school counseling, so we have some experience reviewing learning expectations. The increased mentorship sessions for residents from their IHE lead and from their counselor mentor will also increase communication and feedback around learning in a timely and innovative manner. OUSD has been fortunate to host residents from these two programs for years, so we do have a solid sense of the learning trajectory and core practices in the individual programs.

Exhibit B

Budget

(Supplied by Grantee, Appendix G)

Grant Funds

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor School Counselor Professional Development/ Training	\$975.00	8	\$7,800.00
Mentor School Counselor Stipend (this may include housing stipends)	\$2,000.00	8	\$16,000.00
School Counselor Preparation Costs (e.g., Tuition, Fees, Books, etc.)	\$0.00	0	\$0.00
Salary/Stipend for Residents (This may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages, with a minimum of \$20,000.)	\$34,400.00	8	\$275,200.00
IHE Faculty Stipends	\$625.00	8	\$5,000.00
IHE Faculty Release Time	\$0.00	0	\$0.00
Residency program staff costs	\$0.00	0	\$0.00
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$2,000.00	8	\$16,000.00
Other (describe below)	\$0.00	0	\$0.00
TOTALS			
	\$40,000.00		\$320,000.00