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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief of Talent

Meeting Date November 13, 2024

Subject Grant Award – California Commission on Teacher Credentialing Diverse Education Leaders Pipeline Initiative Grant – Talent/Human Resources Department

Ask of the Board Approval by the Board of Education of the California Commission on Teacher Credentialing (CTC) Diverse Education Leaders Pipeline Initiative (DELPI) Grant Award for \$480,000.00 to provide support to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, pursuant to the terms and conditions thereof, for the period of July 1, 2024, through June 30, 2027.

Background The 2023 Diverse Education Leaders Pipeline Initiative (DELPI) will significantly contribute to sustained student achievement and the reinforcement of academic standards by fostering an inclusive and representative leadership structure in schools. By increasing diversity among public school administrators, the grant supports the development of school environments that reflect the cultural and ethnic diversity of the student population, which is essential for creating equitable learning conditions. This alignment between leadership and student demographics helps to ensure that school policies, practices, and curricula are responsive to the diverse cultural contexts of students, thereby promoting more engaged and relevant learning experiences.

Additionally, by cultivating culturally responsive administrators, DELPI ensures that school leaders are better equipped to understand and address the specific needs of their diverse student body. This contributes to the creation of educational strategies that uphold high academic standards while acknowledging and supporting the varied learning styles, backgrounds, and experiences of all students.

Fiscal Impact \$480,000.00 from the California Commission on Teacher Credentialing (CTC) for the Diverse Education Leaders Pipeline Initiative (DELPI) Grant.

- Attachment(s)**
- Grant Face Sheet
 - Grant Award Letter


OUSD Grants Management Face Sheet

Title of Grant: 2023 Diverse Education Leaders Pipeline Initiative (DELPI)	Funding Cycle Dates: July 1st, 2024 - June 30th, 2027
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Cecilia Terrazas 1011 Union Street, Oakland CA, 94607 310) 308-9924 cecilia.terrazas@ousd.org	Grant Amount for Full Funding Cycle: \$480,000.00
Funding Agency: Commission on Teacher Credentialing (CTC)	Grant Focus: Oakland Unified School District is to develop and implement a program to provide support to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California's education workforce.
List all School(s) or Department(s) to be Served: District Wide	

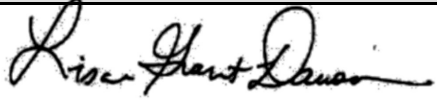
Information Needed	School or Department Response
<p>How will this grant contribute to sustained student achievement or academic standards?</p>	<p>The 2023 Diverse Education Leaders Pipeline Initiative (DELPI) will significantly contribute to sustained student achievement and the reinforcement of academic standards by fostering an inclusive and representative leadership structure in schools. By increasing diversity among public school administrators, the grant supports the development of school environments that reflect the cultural and ethnic diversity of the student population, which is essential for creating equitable learning conditions. This alignment between leadership and student demographics helps to ensure that school policies, practices, and curricula are responsive to the diverse cultural contexts of students, thereby promoting more engaged and relevant learning experiences.</p> <p>Additionally, by cultivating culturally responsive administrators, DELPI ensures that school leaders are better equipped to understand and address the specific needs of their diverse student body. This contributes to the creation of educational strategies that uphold high academic standards while acknowledging and supporting the varied learning styles, backgrounds, and experiences of all students.</p>
<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</p>	<p>The program shall have the following goals: (1) increase the diversity among public school administrators to promote school environments that better represent and reflect the diversity of the pupils served, (2) cultivate culturally responsive public school administrators, (3) build capacity and partnerships between local educational agencies, nonprofit educational service providers, and institutions of higher education to meet the needs of administrator candidates, and (4) increase the quality of school administrators by incorporating culturally diverse practices.</p>

Does the grant require any resources from the school(s) or district? If so, describe.	Yes, the grant requires resources from the district primarily in the form of staff time. One coordinator of diversity of inclusion and two Talent Development Associates are managing the project, developing connections with the school sites and emerging leaders, as well as conducting outreach to new and qualified candidates.
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 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No.
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.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name: Cecilia Terrazas Title: Coordinator of Diversity of Inclusion, Talent Division Site: 944 Address: 1011 Union Street, Oakland CA, 94607 Phone: (310) 308-9924 Email: cecilia.terrazas@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Tara Gard		10/18/2024

Grant Office Obtained Approval Signatures:

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



Commission on Teacher Credentialing

651 Bannon Street, Suite 600 Sacramento, CA 95811 (916) 322-6253 Fax (916) 244-0750

<https://www.ctc.ca.gov/>

Office of the Executive Director

July 15, 2024

Oakland Unified School District
Tara Gard, Chief Talent Officer
1011 Union Street
Oakland, CA 94607

Notification of Intent to Fund

2023 Diverse Education Leaders Pipeline Initiative (DELPI) Grant Number: 2023DELP14

Total Number of Administrator Candidate Slots Funded: 16

Total Grant Award Amount: \$480,000.00

Dear Tara Gard:

The Commission on Teacher Credentialing (Commission) is pleased to notify Oakland Unified School District that the application for a grant award pursuant to the *Request for Application for a Diverse Education Leaders Pipeline Initiative (DELPI) Grant Program* has been approved for funding. This institution will be expected to implement this grant in accordance with the narrative, related activities and timeframe described in your grant application.

Funds allocated for this grant must be expended by June 30, 2027. The grant funds are intended to cover expenses incurred for this program as described in your grant application and are non-renewable. Please note that this funding cannot be carried over for use beyond the 2026-27 school year. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant funds must be expended in accordance with the proposed budget provided in your grant application. The LEA will be responsible for accounting for both the grant funds expenditures and the matching funds expenditures as indicated in the submitted budgets.

The Commission would like to highlight the responsibility of the grantee with respect to ensuring that candidates who are assisted by these grant funds understand and fulfill their statutory obligations. These obligations, as stated in the authorizing legislation, include but are not limited to (a) an administrator candidate shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years, (b) the administrator candidate shall also commit in the written agreement to annually report to their sponsoring local educational agency where they are employed and their current contact information until they have completed their two-year service requirement, and (c) if more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn an administrator credential or failed



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to meet their commitment pursuant to this section, the Commission on Teacher Credentialing 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 credential or meet their administrator commitment above a 10-percent attrition rate.

Please note that the partner institution of higher education (IHE) with which the local education agency (LEA) working for the DELPI Grant Program must have a Commission-approved Administrative Services Credential program.

If the LEA accepts this grant award and agree to abide by the grant award terms and conditions as indicated in the Grant Award Agreement, please sign the first page of the Grant Award Agreement form using the DocuSign link that was sent to you within two weeks. In addition, please also complete and submit via DocuSign the attached STD 204 form. Please note that the Commission cannot release funds to your LEA without having the appropriate STD 204 form on file. If you have any questions, please email DELPIGrant@ctc.ca.gov.

Funds to grantees will be distributed in two total annual payments. The first payment will be ninety percent (90%) of the total annual grant award amount, and the second payment will be ten percent (10%) of the total grant award amount. The second payment will be provided to grantees after the program has completed its annual activities and submitted its report of outcomes. Grantees do not need wait to receive actual funds in order to begin the planned DELPI Grant Program activities as state fiscal processes may take some time in order to process the payment to the LEA. Grant funds may not be used to reimburse expenditures incurred prior to July 1, 2024, which indicates the start of the project's performance period.

The initial annual data report will be due to the Commission on **June 30, 2025**. Further information on the outcomes reporting process will be provided at a later date. Grantees must participate in an evaluation to determine the success of the program near completion of all activities relating to this grant and the completed evaluation will be submitted to the Governor and the education policy and fiscal committees of the Assembly and Senate.

We look forward to working with you on this important effort to grow and develop your own administrator candidates to earn a California Administrative Services Credential and help provide additional diverse and culturally responsive administrators for California public schools.

Yours truly,

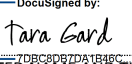
Mary Vixie Sandy, Ed.D.

Executive Director

Commission on Teacher Credentialing

Grant Number: 2023DELPI14

**GRANT AWARD AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**

GRANTEE LEA NAME & GRANT NUMBER		Oakland Unified School District 2023DELPI14	
PROJECT TITLE		Diverse Education Leaders Pipeline Initiative Grant	
PERFORMANCE PERIOD		July 1 st , 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 develop and implement a program to provide support to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce. The program shall have the following goals: (1) increase the diversity among public school administrators to promote school environments that better represent and reflect the diversity of the pupils served, (2) cultivate culturally responsive public school administrators, (3) build capacity and partnerships between local educational agencies, nonprofit educational service providers, and institutions of higher education to meet the needs of administrator candidates, and (4) increase the quality of school administrators by incorporating culturally diverse practices.			
Project is to be carried out in conformance with the Program Implementation (RFA Question #3) attached as Exhibit A and the Budget (Appendix G) attached as Exhibit B, (hereinafter both exhibits will be referred to as the "Work Plan") and all Agreement provisions as stated herein.			
TOTAL GRANT AMOUNT NOT TO EXCEED		\$480,000.00	
Annual Grant Distribution Amounts			
2024-25		\$120,000.00	
2025-26		\$180,000.00	
2026-27		\$180,000.00	
The General and Special Provisions attached are made a part of and incorporated into the Agreement.			
Oakland Unified School District		Commission on Teacher Credentialing	
1011 Union Street, Oakland, CA 94607		651 Bannon Street, Suite 600 Sacramento, CA 95811	
BY (AUTHORIZED SIGNATURE): <small>DocuSigned by:</small> Ä 		BY (AUTHORIZED SIGNATURE): Ä	
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Tara Gard, Chief Talent Officer		PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator	
DATE SIGNED: Aug 30, 2024		DATE SIGNED:	
CERTIFICATION OF FUNDING (FOR STATE USE ONLY)			
GRANT NUMBER 2023DELPI14	ITEM 6360-613-0001	ENY 2023	ACCOUNT 5432000
General Fund (0001) Proposition 98	CHAPTER/ STATUTE 194/23	PROGRAM 5397	RPTG STRUCTURE 63602010
I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance.			
SIGNATURE OF ACCOUNTING OFFICER		DATE	

Grant Number: 2023DELP114

**GRANT AWARD AGREEMENT
COMMISSION ON TEACHER CREDENTIALING**

TERMS AND CONDITIONS OF GRANT

The Grantee shall be responsible for the performance of the work plan 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 the State's allocation of funding for the grantee.
3. The term "Grant Amount" as used herein means funds allocated to the Grantee in accordance with Senate Bill (SB) 141, Section 112 (Chap. 48, Stats. 2023). Funding is provided in accordance with the Budget Act of 2023 under SB 101, Provision 3 of 6100-488 (Chap. 12, Stats. 2023).
4. The term "Grantee" as used herein means the party described as the Grantee on page one (1) of this Agreement.
5. The term "Institutions of higher education" means the California State University, the University of California, and private regionally accredited institutions of higher education institutions that offer a commission-approved teacher preparation program.
6. The term "Local educational agency" (LEA) means a school district, county office of education, charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.
7. The term "Program" means the Diverse Education Leaders Pipeline Initiative Grant Program.
8. The term "Project" as used herein means the project described on page one (1) of this Agreement.
9. 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.
10. 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.

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11. The term “State” as used herein means the Commission on Teacher Credentialing.
12. The term “Diverse Education Leaders Pipeline Initiative Grant Program” is a state grant program authorized under SB 141, Section 112 (Chap. 48, Stats. 2023) that provides funding to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce.
13. The term “Work Plan” means the grant program 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 percent of total grant funds, then approval to do so must be given by Commission staff.
3. Grantee agrees to not charge a sponsored candidate a fee to participate in the program.
4. Grantees will be expected to make appropriate yearly progress in implementing the operational plan provided in the funded grant application.
5. Grantees 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.
6. Grant funding may be subject to change when any unspent funds are reported in any annual reports.
7. Grantee agrees to ensure that administrator candidates participating in the grant program shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years. The administrator candidate shall also commit in the written agreement to annually report to their sponsoring LEA where they are employed and their current contact information until they have completed their service requirement. Upon receiving the preliminary administrator credential, the administrator candidate has four years to complete the two-year service requirement.

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8. Grantee agrees to inform the Commission if more than 10 percent of sponsored candidates in an LEA's yearly program cohort fails to earn an administrator credential or failed to meet their two-year service commitment. 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 credential or meet their administrator commitment above a 10-percent attrition rate. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate served at least one year at a public school in California. Upon confirming the amount to be recovered from the grant recipient, the Commission shall notify the grantee 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 grantee 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 on Teacher Credentialing 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.

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. The 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 grant amount projected for the first year of candidate enrollment.
2. The second payment will be 10 percent (10%) of the total annual grant amount projected for the first year of candidate enrollment. The second payment will be provided to grantees after the program has completed its activities and submitted the required annual reports to the Commission.
3. Subsequent annual payments 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.

D. Allowable Activities and Use of Funds

1. Senate Bill (SB) 141 Section 112 (Chap. 48, Stats. 2023) provided the Commission with \$10 million for the Diverse Education Leaders Pipeline Initiative Grant Program. Per

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statute, one-time, non-renewable grant awards of up to \$30,000 per administrative candidate. An LEA receiving a grant shall not use more than 5 percent of grant awards for program administration costs. Grant funds are available to eligible LEA grantees 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 the grant award agreement.
3. Grant recipients shall not charge a sponsored candidate a fee to participate in the Diverse Education Leaders Pipeline Initiative program.
4. Only activities that were approved on the grant application may be funded. Note that this is not a planning grant, and only Program Administration costs may be claimed as outlined in the approved budget.
5. 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 percent 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 at the end of the Project Performance Period as shown on page one (1), whichever is earlier.
3. Repayment of grant funds shall be made in accordance with SB 141, Section 112 (Chap. 48, Stats. 2023) subdivisions (i), (j), and (l).

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.

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3. Grantee agrees to promptly submit reports as the State has requested in this Agreement or may request during the life of this Agreement.
4. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).

G. Project Termination

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

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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 the 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.

2023 Authorizing Legislation

SB 141 Section 112 (Chap. 48, Stats. 2023)

(a) For the 2023–24 fiscal year, the Superintendent of Public Instruction shall allocate the sum of ten million dollars (\$10,000,000) from the funding appropriated in Provision 3 of Item 6100-488 of the Budget Act of 2023 to the Commission on Teacher Credentialing to establish the Diverse Education Leaders Pipeline Initiative program, as set forth in this section.

(b) The purpose of the program is to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce. The program shall have the following goals:

- (1) Increasing diversity among public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to promote school environments that better represent and reflect the diversity of the pupils served.

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(2) Cultivating culturally responsive public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, through professional development that centers diversity, equity, and inclusion.

(3) Mitigating or removing administrator credentialing costs for aspiring public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, and administrator preparation and induction programs.

(4) Promoting improved academic and school climate outcomes for all pupils, especially historically underserved pupil subgroups.

(5) Tracking and publicly reporting recruitment, retention, and demographic data for educators that benefit from this program to inform policy, legislation, and practice.

(6) Build capacity and partnerships between local educational agencies, nonprofit educational service providers, and institutions of higher education to meet the needs of administrator candidates with a focus on improving outcomes for pupils and strengthening California's educator workforce.

(7) Increasing quality school administrators statewide and incorporating culturally diverse practices that prove effective towards increasing local educational agency and schoolsite leadership.

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

(1) "Administrator candidate" means an individual with a teaching or services credential eligible to pursue an administrative services credential, including individuals who will apply or who have applied to administrator programs.

(2) "Grant recipient" means a local educational agency or a consortium of local educational agencies that is awarded a grant pursuant to this section.

(3) "Institution of higher education" means a California postsecondary college or university accredited by the Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(4) "Local educational agency" means a school district, county office of education, charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.

(5) "Nonprofit educational service provider" means either of the following:

(A) A California nonprofit entity accredited by the Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(B) A California nonprofit entity in partnership with a local educational agency or institution of higher education accredited by the California Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(d) When selecting grant recipients, the Commission on Teacher Credentialing shall do both of the following:

(1) Develop criteria for the awarding of competitive grants and an application process, request necessary data from participating local educational agencies, and award grants consistent with this section. Successful applicants shall demonstrate an understanding of how diverse and

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culturally competent school leadership affects pupil academic success and social-emotional well-being, family engagement, and the retention of a diverse educator workforce.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of enrolled unduplicated pupils, as defined in Section 42238.02 of the Education Code, 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.

(e) Grant recipients awarded funding pursuant to this section shall demonstrate a commitment to administrator diversity and culturally responsive school leadership, as evidenced by programmatic pedagogy, curriculum, coursework, mission statements, or any other relevant data, and shall receive an amount of up to thirty thousand dollars (\$30,000) per administrator candidate.

(f) (1) Permissible uses of funding allocated pursuant to this section include, but are not limited to, all of the following:

(A) Coaching, training, and mentoring activities for current administrators and administrator candidates to serve and educate diverse pupil populations, engage diverse families, and support and retain a diverse educator workforce.

(B) Developing support systems for a diverse administrator workforce that reflects a local educational agency community's diversity.

(C) Paying for or reimbursing administrator program costs.

(D) Paying for or reimbursing administrator credentialing costs, including administrative services credential clear induction programs.

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

(3) In performing these activities, a grant recipient is highly encouraged to partner with an institution of higher education or a nonprofit educational service provider, or both, as applicable. These partnerships may require that grant recipients provide fiscal support to partner organizations to support their capacity for meaningful collaboration and implementation of the Diverse Education Leaders Pipeline Initiative program.

(g) An administrator candidate shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years. The administrator candidate shall also commit in the written agreement to annually report to their sponsoring local educational agency where they are employed and their current contact information until they have completed their service requirement. Upon receiving the preliminary administrator credential, the administrator candidate has four years to complete the two-year service requirement.

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

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

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(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year.

(3) The candidate was not able to serve as an administrator 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. 2601 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.

(i) (1) If the Commission on Teacher Credentialing is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn an administrator credential or failed to meet their commitment pursuant to this section, the Commission on Teacher Credentialing 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 credential or meet their administrator 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 served at least one year at a public school in California.

(j) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (i), the Commission on Teacher Credentialing 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 on Teacher Credentialing. If the grant recipient fails to make the required payment within 60 days, the Commission on Teacher Credentialing 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 on Teacher Credentialing 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.

(k) An amount recovered by the Commission on Teacher Credentialing or deducted by the Controller pursuant to subdivision (j) shall be deposited into the Proposition 98 Reversion Account.

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

(m) Grant recipients shall not charge a sponsored candidate a fee to participate in the Diverse Education Leaders Pipeline Initiative program.

(n) On or before June 30, 2027, the Commission on Teacher Credentialing shall submit a report on the Diverse Education Leaders Pipeline Initiative program to the Department of Finance and the appropriate policy and fiscal committees of both houses of the Legislature. The report shall include an evaluation of the program, including, but not limited to, all of the following information:

(1) The number of local educational agencies awarded a grant and the number of institutions of higher education and nonprofit educational service providers that were included in grantee partnerships.

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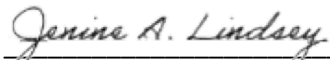
(2) The number of administrator candidates supported by the grant award and the number of individuals who obtained an administrative services credential and employment as an administrator as a result of the program.

(3) Any relevant demographic data for each participating local educational agency, including the racial, ethnic, and gender demographics and first language of each administrator candidate supported by the grant award.

(4) The types of culturally relevant support provided to administrator candidates and administrators to improve retention and the education, engagement, and retention of diverse pupils, families, and educators.

(5) Where applicable, the impact of the program on pupil academic and school climate outcomes in participating local educational agencies.

Approved As To Form by OUSD Legal Department

 10/3/24

Jenine Lindsey, General Counsel



Benjamin Davis, President, Board of Education 10/24/2024



Kyla Johnson Trammell, Secretary, Board of Education 10/24/2024

Grant Number: 2023DELPI14

Exhibit A**Implementation Plan****(Supplied by Grantee, Question 3 of RFA Response)***Component 3: Implementation Plan*

Part A. Program Overview: OUSD will partner with the Principal Leadership Institute at UC Berkeley as the IHE who will provide the PASC coursework, coaching and support of OUSD DELPI candidates.

PLI Program Structure: In 1999, as a response to teacher and principal shortages across the state, Governor Davis and the California Legislature mandated the creation of Principal Leadership Institutes at UC Berkeley and UCLA. The Principal Leadership Institutes were part of Governor Davis' education initiatives that were enacted soon after he took office. In a written statement, California Education Secretary Gary Hart noted that by proposing the institutes, "Gov. Davis hopes to offer world-class management training to school principals in order to help them create more successful schools."

The first cohort of PLI students began classes in June of 2000. The past 24 years have yielded more than 650 PLI graduates at UC Berkeley who lead schools with the most vulnerable and historically underserved youth, primarily in the greater San Francisco Bay Area. PLI graduates are highly qualified, well-prepared, diverse, and strongly committed to equity and social justice in order to improve educational outcomes in school systems.

In addition to high quality training centered on issues of equity and social justice, sustainability is another hallmark of Principal Leadership Institute. Of its 672 alumni leaders, 98% are still working in the education field, and 81% work in the greater Bay Area. Over fifty percent of PLI alumni are people of color, making it one of the most diverse programs at UC Berkeley. PLI administrators have already contributed greatly to the [diversification of the leader workforce](#). With the support of the DELPI grant, which will remove financial barriers for aspiring diverse leaders, TK-12 schools will benefit from even more equity-conscious leaders joining the administrative ranks.

The PLI Program is a 14-month PASC and MA program, organized in a cohort model. All candidates begin the program at the same time during the Summer term and take all of their coursework together, which culminates in the second summer term. As a cohort, students are encouraged to collaborate on coursework, projects, reading assignments and continually develop their leadership competencies. This intentional program structure, which challenges traditional top-down leadership models, contributes to PLI candidates' ability to collaboratively solve complex problems of practice and optimize the assets of their entire team.

The PLI program is fully integrated with a Master's Degree in Educational Leadership. To be recommended for the PASC, PLI candidates must concurrently complete the Masters of Arts in Education degree requirements. Major demonstrations of readiness for the PASC include: successful completion of academic coursework and fieldwork aligned with the California Administrator Content Expectations (CACE) and the California Administrator Performance Expectations (CAPE), submission of a summative digital Portfolio, satisfactory participation in the PLI Assessment Centers, completion of a summer leadership internship, passing scores on the California Administrator Performance Assessment (CalAPA), and satisfactory completion of the Master's Oral Examination.

The PLI Program is nested within the larger division of Leadership Programs at UC Berkeley, which includes Leaders for Equity and Democracy, (LEAD- Ed.D.), Leadership Support Program (LSP- Induction), and other grant related programs such as 21CSLA. Each of these programs shares an aligned mission and vision which guide the work. The mission of the Leadership Programs at UC Berkeley is to develop and sustain a diverse community of equity and justice-focused teacher, school, and system leaders who transform public education, especially for marginalized and historically underserved students.

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UC Berkeley's Leadership Programs enrich the leader's ability to maintain a laser focus on student and adult learning in schools and educational systems from preK-20. Our leaders are distinctive because they: cultivate a collaborative school community, build on student, family and community assets, create coherence and stability in ever-changing contexts, use an equity and social justice compass to inform decisions, inspire organizational actors to achieve durable academic, social and civic participation outcomes for learners furthest from opportunity.

The **PLI Program Philosophy** embraces five core leadership values: 1) Engaging in reflective practice; 2) Fostering strong relationships through collaboration; 3) Embracing distributed leadership to effect change; 4) Taking a systems perspective; and 5) Disrupting inequity and striving for social justice in structures, practices and policies.

Featured as a highly effective leadership preparation program in the recently published book, [Preparing Leaders for Deeper Learning](#), the authors note, "The PLI's curriculum covers a range of topics related to leading for deeper learning including equity and social justice, leadership identity, teaching and learning, and working collegally with teachers, parents, students and the community" (pg. 44). The authors go on to describe the impact that PLI alumni have had on the schools, noting that "PLI graduates have enacted equity-oriented leadership practices such as prioritizing historically underserved students in scheduling, managing the equitable distribution of financial resources, and facilitating explicit conversations about opportunity gaps" (p. 56). For more information about the Principal Leadership at UC Berkeley, see our latest publication [here](#).

The **UC Berkeley Leadership Program's Theory of Action** is the following: We support leadership development of equity-centered and evidence-based practices. Our programs target leadership development at every level by developing the individual's ability to inquire, imagine, learn, reflect, and lead in a dynamic urban environment. The implementation of the DELPI grant through a partnership between OUSD and PLI will further allow both the LEA (OUSD) and IHE (PLI at UCB) to achieve its goals of preparing and supporting a pipeline of diverse leaders who are ready to transform schools in service of equity and justice.

PLI Program Support for DELPI Candidates A hallmark of the PLI program includes wrap-around support of its candidates. Prior to starting PLI, candidates are provided with pre-seminar sessions which serve as an extended orientation to graduate school level academic discourse and programmatic expectations. Taking into consideration that PLI candidates are full-time working teachers who may not have attended graduate school in quite some time, special care is given to support candidates in developing their time management and organizational skills as well their writing and analytical skills necessary for success in a rigorous program such as PLI.

PLI candidates are also supported to develop skills around collaboration and engaging in hard conversations around issues of various types of oppression. This begins with an intense exploration of personal identity and how that impacts leadership. Candidates are expected to grapple with issues of identity and leadership in their collaborative homegroups and practice engaging in difficult discussions that build the capacity of their entire team and push their own thinking outside of their typical comfort zones. These skills will serve candidates well as they transition into site and district leadership positions.

PLI will assign an experienced field supervisor who will serve as a leadership coach for each candidate. The coach will conduct a 3-way meeting with the candidate and their LEA Site Supervisor in order to set expectations and goals for the candidate's leadership development. The leadership coaches will meet for a minimum of 3 hours per month with each DELPI candidate and they will regularly update the LEA representative(s) regarding candidate progress in the PASC program.

In addition, academic support will be provided by PLI professors, the PLI Instructional Support Coordinator, and the PLI program director in the form of office hours and special sessions for those needing additional support. OUSD DELPI candidates will meet as a sub-group with the PLI program director to provide early intervention and support throughout the program. The PLI program director also conducts 1:1 check ins at the start and mid point of the program with every PLI candidate in order to monitor progress, provide support, and intervene as necessary. All instructional materials, books, and exam fees will be included in PLI tuition and fees.

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The Cal APA content is fully integrated into PLI coursework. Candidates are supported to complete their Cal APA cycles through Cal APA-aligned assignments and feedback protocols, peer editing, and in supplementary Cal APA work sessions. Once PLI candidates are ready to begin seeking their first administrative position, PLI instructors and coaches provide resume development and interviewing support and PLI hosts a Mock Interview day where representatives from Bay Area K-12 schools engage with current PLI students to provide feedback on their job readiness. DELPI OUSD candidates will be strategically matched with OUSD representatives to optimize opportunities for networking and job placement during the Mock Interview event. In addition, PLI leverages its powerful network of over 650 graduates to connect current students with administrative vacancies.

The first cohort of OUSD DELPI candidates will begin the program June 2024 during the summer semester. Prior to the first summer semester, candidates will be invited to participate in pre-seminar meetings in order to provide an overview of the of the program expectations and requirements, an orientation to the technical and organizational resources available to candidates, a chance to meet and begin to build community with other cohort members, and an opportunity to orient themselves to the graduate level reading and writing requirements. This cohort of OUSD DELPI candidates will complete their course of study and credential requirements by July 2025 and be ready to begin their first administrative role in fall 2025.

OUSD representatives will monitor candidate progress by meeting with the PASC Program Director according to the following schedule regarding completion of program milestones:

Timeframe	Program Progress	Milestones
Mid June	Middle of 1st Summer Semester	Completion of Hard Conversation Remix and Framing the Content assignment
Mid July	End of 1st Summer Semester	Completion of Vision Statement, Summer research project, all summer coursework
October	Mid Fall Semester	Adequate progress in Fall Coursework Completion of 50% practicum fieldwork hours Completion of Step 1 of Cal APA Cycles 1 and 3
December	End of Fall Semester	Satisfactory completion of Fall Assessment Center Submission of Cal APA Cycles 1 & 3 Satisfactory completion of all Fall coursework Completion of 90 hours fieldwork
March	Mid Spring Semester	Preparation for Mock Interviews Progress on continuous inquiry project Progress on Cal APA Cycle 2 Preparation for MA Orals Exam
May	End of Spring Semester	Submission of Cal APA Cycle 2 Successful completion of MA Orals Exam Satisfactory completion of Spring Assessment Center Secured Summer Leadership Internship Completion of 90 hours of fieldwork
July	Mid 2nd Summer Semester	Progress towards final course projects Progress towards culminating portfolio
August	End of Program	Completion of all Summer coursework Completion of 90 hours of fieldwork in summer internship Successful presentation of culminating portfolio

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Additionally, creating a cohort based experience for OUSD DELPI students is an important feature of the program. This summer, we will welcome and celebrate the admission of DELPI students at PLI with district leadership and highlight their accomplishments in district social media accounts and a press release. Not only will this lift up the DELPI initiative, but it will also serve as a recruitment tool for the next season of aspiring DELPI candidates.

In Process

Grant Number: 2023DELP114

Exhibit B

Budget

(Supplied by Grantee, Appendix G)

Program Component	Grant Funds Amount
Candidate: Administrator program costs (tuition, books, exams, and/or fees)	\$23,500.00
Candidate: Administrative Services Credential application fees	\$0.00
Candidate: Coaching, mentoring, and training costs	\$0.00
Candidate: Administrative Services Credential induction costs	\$5,000.00
Candidate: Release time	\$0.00
Nonprofit educational service provider costs	\$0.00
Program Administration (five percent (5%) cap)	\$1,500.00
Describe All (Other)	\$0.00
Total Grant Funds per Candidate (\$30,000 maximum per candidate)	\$30,000.00

Fiscal Year of the Grant	Administrator Candidates	Total Grant Funds
Year 1 (2024-25)	4	\$120,000.00
Year 2 (2025-26)	6	\$180,000.00
Year 3 (2026-27)	6	\$180,000.00
Total Across all Three Years	16	\$480,000.00

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)
STD 204 (Rev. 03/2021)

Section 1 – Payee Information

NAME (This is required. Do not leave this line blank. Must match the payee's federal tax return)

Oakland Unified School District

BUSINESS NAME, DBA NAME or DISREGARDED SINGLE MEMBER LLC NAME (If different from above)

MAILING ADDRESS (number, street, apt. or suite no.) (See instructions on Page 2)

1011 Union Street

CITY, STATE, ZIP CODE

510-879-1155

E-MAIL ADDRESS

tara.gard@ousd.org

Section 2 – Entity Type

Check one (1) box only that matches the entity type of the Payee listed in Section 1 above. (See instructions on page 2)

SOLE PROPRIETOR / INDIVIDUAL

SINGLE MEMBER LLC *Disregarded Entity owned by an individual*

PARTNERSHIP

ESTATE OR TRUST

CORPORATION (see instructions on page 2)

MEDICAL (e.g., dentistry, chiropractic, etc.)

LEGAL (e.g., attorney services)

EXEMPT (e.g., nonprofit)

ALL OTHERS

Section 3 – Tax Identification Number

Enter your Tax Identification Number (TIN) in the appropriate box. The TIN must **match** the name given in Section 1 of this form. Do not provide more than one (1) TIN. The TIN is a 9-digit number. **Note:** Payment will not be processed without a TIN.

- For **Individuals**, enter SSN.
- If you are a **Resident Alien**, and you do not have and are not eligible to get an SSN, enter your ITIN.
- Grantor Trusts (such as a Revocable Living Trust while the grantors are alive) may not have a separate FEIN. Those trusts must enter the individual grantor's SSN.
- For **Sole Proprietor or Single Member LLC (disregarded entity)**, in which the **sole member is an individual**, enter SSN (ITIN if applicable) or FEIN (FTB prefers SSN).
- For **Single Member LLC (disregarded entity)**, in which the **sole member is a business entity**, enter the owner entity's FEIN. Do not use the disregarded entity's FEIN.
- For all other entities including LLC that is taxed as a corporation or partnership, estates/trusts (with FEINs), enter the entity's FEIN.

Social Security Number (SSN) or Individual Tax Identification Number (ITIN)

_____ - _____ - _____

OR

Federal Employer Identification Number (FEIN)

946000385 _____

Section 4 – Payee Residency Status (See instructions)

CALIFORNIA RESIDENT – Qualified to do business in California or maintains a permanent place of business in California.

CALIFORNIA NONRESIDENT – Payments to nonresidents for services may be subject to state income tax withholding.

No services performed in California

Copy of Franchise Tax Board waiver of state withholding is attached.

Section 5 – Certification

I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the state agency below.

NAME OF AUTHORIZED PAYEE REPRESENTATIVE

Tara Gard

TITLE

Chief Talent Officer

E-MAIL ADDRESS

tara.gard@ousd.org

SIGNATURE

DocuSigned by:

Tara Gard

DATE

08/30/2024

TELEPHONE (include area code)

510-879-1155

Section 6 – Paying State Agency

Please return completed form to:

STATE AGENCY/DEPARTMENT OFFICE

Commission on Teacher Credentialing

UNIT/SECTION

Fiscal Business Services

MAILING ADDRESS

1900 Capitol Avenue

FAX

TELEPHONE (include area code)

(916) 327-0783

CITY

Sacramento

STATE

CA

ZIP CODE

95811

E-MAIL ADDRESS

accounting@ctc.ca.gov

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)
 STD 204 (Rev. 03/2021)

GENERAL INSTRUCTIONS

Type or print the information on the Payee Data Record, STD 204 form. Sign, date, and return to the state agency/department office address shown in Section 6. Prompt return of this fully completed form will prevent delays when processing payments.

Information provided in this form will be used by California state agencies/departments to prepare Information Returns (Form1099).

NOTE: Completion of this form is optional for Government entities, i.e. federal, state, local, and special districts.

A completed Payee Data Record, STD 204 form, is required for all payees (non-governmental entities or individuals) entering into a transaction that may lead to a payment from the state. Each state agency requires a completed, signed, and dated STD 204 on file; therefore, it is possible for you to receive this form from multiple state agencies with which you do business.

Payees who do not wish to complete the STD 204 may elect not to do business with the state. If the payee does not complete the STD 204 and the required payee data is not otherwise provided, payment may be reduced for federal and state backup withholding. Amounts reported on Information Returns (Form 1099) are in accordance with the Internal Revenue Code (IRC) and the California Revenue and Taxation Code (R&TC).

Section 1 – Payee Information

Name – Enter the name that appears on the payee’s federal tax return. The name provided shall be the tax liable party and is subject to IRS TIN matching (when applicable).

- Sole Proprietor/Individual/Revocable Trusts – enter the name shown on your federal tax return.
- Single Member Limited Liability Companies (LLCs) that is disregarded as an entity separate from its owner for federal tax purposes - enter the name of the individual or business entity that is tax liable for the business in section 1. Enter the DBA, LLC name, trade, or fictitious name under Business Name.
- Note: for the State of California tax purposes, a Single Member LLC is not disregarded from its owner, even if they may be disregarded at the Federal level.
- Partnerships, Estates/Trusts, or Corporations – enter the entity name as shown on the entity’s federal tax return. The name provided in Section 1 must match to the TIN provided in section 3. Enter any DBA, trade, or fictitious business names under Business Name.

Business Name – Enter the business name, DBA name, trade or fictitious name, or disregarded LLC name.

Mailing Address – The mailing address is the address where the payee will receive information returns. Use form STD 205, Payee Data Record Supplement to provide a remittance address if different from the mailing address for information returns, or make subsequent changes to the remittance address.

Section 2 – Entity Type

If the Payee in Section 1 is a(n)...	THEN Select the Box for...
Individual • Sole Proprietorship • Grantor (Revocable Living) Trust disregarded for federal tax purposes	Sole Proprietor/Individual
Limited Liability Company (LLC) owned by an individual and is disregarded for federal tax purposes	Single Member LLC-owned by an individual
Partnerships • Limited Liability Partnerships (LLP) • and, LLC treated as a Partnership	Partnerships
Estate • Trust (other than disregarded Grantor Trust)	Estate or Trust
Corporation that is medical in nature (e.g., medical and healthcare services, physician care, nursery care, dentistry, etc.) • LLC that is to be taxed like a Corporation and is medical in nature	Corporation-Medical
Corporation that is legal in nature (e.g., services of attorneys, arbitrators, notary publics involving legal or law related matters, etc.) • LLC that is to be taxed like a Corporation and is legal in nature	Corporation-Legal
Corporation that qualifies for an Exempt status, including 501(c) 3 and domestic non-profit corporations.	Corporation-Exempt
Corporation that does not meet the qualifications of any of the other corporation types listed above • LLC that is to be taxed as a Corporation and does not meet any of the other corporation types listed above	Corporation-All Other

Section 3 – Tax Identification Number

The State of California requires that all parties entering into business transactions that may lead to payment(s) from the state provide their Taxpayer Identification Number (TIN). The TIN is required by R&TC sections 18646 and 18661 to facilitate tax compliance enforcement activities and preparation of Form 1099 and other information returns as required by the IRC section 6109(a) and R&TC section 18662 and its regulations.

Section 4 – Payee Residency Status

Are you a California resident or nonresident?

- A corporation will be defined as a "resident" if it has a permanent place of business in California or is qualified through the Secretary of State to do business in California.
- A partnership is considered a resident partnership if it has a permanent place of business in California.
- An estate is a resident if the decedent was a California resident at time of death.
- A trust is a resident if at least one trustee is a California resident.
 - For individuals and sole proprietors, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose that will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident.

For information on Nonresident Withholding, contact the Franchise Tax Board at the numbers listed below:

Withholding Services and Compliance Section: 1-888-792-4900
 For hearing impaired with TDD, call: 1-800-822-6268

E-mail address: wscs.gen@ftb.ca.gov
 Website: www.ftb.ca.gov

Section 5 – Certification

Provide the name, title, email address, signature, and telephone number of individual completing this form and date completed. In the event that a SSN or ITIN is provided, the individual identified as the tax liable party must certify the form. Note: the signee may differ from the tax liable party in this situation if the signee can provide a power of attorney documented for the individual.

Section 6 – Paying State Agency

This section must be completed by the state agency/department requesting the STD 204.

Privacy Statement

Section 7(b) of the Privacy Act of 1974 (Public Law 93-579) requires that any federal, state, or local governmental agency, which requests an individual to disclose their social security account number, shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it. It is mandatory to furnish the information requested. Federal law requires that payment for which the requested information is not provided is subject to federal backup withholding and state law imposes noncompliance penalties of up to \$20,000. You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the state agency(ies) with which you transact that business.

All questions should be referred to the requesting state agency listed on the bottom front of this form.