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Memo

To Board of Education

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

Board Meeting Date February 13, 2019

Subject **Acceptance of Local Solutions Grant**

Action Requested Acceptance by the Board of Education of Grant Award No. LS 240 from the California Commission on Teacher Credentialing for \$381,144.18 for the development and support of a Local Solutions Grant, pursuant to the terms and conditions thereof, for the period December 14, 2018 through June 30, 2023.

Background Grant agreement for OUSD Talent Division for 2018-2019 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.
A one paragraph explanation of the MOU.

Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
Yes	Application	Talent Division	This grant will support the development and retention of current employees and outside candidates who want to be Special Education teachers. The Local Solutions we have identified respond to our Special Education teachers' most critical needs, including support with debt repayment; test preparation and test fees for those teachers beginning with emergency permits who are not yet enrolled in school; high quality, local professional development in Professional Learning Communities; and the expansion of our Classified to teacher (C2T) program to include other staff, such as substitute teachers.	12/14/18 – 6/30/23	California Commission on Teacher Credentialing	381,144.18

Discussion

One paragraph summary of the MOU.

The district created a Grant Face sheet process to:

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

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

Recommendation

Acceptance by the Board of Education of Grant Award No. LS 240 from the California Commission on Teacher Credentialing for \$381,144.18 for the development and support of a Local Solutions Grant, pursuant to the terms and conditions thereof, for the period December 14, 2018 through June 30, 2023.

Fiscal Impact

The total amount of the grant will be provided to OUSD by the California Commission on Teacher Credentialing.

Attachments

- Local Solutions Grant Face Sheet
- Grant Application
- Copy of Grant Award Letter
- Grant Award Certificate
- Special Terms and Conditions


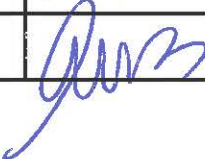
OUSD Grants Management Face Sheet

<p>Title of Grant: California Commission on Teacher Residency Capacity Grant</p>	<p>Funding Cycle Dates: 2018-2019</p>
<p>Grant's Fiscal Agent: Funded Programs, Fiscal and Business Services Commission on Teacher Credentialing 1900 Capitol Avenue Sacramento, CA 95811-4213</p>	<p>Grant Amount for Full Funding Cycle: \$381,144.18 for the development and support of a Local Solutions Grant for the period December 14, 2018 through June 30, 2023.</p>
<p>Funding Agency: California Commission on Teacher Credentialing</p>	<p>Grant Focus: Support current employees and outside candidates who want to be Special Education teachers with Debt Repayment, Tuition Support for Special Education Credentialing, Special Education Professional Learning Communities, Test Preparation and Reimbursement of Test Fees and Expansion of Pipeline Development to Include Substitute Teachers.</p>
<p>List of Departments to be Served: Talent Division (Recruitment & Retention, Programs for Exceptional Leaders and Programs for Exceptional Children</p>	

<p>Information Needed</p>	<p>School or Department Response</p>
<p>How will this grant contribute to sustained student achievement or academic standards?</p>	<p>This grant will support the development and retention of current employees and outside candidates who want to be Special Education teachers. The Local Solutions we have identified respond to our Special Education teachers' most critical needs, including support with debt repayment; test preparation and test fees for those teachers beginning with emergency permits who are not yet enrolled in school; high quality, local professional development in Professional Learning Communities; and the expansion of our Classified to teacher (C2T) program to include other staff, such as substitute teachers.</p>
<p>How will this grant be evaluated for impact on student achievement?</p>	<p>We will measure the success by evaluating data on the credential composition of Special Education staff, retention of Special Education teachers, annual turnover rates for Special Education teachers, and</p>

	the number of new special education teachers with full credentials versus those entering with emergency permits or intern credentials.
Does the grant require any resources from the district? If so, describe.	This Grant will require up to 25% time from the Retention & Employee Development Team.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No.
Will the proposed program take students out of the classroom for any portion of the school day?	No.
Who is the contact managing and ensuring grant compliance?	Sarah Glasband, Manager of Retention & Employee Development Talent Division 1000 Broadway, Suite 295 510-879-1355

Applicant Obtained Approval Signatures

Entity	Name(s)	Signature	Date
Deputy Chief Talent Officer	Tara Gard		01/16/19
Staff Attorney	Amy Brandt		01/16/19



2/14/2019

Aimee Eng
President, Board of Education



2/14/2019

Kyla Johnson Trammell
Secretary, Board of Education

**Application Cover Page
Local Solutions Grant Program**

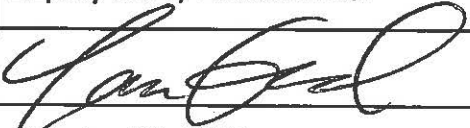
1. Name of LEA:	Oakland Unified School District
Mailing Address:	1000 Broadway, Suite 295, Oakland, CA 94607
CD/CDS Code:	01 61259 0000000
2. Contact Person:	Sarah Glasband, Manager of Retention & Employee Development
Telephone:	(510) 517-7414
Email:	sarah.glasband@ousd.org
Fax:	510-879-0228
3. Fiscal Agent for the Program	
Name:	Ryannon Nguyen, Controller
Agency:	Oakland Unified School District, Office of the Controller
Mailing Address:	1000 Broadway, Suite 450 Oakland, CA 94607
Telephone:	(510) 879-8886
Email:	ryannhon.nguyen@ousd.org
Fax:	510-879-3687
4. Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Education Agency (LEA):	
Name:	Tara Gard (Designee of Superintendent Dr. Kyla Johnson Trammell)
Title:	Deputy Chief, Talent Officer
Signature:	
Date:	October 30, 2018

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1. Overview of the Context of the Proposed Local Solutions Grant Program

The Oakland Unified School District (OUSD) is a high-need urban district in the rapidly-changing Bay Area. With 37,000 students in 86 schools, our mission is to create a full-service community district that houses resources in schools to support students and families. Nearly 75% of our students are low income and most would be the first in their families to attend college. Ninety percent are students of color, up to 45% of students live in single-parent homes, kinship care, or foster care, 40% receive government assistance, and more than one in 10 students receive Special Education services. Moreover, Oakland is plagued by youth gang activity and has the highest violent crime rate of California's 10 largest cities.

Concurrently over the past decade, Oakland has seen a sharp rise in the tech economy, and the costs of housing have dramatically increased. OUSD has been greatly impacted by the decline in highly qualified teachers seeking employment amidst these changes, yet we have a critical need to recruit and retain hard to staff teachers in order to provide highly qualified educators to all of our students.

Oakland has more than 5,000 identified Special Education students, and the OUSD Special Education Office facilitates approximately 7,000 Individual Education Programs (IEPs) each year. With high levels of exposure to violence and trauma compounded within Special Education populations, there is a critical need to provide highly qualified special education teachers for students. This is a particularly acute need in our schools that serve undocumented or recently migrated students, those facing homelessness and/or from high poverty families. The District runs 31 moderate/severe classrooms, 14 moderate classrooms, 25 counseling enriched classrooms, and 13 young adult classes, in addition to programs for visual and hearing impairment. These specialized programs are often even more challenging to staff with qualified educators.

With the demand for special education teachers for all programs greatly outpacing the available staffing within the school district, district and teacher leaders have come together to develop a teacher recruitment, preparation and retention initiative through the Local Solutions Program. This initiative will address the critical factors that cause Special Education teachers to leave, as identified through data collected by OUSD's first Employee Retention Survey, administered in Spring 2018. Almost 67% of our Special Education staff stated they would need to consider leaving their position in the next five years due to challenges with affordability in the bay area, while exit survey data reveals the importance of developing credential and testing assistance. The Local Solutions we have identified respond to our Special Education teachers' most critical needs, including support with tuition and debt repayment; test preparation and test fees for those teachers beginning with emergency permits who are not yet enrolled in school; high quality, local professional development in Professional Learning Communities; and the expansion of our Classified to Teacher (C2T) program to include other staff, such as substitute teachers.

2. Local Need for Special Education Teachers

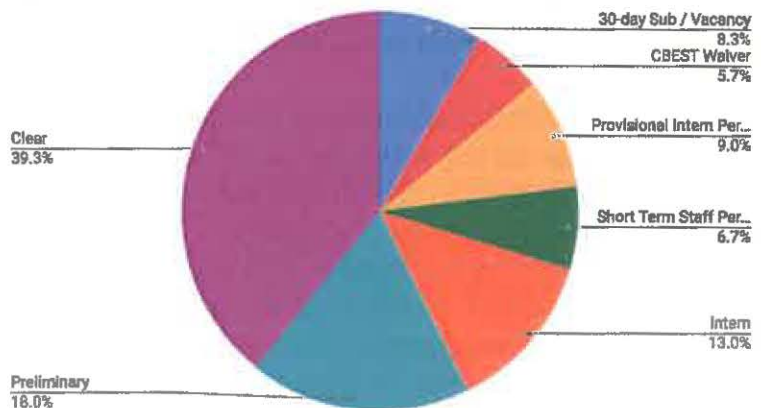
Prior Efforts Given the shortages across high needs content areas, Oakland Unified has dedicated resources to developing pipeline programs across our job classifications in order to recruit and develop teachers. We have regularly recruited and supported classified staff members pursuing teaching, specifically in Special Education programs. Recently, these efforts have been bolstered and institutionalized through the Classified to Teacher program funding

from the California Commission on Teacher Credentialing. We are currently supporting 40 classified staff members who are pursuing teaching in a hard to staff position. Twelve participants from 2017-18 have become teachers in 2018-19, and of these, nine are in Special Education settings. In addition to the Classified to Teacher Program, we have raised funds for a Latinx pipeline, Maestr@s, and an After School Staff to Teacher Pipeline, with several participating educators deciding to pursue Special Education. Additionally, since the 2017-18 academic year, the Oakland Unified Retention team has built wrap-around services for educators starting with waivers and permits, to support with licensure examinations and mentorship, and to increase the retention of new educators participating in alternative licensure programs.

In previous years, Oakland Unified has sought to attract and retain teachers through signing and referral bonuses for new teachers. Several years ago, the District operated a district intern credential program called the Oakland Practitioners Teaching Program due to the large number of special education teachers entering the District through alternative paths to teaching and with intern credentials. Oakland Unified is also pursuing a Teacher Residency Program in partnership with Loyola Marymount University as well as local charter organizations as another way of attracting and retaining special education teachers. However, this residency program is being designed only for Education Specialist, Mild/Moderate credentials, which will not target the needs of our Moderate/Severe or Early Childhood populations and educators.

Current Oakland Special Education Teacher Credential Status in Oakland Unified, close to 43 percent of our Special Education teachers are working with 30-day substitute permits, waivers, Provisional Intern Permits, Short Term Staff Permits, and Intern Credentials. The figure here depicts OUSD's 300 Special Education teachers and their current credential statuses. Close to 40% of our Special Education teachers have Clear Education Specialist credentials, and 18% have Preliminary credentials. Just under half of our Special Education teachers are serving without a Preliminary or Clear Credential, a devastating statistic for one of our highest needs student populations, with just over 8% vacancies in Special Education classrooms.

Special Education Teacher Credential Status, 2018-19



Current Need for Special Education Teachers At the start of this school year there were over 25 vacancies in Special Education classrooms. That number is now at 18. We anticipate about 2-5% turnover throughout the year, and to replace about 20% of our Special Education teachers on an annual basis. Oakland has also opened seven Special Education programs for the 2018-19 school year and anticipates needing to open up nine more in the 2019-20 school year to address a rising number of students receiving Special Education services. Thus the need on an annual basis to staff Special Education classrooms is approximately 55-65 educators.

Needs Addressed by the Local Solutions Grant Program The Local Solutions Grant will allow Oakland Unified to attract Special Education teachers through both traditional and alternative credentialing pathways and retain Special Education teachers who are both new and experienced in the District. Due to the considerable need for credentialed Special Education teachers in the District, a multifaceted approach is necessary. The focus of the grant will be twofold in attracting and retaining teachers.

Attracting Special Education teachers is a priority as evidenced by the number of vacancies the District has in Special Education, as well as the number of underprepared teachers we employ in Special Education. Supporting the teacher licensure process - with tuition, test preparation, and test fees - will help ameliorate the hurdles that may deter candidates, and will support our Special Education teachers who are disproportionately our highest population of teachers with emergency permits. We also aim to support the expansion of our pipeline development by supporting the licensure process for substitute teachers in addition to Classified Staff.

Additionally, the retention of Special Education teachers must be a focus, particularly as pressures outside of work (housing, cost of living, etc.) place increasing pressure on teachers in the District. We aim to provide financial and professional development support by encouraging our experienced teachers to become stipended teacher mentors, and by supporting a debt repayment program that targets credentialed educators. Our partnership with Loyola Marymount and the residencies we are building will serve primarily Education Specialist, Mild/Moderate credentials. However, Oakland serves a large number of moderate/severe and more specialized programs. Currently, there are 89 classrooms that serve students with moderate to severe needs from early infant services to young adult. Therefore, this grant will look to fill gaps in the attracting and retention of these even harder to fill positions, in addition to our mild/moderate programs through multiple intersectional solutions.

3. Local Solutions Program Implementation

Context OUSD has many challenges in staffing its Special Education programs with experienced, credentialed staff. Due to these issues and the variety of Special Education programs in the District, a multi-pronged, diverse approach that focuses on new and more experienced teachers will be the most impactful. Through this grant, the District seeks to address financial factors in attracting and retaining teachers; provide professional development to develop capacity, competency and longevity; support teachers in the beginning of their careers; and continue to expand the teacher pipeline in Oakland. The solutions identified will include:

- Debt and tuition payment program
- Reimbursement of test fees and test preparation
- Expansion of the Special Education Pipeline Development program to Substitute Teachers
- Professional learning communities (PLCs) for teachers that include mentorship opportunities for experienced, highly effective Special Education teachers.

These solutions were developed through a collaborative process involving a range of stakeholders in the OUSD community. Over the late summer and fall, we held three engagements with Special Education teacher leaders, teacher unions, Classified Staff, District Special Education leaders, and leaders from our Talent/HR department. Throughout the series

of engagements, stakeholder concerns about the retention and attraction of teachers to the District were shared and ideas were generated. Additionally, the 2018 OUSD teacher retention survey for Special Education teachers was a key data point in generating solutions in these meetings. Critical takeaways from this data were that financial stressors, workplace stress, mediocre professional development, and access to appropriate classroom resources were all push factors for Special Education teachers to leave the District. We hope to address these in the solutions below.

Solution One: Debt Repayment The OUSD teacher retention data for Special Education teachers from 2018 revealed that the biggest factors that make teachers want to leave OUSD are salary (58%) and housing/affordability in the Bay Area (63%). With this data in mind, we generated ideas to offset additional costs of living, including debt repayment for credentialed Special Education teachers at the amount of \$5,000 total. Teachers who complete a credentialing program accumulate approximately \$17-\$36K in debt, and about \$14K more for Masters degrees. Though teachers can receive loan forgiveness after five years of service, that amount is capped at \$17,500 and many of our teachers are struggling to afford living in one of the most expensive cities in the country while also receiving a beginning teacher's salary.

In order to implement this solution, we will create an annual application for current Special Education teachers that includes an intent to remain in the District as a result of receiving funding, recommendations from current site leader, statement of current student loan debt, including where/how it was generated, and a statement of interest in receiving debt repayment. A cross-functional committee will use a generated rubric to assess applicants, and 15 will be selected annually over the course of the five-year program, with a total of 75 debt repayment grants administered. We will meet biannually to reflect on our process, and review applications. We believe that through offsetting some of the financial burdens teachers face, including overall debt burden, we will be able to retain more highly qualified and credentialed teachers, especially our current Special Education teachers.

Solution Two: Tuition Support for Special Education Credentialing As indicated above, cost of living and salary concerns are two of the most pressing factors influencing Special Education teachers in their employment decisions, as indicated by our Employee Retention Survey. As the debt repayment solution looks to support the retention of Special Education teachers in the district with assisting with the costs of credentialing, this solution looks to attract and retain teachers entering through alternative licensure routes with emergency permits and intern credentials.

We launched a partnership with Loyola Marymount University (LMU) in Fall 2017 to recruit teachers who are currently serving with permits and waivers. This year, 14 teachers are enrolled in LMU's Education Specialist, Mild/Moderate credential program as a cohort taught by district Special Education leaders. LMU provides a steep 46% tuition scholarship for the OUSD cohort. The 14-month credential program with an optional second year Masters is an efficient and high-quality option designed for working Special Education teachers in Mild/Moderate settings. We aim to continue and financially support this innovative program, which supports Special Education licensure for teachers who are underqualified.

Additionally, this solution will help support general education teachers who have already paid to obtain a general education credential to transition to Special Education. Due to

the high costs of living in the Bay Area, and the low beginning teacher salaries, taking on tuition costs of at least \$17,500 is a large burden for teachers in Oakland who face a starting salary of \$46,400 and median rents for one bedroom apartments at \$2,500. This solution not only supports the recruitment of teachers to the District but also the retention of current teachers because of the service requirement to continue teaching in OUSD for at least four years. Given that well over 50% of Special Education teachers leave before they make it to four years, this is a key benchmark for our retention efforts.

In order to implement this solution, we will continue to partner with LMU to recruit participants for the 19-20 cohort, which we have planned this Fall. Building on our success this year, we will enroll a minimum of 15 participants in the program annually, with a total of 75 over the lifecycle of the program. The LMU Senior Director of Programs and the Manager of Retention will meet monthly to assess the current cohort needs, plan for recruitment for the second cohort, support the entrance requirements including test preparation and test fees, and determine the candidates who qualify for the additional funding. The aforementioned Special Education Committee will help to assess candidates' qualifications for tuition support through the application process that includes an intent to stay in the District as a result of receiving funding, recommendations from current site leader, and a statement of interest in teaching Special Education in OUSD. In addition, tuition support will be paid *after* completion of program and requirements for the Preliminary Education Specialist credential to ensure that candidates receiving support pass all required licensure exams as well as fulfill all expectations of the program through LMU.

Solution Three: Special Education Professional Learning Communities Forty-four percent of Special Education teachers in the 2018 OUSD Retention Survey indicated that a lack of meaningful professional development opportunities/training influences them to leave the District. Professional development for Special Education teachers can often feel very piecemeal - teachers are split between their sites, and sometimes across multiple sites as Resource Specialists. Additionally, Special Education teachers often do not have colleagues at their sites with whom they can collaborate in job-alike roles. Due to the lack of job-aligned professional development available at sites for Special Education teachers, professional learning communities (PLCs) are a solution to support teachers in their professional development and sense of growth.

The PLCs will enable the District to leverage the knowledge and expertise of more experienced, effective and qualified Special Education teachers in the District who will serve as mentors and facilitators for the PLCs. This model also supports retention of mentor teachers because it provides leadership development, additional stipends and career advancement. A key feature of this solution is compensation for the time teachers spend participating and facilitating the PLCs. Another clear data point that emerged from the OUSD retention survey was a need for adequate resources for programs. The PLCs will serve as a place for participants and mentors to identify the key resources that are needed to enhance the success of the program for all everyone involved.

The PLCs will be established before the school year begins as part of a Special Education orientation for new and returning staff. Having the time and space to come together as Special Educators early on will help connect the educators with one another and set a community-oriented tone for the year. We will facilitate teachers to share ideas and resources

as they adjust to unavoidable and often-changing compliance tasks and departmental shifts that happen over the summer. Additionally, Special Education teachers rarely get the opportunity to have job-aligned PD to help prepare them for the school year. PLCs would also provide the opportunity to incorporate dual capacity training with staff and students and families in the Special Education Community Advisory Committee around best serving our students. We know from our data that establishing strong relationships among teachers and families are key to setting teachers up for success. By establishing the PLCs during this time, new and returning teachers will begin the year knowing that they have support and feeling like part of a professional learning community.

The benefit of this solution is that it can offer both career advancement and ongoing support of teachers at various stages of their careers. It recognizes that Oakland Unified has a wealth of knowledge and expertise in Special Education to draw on in strengthening District-wide programming and teacher support, preparation and retention. The solution targets about 50 PLC participants each year of the grant through between five and ten individual PLC groups. The implementation of this solution will involve established biweekly meetings between Special Education District staff and HR/Talent. Together, we will identify mentors able to commit to around 40 hours over the year to facilitate the PLCs in the Spring of 2019. These teachers will receive training and time to plan the implementation of their PLCs in the Summer of 2019. PLC mentors, alongside Special Education department administrators and coaches, will facilitate two days of back-to-school training for both new and returning Special Education staff. Mentors will lead one to two PLC sessions each month for the duration of the school year based on the needs of teachers. Participating teachers and mentors will be compensated for their participation in the PLCs. Each PLC will have a budget to operate and to obtain any necessary resources for the group or individual programs in order to address teacher needs. These Special Education PLCs will provide job-alike, meaningful professional learning for Special Education teachers among peers. Teachers will feel more supported and gain the sense that there are opportunities to advance their leadership skills as Special Education professionals.

Solution Four: Test Preparation & Reimbursement of Test Fees Often, the many licensure costs as well as the learning necessary to pass exams are additional barriers for those seeking to become Special Education teachers. Furthermore, it has become clear in our work with Classified staff and emergency-permitted teachers to become fully-credentialed teachers that exams can be particularly prohibitive for educators of color, older adults or those with learning disabilities themselves. Special Education teacher candidates expend hundreds of dollars for each of these tests and often have to take the tests multiple times before they pass. Helping to defray test fees and test preparation costs would help ease the mental and financial burden of these mandates, providing a more accessible pathway to becoming teachers.

The Retention team has been, and continues to, identify a variety of effective test preparation solutions to both meet the different learning needs of those we support and to minimize the number of times participants need to take a test before passing. Test preparation might involve joining a teacher-led study group, intensive one-on-one support, access to test prep books, access to online test prep software, and/or attending full day test prep sessions. Once teachers have passed a test successfully, they will be able to receive reimbursement for the cost of that test. Teachers who passed any of the tests in the past two years would also be

able to access the reimbursement solution. This solution would target 50 teachers or aspiring Special Educators annually over the life cycle of the grant, with a total of 250 teachers. In order to implement this solution, we will continue to recruit and develop teacher tutors, as well as partner with Teachers Test Prep and Teach Bar, services designed to support teachers with test passage. We have already built the infrastructure to support test preparation, although we have historically not been able to defray test costs due to funding restrictions or offer intensive one on one support.

Solution Five: Expansion of Pipeline Development to Include Substitute Teachers The Classified to Teacher program is a current CTC-grant funded program in its second year. We currently support 40 Classified Staff members who have a minimum of 60 college units in a cohort-based model that provides wrap-around services in the process of earning a BA and CA teaching credential in a hard-to-staff subject area/site. Of our Classified to Teacher participants, 75% are pursuing Special Education teaching, and are finding success navigating their BA programs, the teacher licensure process, and preparation programs.

We will build on this success to expand Special Education pipeline development by initiating a new program, Substitute to Teacher (S2T), by recruiting individuals in non-Classified teacher support positions such as Substitute Teachers, site-based STIP Substitutes, and long-term Substitute Teachers. Much of the interest and inquiries we received during our recruitment for the Classified to Teacher program were from Substitute Teachers, reflecting the Substitute pool's ideal positioning for pipeline development and support. This expansion of the program will target ten additional teachers to benefit from a cohort-based pipeline development program each year.

Many Substitute Teachers support Special Education staffing annually, and some are attracted to the process of earning a credential but may need counseling, support, and incentives to navigate the process. We will model the Substitute to Teacher program after the C2T program, providing regular check ins, a personalized plan for achieving an Education Specialist credential, quarterly cohort meetings, academic and testing support, and tuition support with accredited partner universities. This program will help to attract and retain Special Education teachers in OUSD who are already familiar with the context, schools, students, and families with whom they will work. In order to implement this solution, the Retention & Employee Development team will launch a recruitment campaign that targets current Substitute Teachers, and will build on the successes of the C2T program in its implementation. We will support and track 10 Substitute Teachers annually who participate, with a total of 50 S2T participants over the life cycle of the program.

4. Target Participants for the Local Solutions Program

Local Solution	How we will identify participants?	How will we recruit participants?
Debt Repayment Program	In order to access debt repayment, participants must have taught in OUSD for two years within the district. Teachers must be Special Education teachers, must have	We will advertise the opportunity to all Special Education teachers, along with an application process that requires a brief application form and statement of intent, a

<p>75 total over the life of the program, 15 annually</p> <p>Up to \$5,000 for Student Debt Repayment</p>	<p>taught for two years within Special Education, and must possess or be working toward a Clear Education Specialist credential. They will be required to stay in OUSD for two years following the debt repayment program. Anyone who fails to do so will follow repayment procedures.</p>	<p>copy of current credential status, a statement of current debt, and confirmation/approval by the site leadership.</p>
<p>Tuition Support for Special Education Credentialing Program</p> <p>15 annually, 75 total over the life of the program</p> <p>Up to \$5,000 for Tuition Payment</p>	<p>This solution targets aspiring or current educators who do not yet have a Preliminary Special Education credential who are interested in enrolling in the cohort partnership with Loyola Marymount. Teachers must already be in, or agree to pursue, full time special education teacher positions. They will be required to stay in OUSD for two years following the tuition assistance program. Anyone who fails to do so will follow repayment procedures.</p>	<p>We will advertise the opportunity to all Special Education teachers who are not yet credentialed and to all potential applicants to the district. Potential recipients will complete an application process that requires a brief application form and statement of intent, proof of enrollment in a credential program, and confirmation/approval by the site leadership. We will partner with LMU to ensure calibration of participation in their program.</p>
<p>Special Education Professional Learning Communities</p> <p>50 participants annually, 12 trained mentors</p>	<p>Participants: PLCs will be open to all special education teachers. Teachers in their first three years in the classroom will be targeted.</p> <p>Mentors: Mentors will be identified through PEC staff and site leadership. Mentors will be experienced teachers in their program type who are willing to lead 40 hours of PLC work over the year.</p>	<p>We will advertise the opportunity to all Special Education teachers through district communication, and through site leadership. Potential participants will identify their needs and desired support through a survey form. Teachers will be matched with mentors that have experience with their program (e.g. Mod/Severe, Inclusion, etc.).</p>
<p>Test Prep & Reimbursement of Test Fees</p> <p>30 per program annually</p>	<p>Test Prep: Teachers with emergency permits or intern credentials can participate in the district supported test prep for the CBSET, CSET, and/or RICA. Teachers will be identified through</p>	<p>We will advertise the opportunity to all Special Education teachers and to all potential applicants to the district as well as communicate the program to local credential programs.</p>

	<p>the Talent Department.</p> <p>Reimbursement of Test Fees This solution targets teachers with emergency permits, intern credentials, and recently credentialed teachers. Teachers must hold full time special education teacher positions to receive reimbursement funds. Teachers who have completed their credentialing in the past two years may also apply for reimbursement. Teachers may apply for the reimbursement of fees for the CBEST, CSET, and RICA one time for each test section.</p>	<p>Potential recipients will complete an application process that requires a brief application form, the receipt of payment, and proof of passage for each test.</p>
<p>Expansion of the Pipeline Development program to Substitute Teachers</p> <p>10 annually, 50 total</p>	<p>We will target substitute teachers in day to day or site based roles who are interested in transitioning to teaching in an Education Specialist position.</p>	<p>We will advertise this opportunity to all site based substitutes and those in the day to day job pool. In order to benefit from the program, we will require an application, a statement of interest, and two reference forms from employees within Oakland Unified.</p>

5. Key Program Personnel and Program Governance

Local Solutions Proposal, Management Staff

Name, Title, FTE	Roles & Responsibilities
<p>Sarah Glasband, Manager of Retention & Employee Development, 0.2 FTE</p> <p>Soo Hyun Han, Talent Development Associate for Retention & Employee Development, 0.2 FTE</p> <p>MaryJo Schneider, Employee Retention Specialist, 0.2 FTE</p>	<p>Overall management of the Local Solutions Grant, support with oversight, management, and data reporting for the capacity grant.</p>
<p>Neena Bawa, Executive Director, Programs for Exceptional Children, 0.1 FTE</p> <p>Jennifer Blake, Director of Schools,</p>	<p>Executive Director of Special Education and Director of Schools for Special Education will support with the integration of the local solutions into current Special Education programming; will</p>

Programs for Exceptional Children, 0.1 FTE	support with training of mentors and school sites, as well as the identification of exemplary mentor teachers.
Mary Claire Delgado , Manager of Recruitment, 0.1 FTE Courtney Jackson , Recruiter, 0.1 FTE Steven Moreno , Recruiter, 0.1 FTE	Manager of Recruitment will support with the recruitment of special education teachers and reaching out to local credentialing programs.
Ryannon Nguyen , Controller, 0.05 FTE	Fiscal Management of Local Solutions program, will ensure fiscal responsibility and accounting for the grant term.
Jeanette Wickelgren , Manager of Human Capital Analytics	Responsible for data collection and reporting in consultation with Sarah Glasband, Manager of Retention & Employee Development

Supporting Staff

Personnel	Role	Training
Mentor Teachers	Lead program specific PLCs; provide support to special education teachers in their PLCs, communicate with PEC about teacher needs.	Mentor teachers will receive training on how to effectively lead PLCs. They will be trained on the different components of the local solutions grant to help disseminate information.
Recruitment Staff	Recruit special education candidates from local universities, credentialing programs, classified staff, and general education teachers.	Trained on the different components of the local solutions grant.
Testing Tutors	Tutors are fully credentialed educators who will support their peers in Special Education who are pre-service or pre-intern educators with essential teacher licensure passage, including the RICA, CBEST, and CSET.	We are currently developing a cadre of excellent licensure tutors who are also teachers in the district, and will engage in a train-the-trainer model in which expert tutors with good results in their work with their peers support other teachers to become tutors by providing ongoing training and professional development.
Special Education Department	Support teachers across the district in accessing supports from the local solutions grant. Support	Trained on the different components of the local solutions grant.

Coaches	mentor PLC leads in working with program specific groups of teachers.	
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Relationship and Governance

This proposal was developed by a cross functional group of leaders comprised of central office Special Education leaders, union leadership from SEIU and our teachers' union (OEA), Special Education teacher leaders from a variety of programs, including Moderate/Severe, Resource, Special Day Class, Early Childhood Education, and Young Adult Programming in addition to Human Resources staff. This group examined the retention survey data specifically for Special Education teachers across our system to develop the solutions we present in this proposal.

In order to govern and manage this grant effectively and with cross functional collaboration, we will initiate a Local Solutions Advisory Committee that will co-create a rubric for awarding Special Education teachers funding through this grant, review the applicants to the various solutions presented, including debt repayment, tuition support, mentorship, and tutoring. This team will be co-chaired by a representative leader from Programs for Exceptional Children, Neena Bawa, and a representative leader from Human Resources, Sarah Glasband, Manager of Retention and Employee Development. Ms. Bawa and Ms. Glasband will collaborate to lead a democratic committee represented by parents, school leaders, teachers, teacher union leadership from the Special Education faculty council, central office leadership, and classified union leadership. In addition, we hope to partner with our active Special Education Community Advisory Committee, comprised of families and staff who would be natural partners in this work. They will be able to support as an additional accountability arm of our work. This Local Solutions Advisory Committee will ensure the fair, equitable, and careful use of funds in order to support our ability to attract, grow, and retain Special Education teachers in Oakland.

Sarah Glasband will provide overall management of the Local Solutions program in alignment with cross-stakeholder leadership, while Ryannon Nguyen, district Controller will ensure responsible fiscal oversight and Jeanette Wickelgren will support in providing Human Capital Analytics and data reporting in order to evaluate our programs' effectiveness. Ultimately, our hope is to help to support and grow a committed, diverse, resilient, and well-prepared Special Education teaching force in Oakland that feels valued and supported in staying.

6. Data Collection and Evaluation Reporting

In order to assess the effectiveness of the five solutions outlined in this narrative, we will collect data regularly on each solution as well as identify trends in our Special Education teacher population based on the intersectional impact of the proposed solutions. A cross functional team representative of Programs for Exceptional Children (PEC), HR/Talent, and Research and Data departments will ensure quality data collection across all five programs that is differentiated and aligned. We will utilize our annual Employee Retention Survey to identify trends and improvement across our Special Education teacher population, as well as our exit

survey data for Special Education teachers. Specifically, we are looking at questions related to affordability, access to support and resources, and overall retention trends among special education teachers for evidence of positive impact of the Local Solutions program.

Sarah Glasband will work with PEC, Finance and Research and Data teams to ensure we have accurate information regarding the number of teachers participating in each type of local solutions program as well as the percent of funding allocation to the allowable activities. We recently purchased a Customer Relationship Management database (CRM) in which we will specifically track all Special Education aspiring and current teachers who benefit from the grant. The CRM allows us to track and filter data and track correspondence through a shared online interface within the recruitment and retention teams in HR/Talent. The specific data we will collect is outlined below for each Local Solution proposed, as well as regarding the efficacy of the program as a whole.

Program	Data Type	Collection Method	Frequency
Debt Repayment Program	<ul style="list-style-type: none"> -Number of participants -Longevity based on support (e.g. retention of teachers who receive assistance) -Demographic information about participants, type of Special Education program 	<ul style="list-style-type: none"> -Based on applications and repayment -We will track annual participants as well as their tenure in the district for correlation of the impact of this intervention. 	Annual
Tuition Assistance Program	<ul style="list-style-type: none"> -Number of participants -Longevity based on support (e.g. retention of teachers who receive assistance) -Demographic information about participants, type of Special Education program 	<ul style="list-style-type: none"> -Based on applications and repayment -We will track annual participants as well as their tenure in the district for correlation of the impact of this intervention. 	Annual
PLCs	<ul style="list-style-type: none"> -Initial needs assessment of Special Education teachers at the summer orientation -Regular feedback after PLC sessions -Mentor Surveys -Overall retention of teachers who participate -Potential changes in trends for Special Education teachers within the Employee Retention Survey -Summative survey for Special Education 	<ul style="list-style-type: none"> -Needs assessment required at the beginning of the school year -Surveys given by mentors at each PLC meeting -Summative Survey for participants, mentors and teachers -Employee Retention Survey -Human Capital Analytics System (Escape) to track employees' continued employment in the district 	<ul style="list-style-type: none"> At the beginning and end of the academic year Monthly surveys at PLC meetings Annual review of Employee Retention

	participants	as Special Education Teachers	Survey and employee data in Escape
Test fee reimbursement & test preparation	<ul style="list-style-type: none"> -Number of teachers who pass exams based on participation in test prep, including enrollment, attendance, and follow up test scores. -Based on support for test reimbursement and test preparation, longevity in Special Education positions, as well as overall credential makeup of Special Education workforce 	<ul style="list-style-type: none"> -In order to participate, we will require submission of test scores and attendance collection for the test support program. -Escape Human Capital Analytics for longevity in position -Customer Relationship Management database for correlation between support and longevity 	Quarterly review of test preparation interventions, attendance and passage rates
Substitute to Teacher Program	<ul style="list-style-type: none"> -Demographic information about participants, type of Special Education program -Individualized professional learning plan tracked through CRM with test passage, type of credential route (alternative, traditional) and university program they choose -Overall retention and longevity in Special Education teaching setting 	<ul style="list-style-type: none"> -Demographic data will be included in application to Substitute to Teacher program -We will use the Customer Relationship Management system and Escape to track support, tuition payment, and type of program placement along with retention over time 	Quarterly meetings, summative annual surveys, transcripts required for participation, biannual review of data with management team

The effectiveness of the Oakland Local Solutions Program will be determined using multiple measures and data systems. Primarily, the district will utilize its data on staffing in our Human Capital Analytics system, Escape, in combination with our Customer Relationship Management system to determine the efficacy of the recruitment and retention efforts outlined here. We will measure effectiveness of the Local Solutions by evaluating data on the credential composition of Special Education staff, retention of Special Education teachers, annual turnover rates for Special Education teachers, and the number of new special education teachers with full credentials versus those entering with emergency permits or intern credentials. Additionally, the number of teachers successfully moving from emergency permits and intern credentials to preliminary credentials will be another critical data point. This will help us to measure the efficacy of test preparation, test support, and tuition incentives on Special Education teacher retention.

Given the teacher retention crisis in OUSD's Special Education teacher workforce, the district will continue to give the Employee Retention Survey last administered in Spring 2018. This data will be instructive as to how each measure changes throughout the implementation cycle of the grant programs. We will specifically track any changes related to the efficacy of professional learning supports, affordability, and overall sense of feeling valued that our Special Education teachers experience.

For each support intervention, we will collect data from the Special Education teachers who directly benefit from the Local Solutions program, through surveys, analysis of retention data, and analysis of this data based on specific Local Solutions program type. The Local Solutions Advisory Committee will collectively analyze and reflect on the qualitative and quantitative data collective from district systems and from recipients to inform adjustments to the program over the life of the grant program. We will also examine the equity implications of the data, including demographic information from participants to ensure we are continuing to work to diversify and support teachers across racial and other demographic groups.

Through the various components of the solutions, Oakland Unified hopes to build a more highly prepared, robust, supported and retained Special Education teacher workforce. We hope to reduce teacher turnover rates for Special Education teachers within Oakland Unified and increase the number of Special Education teachers who are fully credentialed, as well as reduce our vacancies annually. Additionally, we hope to increase the sense of support and reduce the isolation Special Education teacher often feel because of their unique positions, ultimately working to create a thriving community of professional practice across Special Education programs.

Appendix D
Program Implementation Overview Form

Locally-Identified Solutions (As Applicable)	Number of Participant s	Implementation Timeline (As Applicable)					Personnel Responsible
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers	30/year for test preparation and fees 10/year for Substitute to Teacher program	x	x	x	x	x	Retention & Employee Development team: Sarah Glasband MaryJo Schneider Soo Hyun Han Recruitment Team: MaryClaire Delgado Steven Moreno Courtney Jackson
Assisting special education candidates with tuition	15/year for debt repayment	x	x	x	x	x	Retention & Employee Development team: Sarah Glasband MaryJo Schneider Soo Hyun Han
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential	N/A						
Preparation costs of classified personnel to earn an Education Specialist teaching credentials	N/A						
Assisting newly credentialed special education teachers with student debt payment	15/year	x	x	x	x	x	Retention & Employee Development team: Sarah Glasband

							MaryJo Schneider Soo Hyun Han
Living stipends for newly credentialed special education teachers							
Signing bonuses for newly credentialed special education teachers							
Induction for special education teachers							
Teacher service scholarships							
Service awards							
Preparing mentor/master teachers to support new special education teachers	12	x	x	x	x	x	Programs for Exceptional Children leaders, Neena Bawa and Jennifer Blake, in collaboration with Talent/HR leader Sarah Glasband
Professional Learning Communities	50	x	x	x	x	x	Programs for Exceptional Children leaders, Neena Bawa and Jennifer Blake, in collaboration with Talent/HR leader Sarah Glasband
Teacher career pathways	N/A						
Other locally-identified solutions: Indicate below:	N/A						

Appendix E
Local Solutions Budget Form

Directions: For each locally-developed solution intended to benefit teacher participants, please indicate which solution(s) the program plans to use, the number of intended Program participants to be supported by that local solution, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each identified solution. Use the blank spaces below to add any additional locally-identified solution not already listed.

Locally-Identified Solution	# of Participants	Grant Funded Amount	Local Funded Amount	Total
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers	-30/year for test preparation and fees	\$32,160	\$160,500	\$242,660
	-10/year for Substitute to Teacher program	\$50,000		
		Total: \$82,160		
Assisting special education candidates with tuition	15/year	\$75,000	\$222,330	\$297,330
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential				N/A
Preparation costs of classified personnel to earn an Education Specialist teaching credentials			\$120,000 from Classified to Teacher program, at 75% (number of participants aiming for SpEd)	\$120,000
Assisting newly credentialed special education teachers with student debt payment	15/year	\$75,000		\$75,000

Living stipends for newly credentialed special education teachers				N/A
Signing bonuses for newly credentialed special education teachers				N/A
Induction for special education teachers				N/A
Service awards				N/A
Teacher service scholarships				N/A
Preparing mentor/master teachers to support new special education teachers	12/year	\$43,870.85	\$31,500	\$75,370.85
Professional Learning Communities	50 /year	\$86,935.04		\$86,935.04
Teacher career pathways				N/A
Program administration (5% cap on grant funds)		\$18,148.29		\$18,148.29
GRAND TOTALS		\$381,114.18	\$534,333	\$915,444.18

Appendix F 1
Budget Form and Narrative for Grant Funds
Local Solutions Program Year One

Directions: Step One: Complete the worksheet for the **Year 1 Projected Amount of Funding only** for the first Program year, using the budget categories applicable to your planned Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

Directions: Step Two: After you have identified the actual Program participants and their individual support needs, you will fill out the second half of this form, the **Year One Operational budget**. The fully-completed for, including both the project and the actual funding for Program year one will be due by **March 15, 2019**.

Category	Year 1 - Projected	Year 1 - Operational	Total Costs
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers	\$82,160		\$82,130
Assisting special education candidates with tuition	\$75,000		\$75,000
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential	N/A		
Preparation costs of classified personnel to earn an Education Specialist teaching credentials			
Assisting newly credentialed special education teachers with student debt payment	\$75,000		\$75,000
Living stipends for newly credentialed special education teachers	N/A		
Signing bonuses for newly credentialed special education teachers	N/A		
Induction for special education teachers	N/A		
Service awards	N/A		

Teacher service scholarships	N/A		
Preparing mentor/master teachers to support new special education teachers	\$48,171.87		\$43,870.85
Professional Learning Communities	\$86,935.04		\$86,935.04
Teacher career pathways			
Program administration (5% cap on grant funds)	\$18,148.29		\$18,148.29
Other locally-developed solutions: Describe below			
Totals	\$381,114.18		\$381,114.18

Budgets and Budget Narratives for the First Program Year

Identifying, Recruiting, Preparing In order to identify, recruit, and prepare new special education teachers, as well as build in supports for a Substitute to Teacher pipeline that builds on the successes of our Classified to Teacher program, we will spend a total of \$82,160 in grant funds. We are allotting \$15,000 for test preparation costs that will cover individual and small group tutoring, access to Teachers Test Prep, and TeachBar services for 30 participants. We will allow repayment of 30 teachers' test fees who show they successfully pass the CBEST (estimated at \$100 each), CSET (estimated at \$300 each for the Multiple Subjects exam), and RICA (estimated at \$171 per exam), with a total of \$17,160 for test fee reimbursement for Special Education aspiring and current teachers.

We will allot \$50,000 to build a Substitute to Teacher program modeled on the Classified to Teacher program. In order to support the costs for 10 substitute teachers annually for five years, we will designate \$5,000 per substitute teacher to defray costs of tuition, books, test fees, credential fees, childcare, travel, and parking. We will comply with the same restrictions of the Classified to Teacher program, and we will not pay for food, laptops, or other related non-permissible items.

Tuition Assistance For teachers with emergency permits and intern credentials currently serving in Special Education, and with preference for those specifically enrolled in the partnership cohort with Loyola Marymount University, we designate \$5,000 of tuition support for 15 participants annually, with a total of \$75,000.

Debt Repayment For recently credentialed Special Education teachers with Preliminary or Clear Education Specialist credentials, we designate \$5,000 of debt repayment support for 15 participants annually, with a total of \$75,000.

Mentor Teacher Preparation & Stipend In order to effectively lead the Professional Learning Communities, we will pay 12 OUSD Special Education Experienced Teacher Mentors \$3,000 annually, with a resulting \$36,000 investment for leading PLCs during the summer orientation and for 40 hours throughout the year. We set aside 12% in addition to the stipends to cover benefits overhead, as calculated by our payroll department, at \$4,360. This will cover their facilitation of 40 hours of professional development for participating teachers. We will also pay them for 10 hours of training throughout the year, in addition to the two days of orientation at 12 hours at the hourly OEA training rate of \$26.42, with the addition of 12% for

benefits overhead. This results in \$6,974.88 of hourly training, with \$836.99 set aside for benefits. In total, this results in investments in mentors and their preparation and compensation at \$48,171.87.

Professional Learning Communities In order to allow for our new and developing teachers to receive ongoing support and training from experienced teacher mentors, we will pay for them to attend an initial two-day orientation before the start of the academic year and for 40 hours of professional development in specialized Professional Learning Communities throughout the year. In order to compensate new teachers for their time outside of contracted work hours, we will pay for 12 hours for our two day orientation at the training rate of \$26.42 for 50 teachers, with the resulting total pay for orientation for participating new teachers at \$15,852 with 12% benefits overhead at \$1,902.24 for a total of \$17,754.24. In order to compensate teachers for their participation in the 40 hours of Professional Learning throughout the academic year, at four hours monthly, we will pay the hourly contract rate for work outside of the contracted work day, \$26.42, for 50 teachers, which results in a \$52,840 investment, with 12% benefits overhead at \$6340.80, for a total of \$59,180.80 in order to pay for the 40 hours of professional learning. In sum, to cover costs of the orientation and professional learning communities for 50 teachers, we will invest \$76,935.04 with grant funds. In addition to the hourly rate, we would like to include \$200 to cover needed supplies for Special Education teachers participating in the Professional Learning Communities to defray costs of books & supplies needed to support participation, with a total of \$10,000 for 50 teachers. Added to the \$76,935.04 for participation in orientation and 40 hours of Professional Learning, the total investment is \$86,935.04.

Program Administration We calculated the total proposed program for the various local solutions, and calculated 5% to defray district costs, including for our Payroll, Talent, and Finance departments, at \$18,148.29.

Budget calculations for use of grant funds was determined using current costs based on the teacher contract, costs that other similar programs have incurred, and determining an appropriate level of investment that serves as an incentive for attracting and retaining teachers. Test preparation costs were estimated using the cost of test preparation for the C2T program that the district is running currently. Test fees are the current cost of each of the tests a special education teacher must pass to earn a credential. Contractual hourly rates for professional development plus the additional 12% benefits overhead represents the cost of funding the PLC attendance for participating teachers. Mentor stipends were determined based on the number of hours of support required (approximately 40). The cost of expanding the C2T program was calculated from current program costs. The money allocated for PLC resources was determined by estimating the needs of a group of between five and ten teachers meeting over ten months. Debt repayment and credentialing tuition support was determined by estimating the cost of earning a special education credential in California and determining what was a reasonable amount of support that would be large enough to incentivize teachers to come work for the district and remain working for the district.

Appendix F 2
Budget Form and Narrative for Matching Funds
Local Solutions Program Year One

Directions: Step One: Complete the worksheet for the **Year 1 Projected Amount of Funding only** for the first Program year, using the budget categories applicable to your planned Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned matching funds expenditures must also be detailed in the budget narrative.

Directions: Step Two: After you have identified the actual Program participants and their individual support needs, you will fill out the second half of this form, the **Year One Operational budget**. The fully-completed for, including both the projected and the actual funding for Program year one will be due by **March 15, 2019**.

Matching Funds

Category	Year 1 - Projected		Year 1 - Operational		Total
	Actual Funds	In-Kind Funds	Actual Funds	In-Kind Funds	
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers		\$160,500			\$160,500
Assisting special education candidates with tuition		\$222,330			\$222,330
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential					
Preparation costs of classified personnel to earn an Education Specialist teaching credentials		\$120,000			\$120,000
Assisting newly credentialed special education teachers with student debt payment					

Living stipends for newly credentialed special education teachers					
Signing bonuses for newly credentialed special education teachers					
Induction for special education teachers					
Service awards					
Teacher service scholarships					
Preparing mentor/master teachers to support new special education teachers		\$31,500			\$31,500
Professional Learning Communities					
Teacher career pathways					
Program administration (5% cap on grant funds)					
Grand Totals		\$534,333			\$533,330

Budget Narrative

Identifying, Recruiting, Preparing In year one of implementation, OUSD commits the time of the Recruitment and Retention teams to ensure recruitment of target participants across Local Solutions programming, at the rate of \$104,000 which covers 0.1 FTE of the three members of the Recruitment team, Mary Claire Delgado, Steven Moreno, and Courtney Jackson, and 0.2 FTE for the three members of the Retention team, Sarah Glasband, Soo Hyun Han, and MaryJo Schneider. In addition to the HR/Talent teams, we invest time and capacity of our district Programs for Exceptional Children leadership team, Neena Bawa and Jennifer Blake, who direct and supervise all Special Education programs districtwide, at 0.1 FTE, which results in a \$31,500 investment. Finally, the district invests an additional \$25,000 in test preparation costs, including tutoring, a partnership with TeachBar services, and Teachers Test Prep online, for a total of \$160,500.

Tuition Assistance Our Special Education cohort partner, Loyola Marymount, has awarded OUSD participants a 46% tuition scholarship, which results in a \$14,822 scholarship per participant. With 15 participants in the cohort partnership annually, this results in a \$222,330 in kind investment annually.

Classified Personnel, Preparation Costs We include in our overall investments 75% of our annual Classified to Teacher Award, given the 75% of our participants are currently or aspiring to teach in Special Education settings, with a resulting investment of \$120,000.

Preparing Mentor Teachers In addition to the district leadership of Neena Bawa and Jennifer Blake, district Special Education leaders, we will invest the support and leadership of

Special Education program specialists, who will be helping to coordinate and train Special Education mentors as well as facilitate the two day training that launches the 40 hours of PLC development. We will invest 5% of five Program Specialists' time, with a resulting \$31,500 in-kind investment.

28 October 2018

Commission on Teacher Credentialing
1900 Capitol Ave
Sacramento, CA 95811-4213

Re: Local Solutions Grant

To Whom It May Concern:

I would like to support the application of the Oakland Unified School District (OUSD) for the Local Solutions Grant. OUSD is seeking support to try to solve the problem of the lack of qualified Education Specialists teachers who can make drastic improvements to the learning experiences of the P-12 students in Oakland, California. The District serves a majority of students of color. It is imperative that these students have access to a high quality teacher who can impact the future trajectory of their lives.

Loyola Marymount University established a partnership with OUSD starting the current academic year. In the months prior to the start of the Fall 2018 semester, I worked closely with OUSD staff to try to understand the needs of individuals who would like to teach in the District. There are currently 14 OUSD candidates in the LMU Education Specialist program. These candidates have been teaching in the District as para-professionals or teachers on short term staff permits. They were finally able to become Intern eligible after working on passing the subject matter examination. As I work with these candidates, I learned that these are candidates who are committed to staying in Oakland. They know the District and would like to make a long term contribution to the District.

I have also been impressed by the level of support that the District is able to provide these candidates. Realizing that passing the CSET is one of the biggest barriers for the credential completion of candidates, OUSD provides test preparation classes (free of charge to the candidates) so that these candidates have the necessary resources to pass the exam. Additionally, OUSD provides

Specialized Programs
in Urban Education
School of Education

University Hall
1 LMU Drive, Suite 2600
Los Angeles, CA 90045-2659

Tel 310.568.6853

Fax 310.338.1976

<http://soe.lmu.edu>

coaches for these new teachers. They are mentored by people who know the District and are also committed to the District.

Because we believe in the partnership with Oakland Unified School District, the School of Education provides each candidate with a 46% scholarship. The University is investing heavily in the preparation of these teachers because we firmly believe that they have the potential to change the lives of the students they serve.

Thus, I support the application of OUSD. If I can answer any questions, please do not hesitate to contact me at elitton@lmu.edu.

Sincerely,



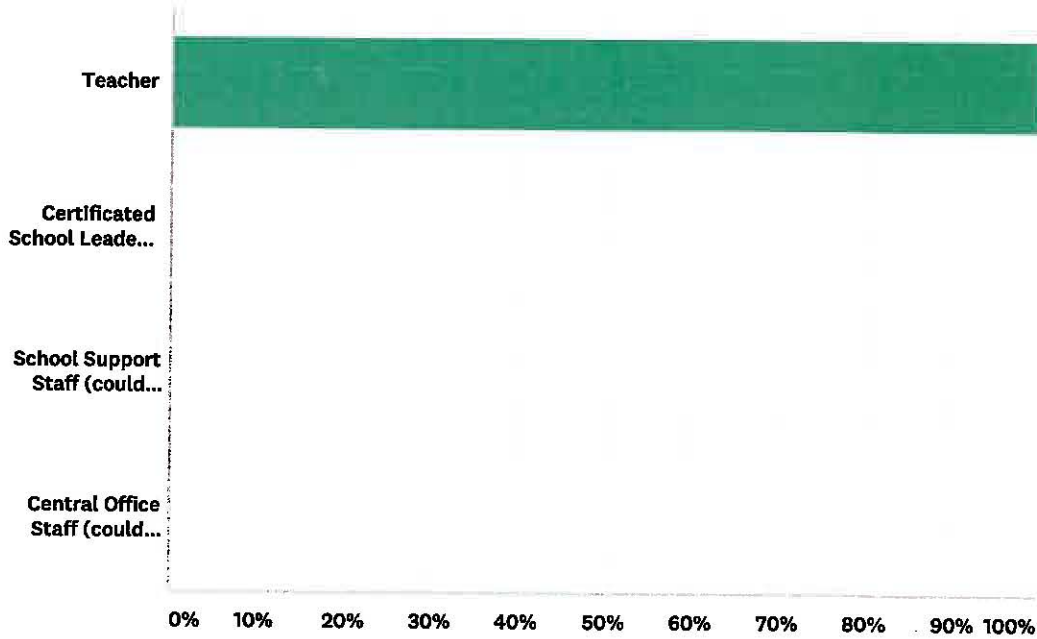
Edmundo F. Litton, Ed.D.

Professor and Chair

Senior Director, LMU Northern California Programs

Q1 Which category best describes your current position?

Answered: 213 Skipped: 0



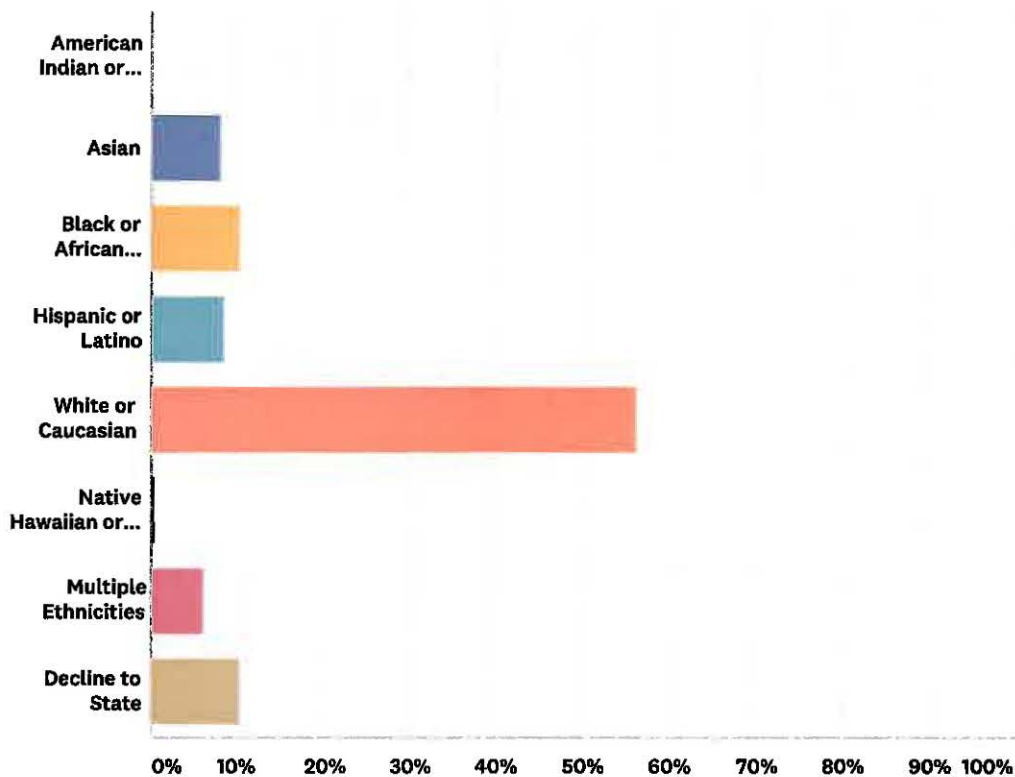
ANSWER CHOICES

RESPONSES

Teacher	100.00%	213
Certificated School Leader (Principal, Assistant Principal, etc.)	0.00%	0
School Support Staff (could be centrally or school funded, but primary job function is to provide direct services at schools)	0.00%	0
Central Office Staff (could spend time at school sites, but primary job function is a central office function)	0.00%	0
TOTAL		213

Q2 Which race/ethnicity best describes you? (Please choose only one.)

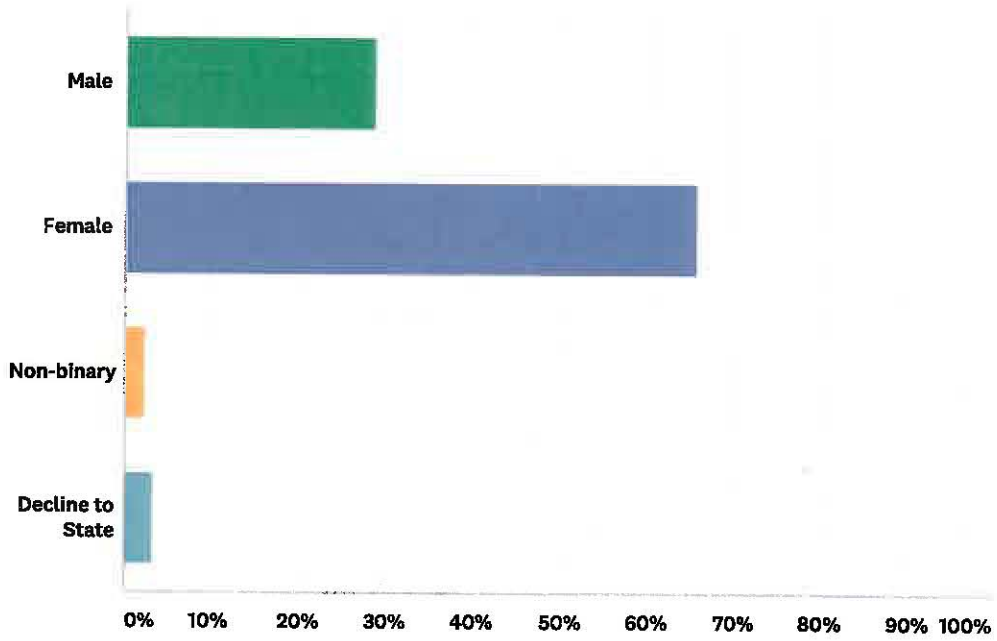
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.00%	0
Asian	7.98%	17
Black or African American	10.33%	22
Hispanic or Latino	8.45%	18
White or Caucasian	56.34%	120
Native Hawaiian or Pacific Islander	0.47%	1
Multiple Ethnicities	6.10%	13
Decline to State	10.33%	22
TOTAL		213

Q3 Which gender best describes you?

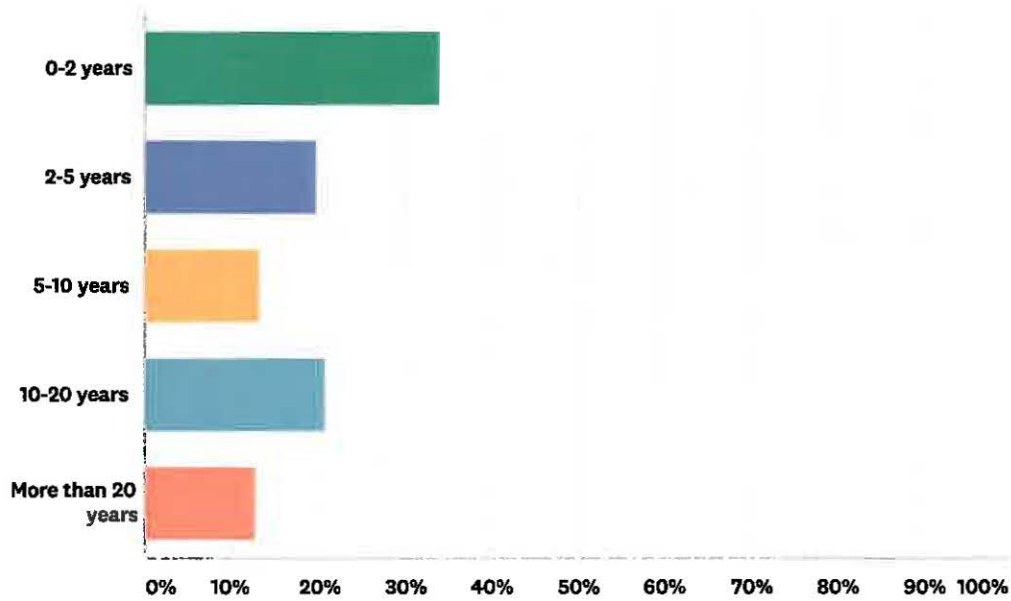
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
Male	28.64%	61
Female	65.73%	140
Non-binary	2.35%	5
Decline to State	3.29%	7
TOTAL		213

Q4 How long have you worked at OUSD in any role or site?

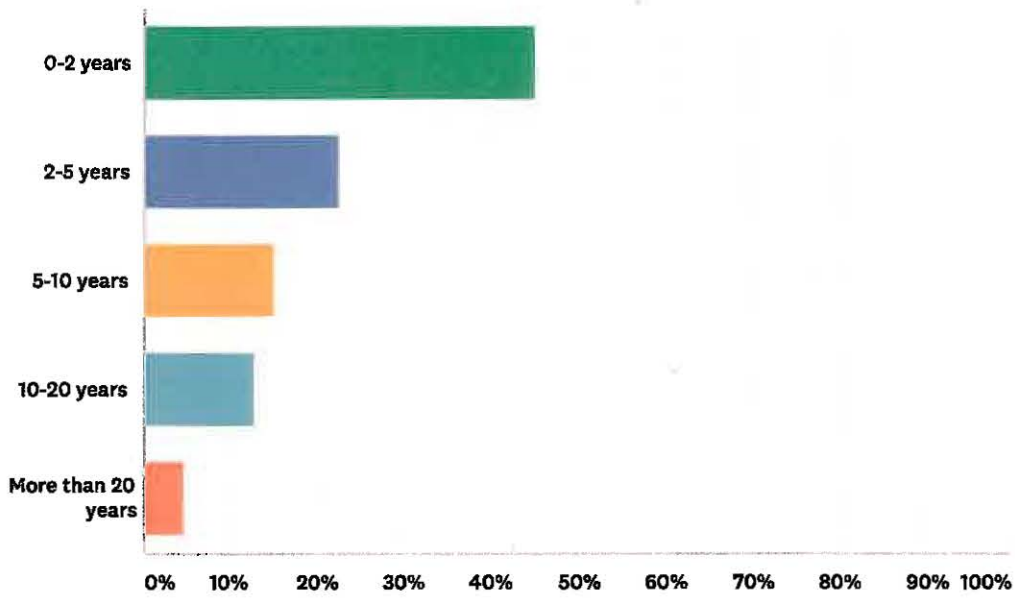
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
0-2 years	33.80%	72
2-5 years	19.72%	42
5-10 years	13.15%	28
10-20 years	20.66%	44
More than 20 years	12.68%	27
TOTAL		213

Q5 How long have you worked at your current school/department (in any position)?

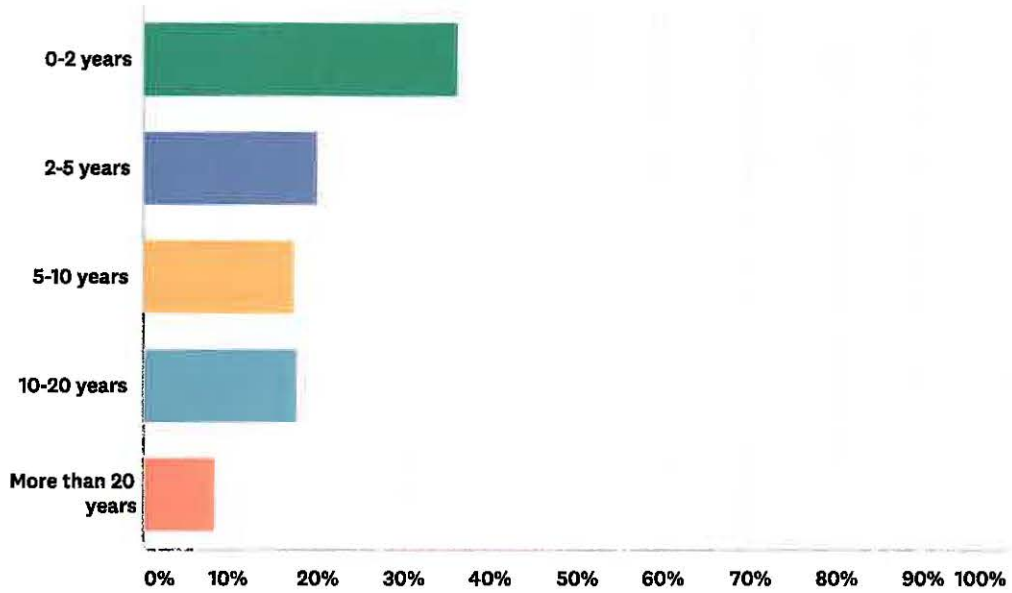
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
0-2 years	45.07%	96
2-5 years	22.54%	48
5-10 years	15.02%	32
10-20 years	12.68%	27
More than 20 years	4.69%	10
TOTAL		213

Q6 How long have you worked in your current position (in any site/department)?

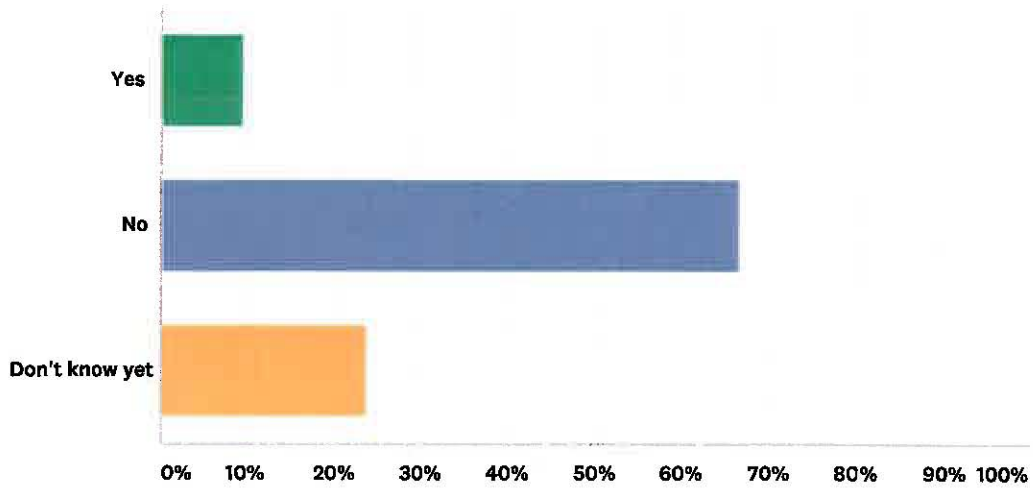
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
0-2 years	36.15%	77
2-5 years	20.19%	43
5-10 years	17.37%	37
10-20 years	17.84%	38
More than 20 years	8.45%	18
TOTAL		213

Q7 Are you planning on leaving OUSD at the end of the 2017-18 fiscal year?

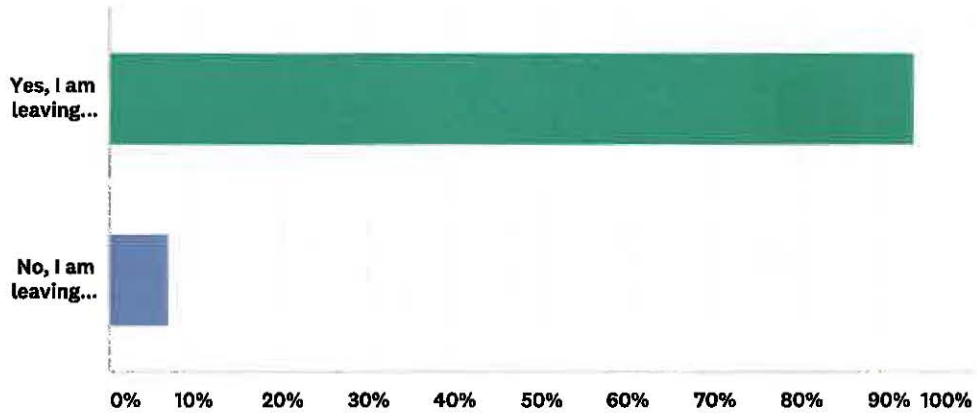
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	9.39%	20
No	66.67%	142
Don't know yet	23.94%	51
TOTAL		213

Q8 If yes, are you leaving voluntarily?

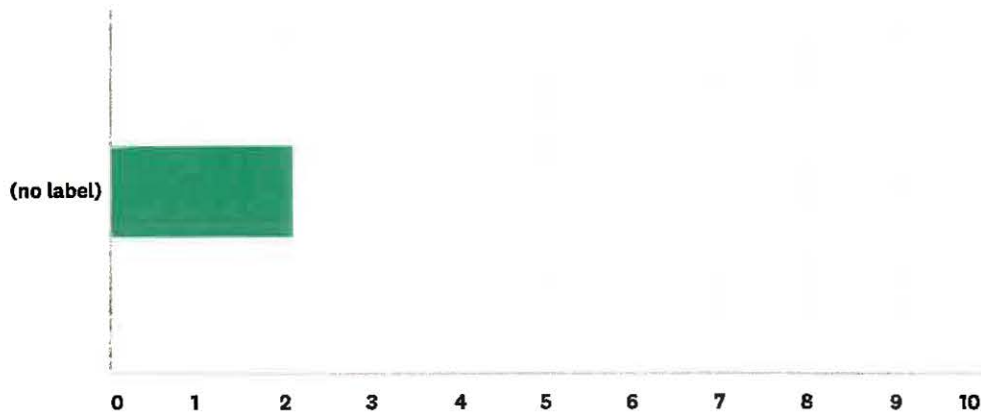
Answered: 44 Skipped: 169



ANSWER CHOICES	RESPONSES	
Yes, I am leaving voluntarily	93.18%	41
No, I am leaving involuntarily	6.82%	3
TOTAL		44

Q9 If you don't know yet, where would you place yourself on the following scale?

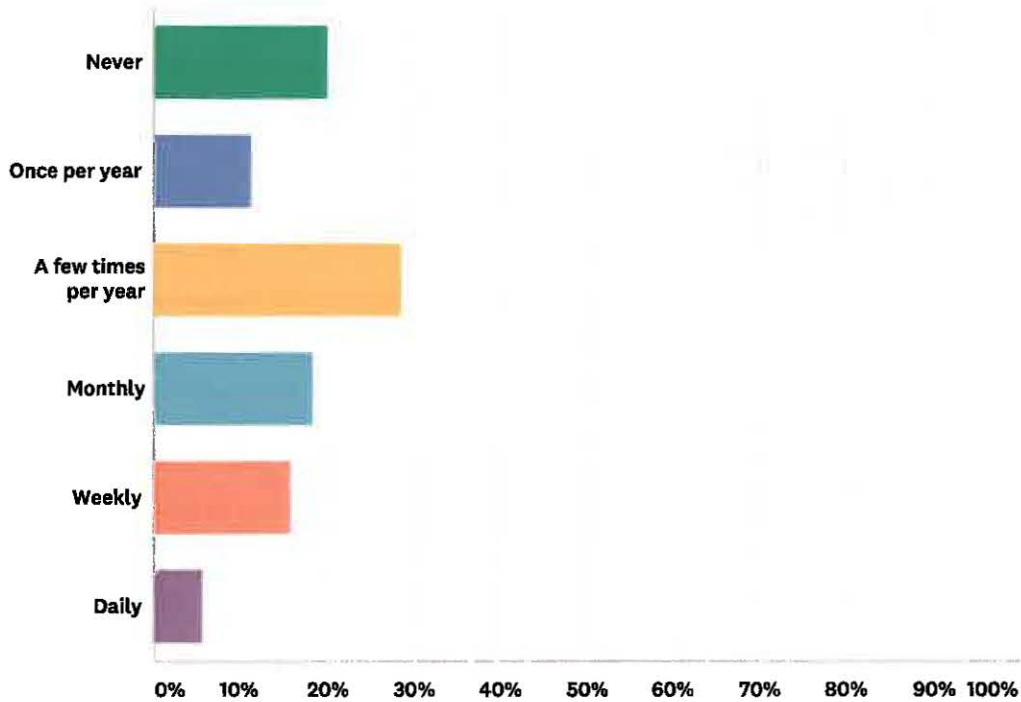
Answered: 111 Skipped: 102



	VERY LIKELY STAY	PROBABLY STAY	NOT SURE	PROBABLY LEAVE	VERY LIKELY LEAVE	TOTAL	WEIGHTED AVERAGE
(no label)	46.85% 52	14.41% 16	25.23% 28	9.01% 10	4.50% 5	111	2.10

Q10 Over the past year, how frequently have you thought about leaving OUSD?

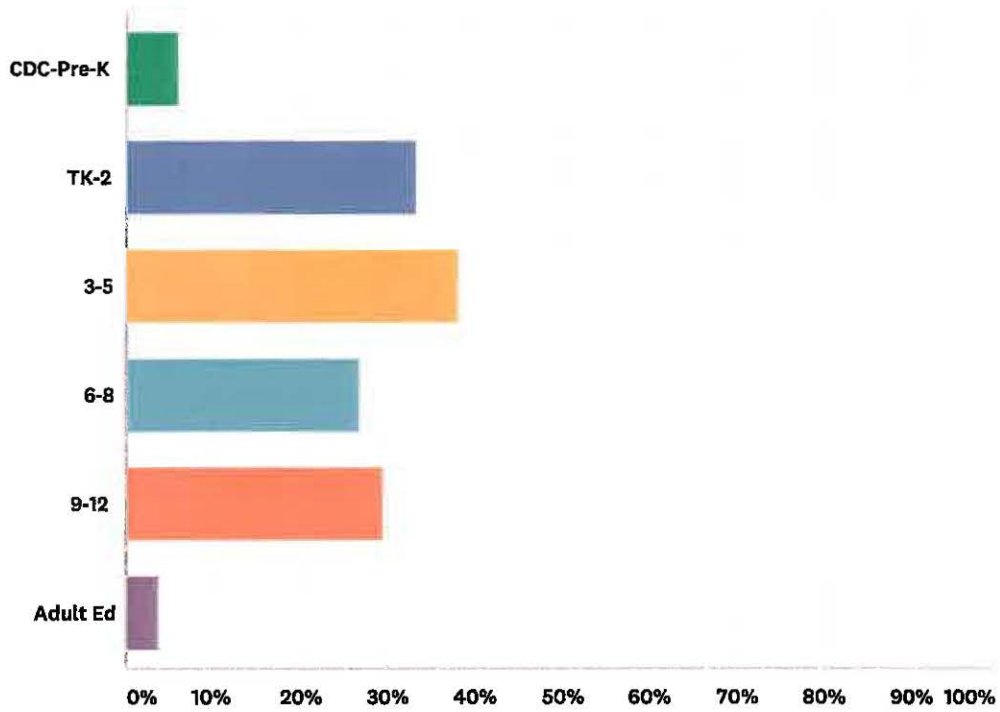
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
Never	20.19%	43
Once per year	11.27%	24
A few times per year	28.64%	61
Monthly	18.31%	39
Weekly	15.96%	34
Daily	5.63%	12
TOTAL		213

Q11 What grade(s) do you currently teach? (Check all that apply)

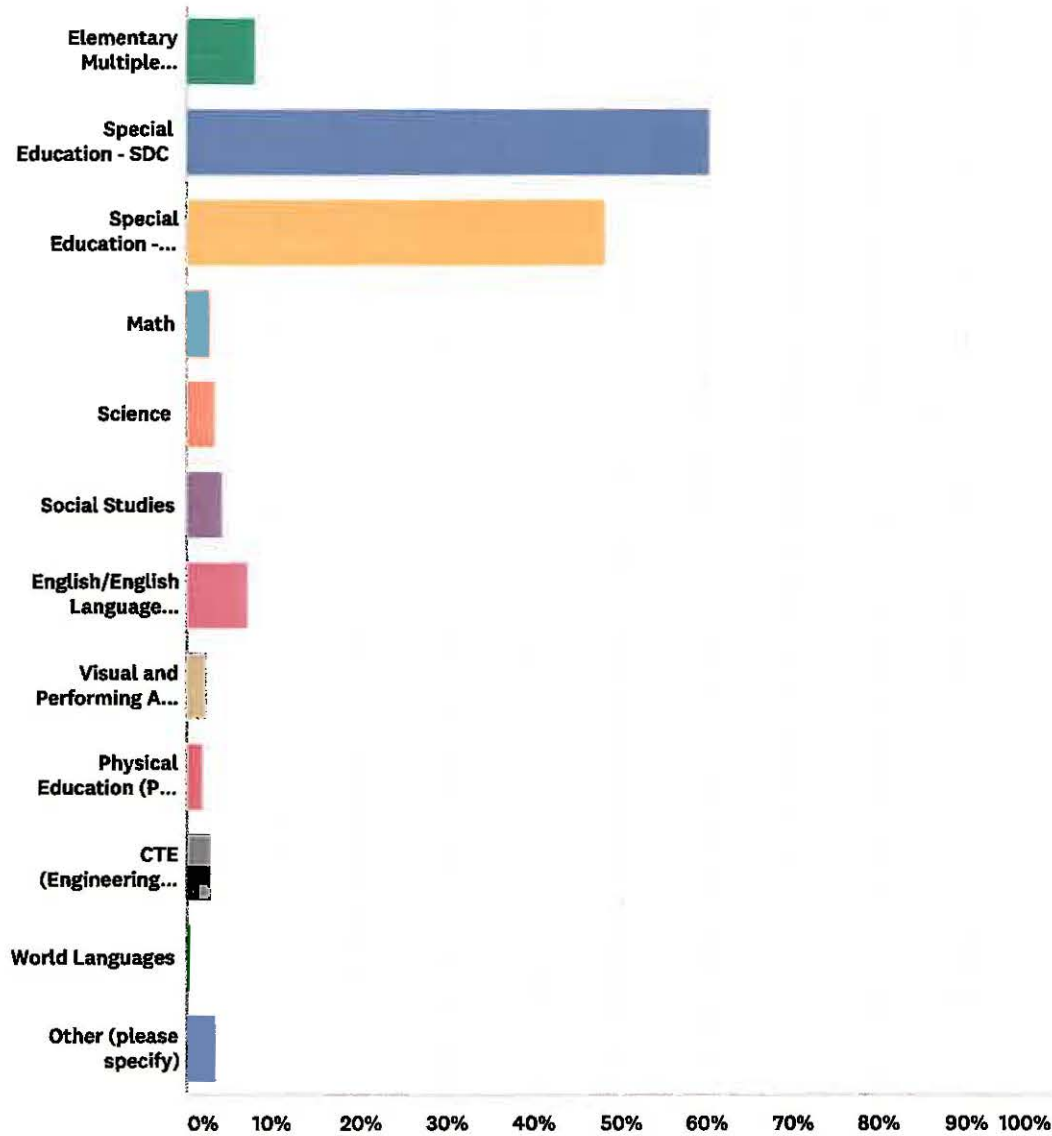
Answered: 213 Skipped: 0



ANSWER CHOICES	RESPONSES	
CDC-Pre-K	6.10%	13
TK-2	33.33%	71
3-5	38.03%	81
6-8	26.76%	57
9-12	29.58%	63
Adult Ed	3.76%	8
Total Respondents: 213		

Q12 What subject(s) do you currently teach? (Check all that apply)

Answered: 213 Skipped: 0

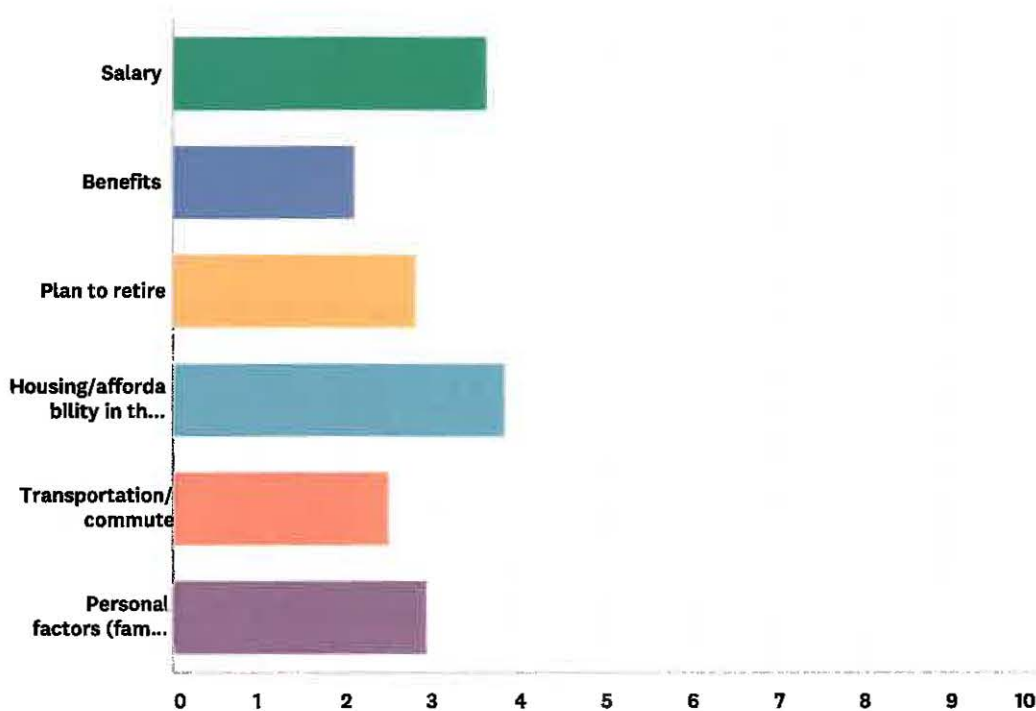


ANSWER CHOICES	RESPONSES	
Elementary Multiple Subjects	7.98%	17
Special Education - SDC	60.56%	129
Special Education - Non-SDC	48.36%	103
Math	2.82%	6
Science	3.29%	7
Social Studies	4.23%	9
English/English Language Development/Reading	7.04%	15
Visual and Performing Arts (Drama, Art, Music, etc.)	2.35%	5

Physical Education (PE, Dance, Yoga, etc.)	1.88%	4
CTE (Engineering, Computer Science, Health Sciences, etc.)	2.82%	6
World Languages	0.47%	1
Other (please specify)	3.29%	7
Total Respondents: 213		

Q13 How much do the following factors make you want to stay or leave OUSD? Lifestyle Factors

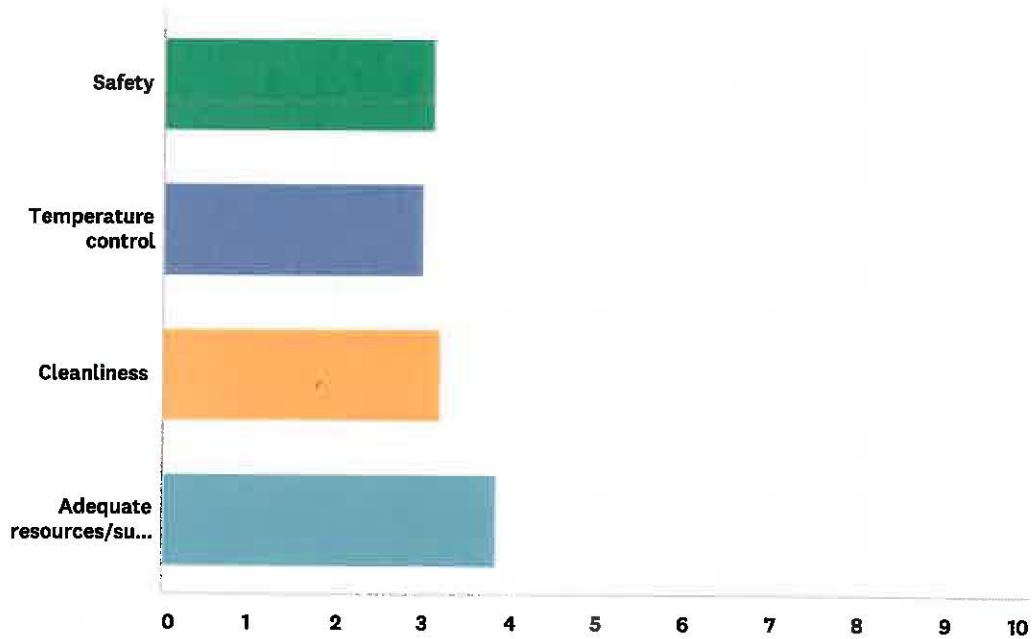
Answered: 213 Skipped: 0



	STRONGLY STAY	STAY	NEUTRAL	LEAVE	STRONGLY LEAVE	TOTAL	WEIGHTED AVERAGE
Salary	3.29% 7	15.49% 33	23.47% 50	30.52% 65	27.23% 58	213	3.63
Benefits	27.23% 58	42.25% 90	23.94% 51	4.23% 9	2.35% 5	213	2.12
Plan to retire	7.51% 16	21.13% 45	57.75% 123	9.39% 20	4.23% 9	213	2.82
Housing/affordability in the Bay Area	3.29% 7	7.04% 15	26.76% 57	28.17% 60	34.74% 74	213	3.84
Transportation/commute	19.72% 42	30.99% 66	34.27% 73	7.98% 17	7.04% 15	213	2.52
Personal factors (family responsibilities, health, work-life balance, etc.)	9.86% 21	23.00% 49	36.62% 78	22.54% 48	7.98% 17	213	2.96

Q14 How much do the following factors make you want to stay or leave OUSD? Basic Needs Factors

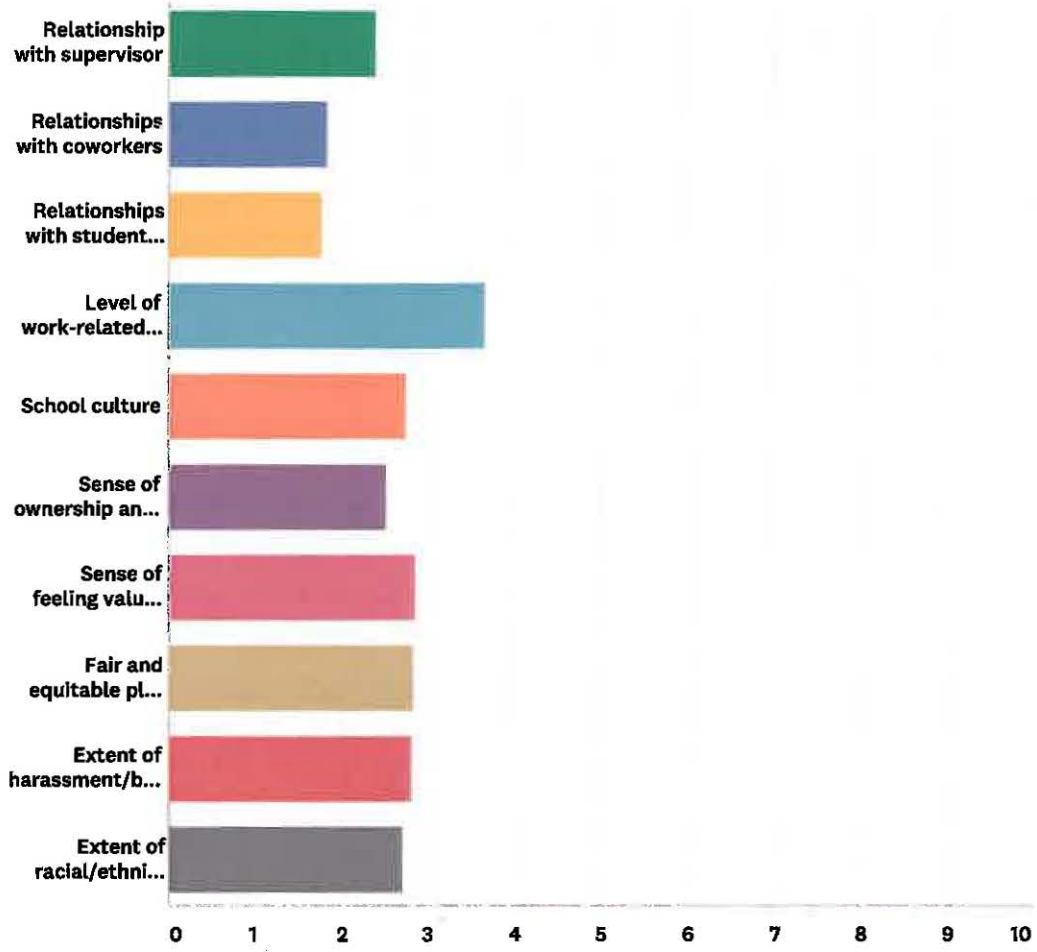
Answered: 213 Skipped: 0



	STRONGLY STAY	STAY	NEUTRAL	LEAVE	STRONGLY LEAVE	TOTAL	WEIGHTED AVERAGE
Safety	3.76% 8	19.72% 42	44.60% 95	25.82% 55	6.10% 13	213	3.11
Temperature control	4.23% 9	20.66% 44	51.64% 110	18.78% 40	4.69% 10	213	2.99
Cleanliness	2.82% 6	14.08% 30	48.83% 104	28.64% 61	5.63% 12	213	3.20
Adequate resources/supplies	1.41% 3	9.86% 21	19.72% 42	39.91% 85	29.11% 62	213	3.85

Q15 How much do the following factors make you want to stay or leave OUSD? Relationships and Culture Factors

Answered: 213 Skipped: 0



	STRONGLY STAY	STAY	NEUTRAL	LEAVE	STRONGLY LEAVE	TOTAL	WEIGHTED AVERAGE
Relationship with supervisor	28.17% 60	30.52% 65	21.60% 46	12.68% 27	7.04% 15	213	2.40
Relationships with coworkers	36.62% 78	45.54% 97	15.02% 32	2.82% 6	0.00% 0	213	1.84
Relationships with students and families	39.91% 85	45.07% 96	12.21% 26	2.35% 5	0.47% 1	213	1.78
Level of work-related stress	3.76% 8	12.21% 26	24.41% 52	30.99% 66	28.64% 61	213	3.69
School culture	12.68% 27	30.05% 64	32.39% 69	17.37% 37	7.51% 16	213	2.77
Sense of ownership and control of my work	20.19% 43	34.74% 74	23.94% 51	13.62% 29	7.51% 16	213	2.54
Sense of feeling valued, respected, and trusted	13.62% 29	32.39% 69	18.78% 40	23.47% 50	11.74% 25	213	2.87

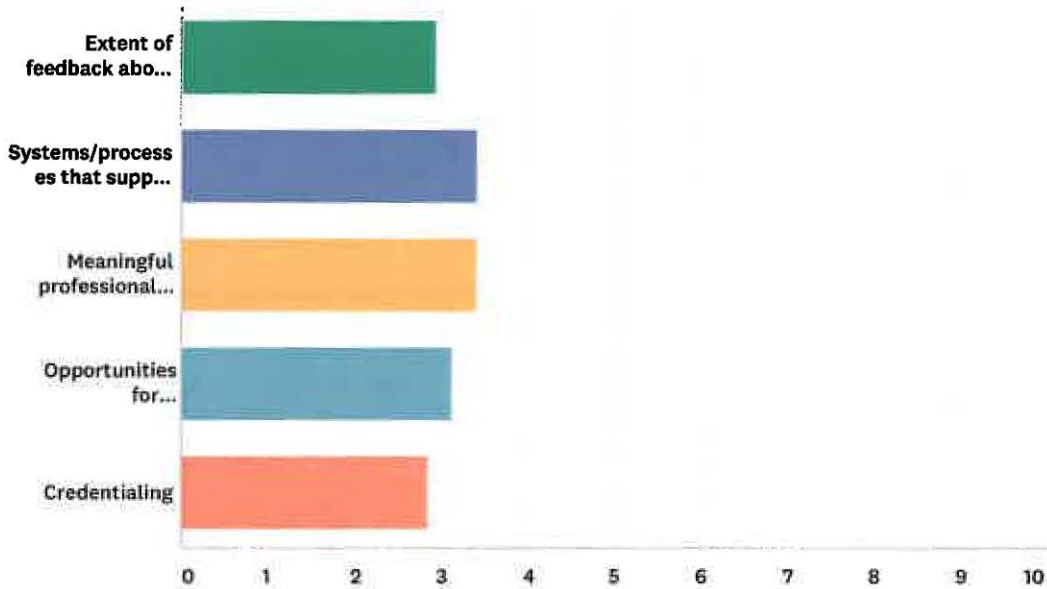
OUSD Retention Survey

42

Fair and equitable place to work	12.68% 27	30.99% 66	25.35% 54	22.07% 47	8.92% 19	213	2.84
Extent of harassment/bullying	10.80% 23	20.19% 43	47.42% 101	18.78% 40	2.82% 6	213	2.83
Extent of racial/ethnic conflict	11.27% 24	19.25% 41	57.28% 122	11.27% 24	0.94% 2	213	2.71

Q16 How much do the following factors make you want to stay or leave OUSD? Professional Growth and Development Factors

Answered: 213 Skipped: 0



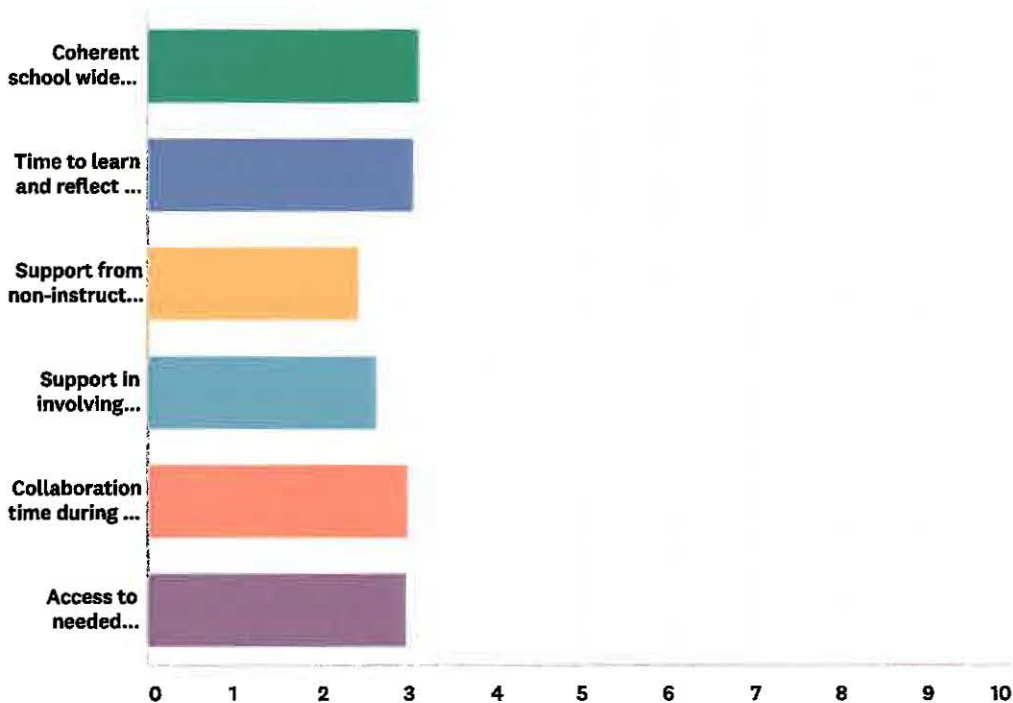
	STRONGLY STAY	STAY	NEUTRAL	LEAVE	STRONGLY LEAVE	TOTAL	WEIGHTED AVERAGE
Extent of feedback about how you are doing at your job	8.92% 19	24.41% 52	40.38% 86	18.78% 40	7.51% 16	213	2.92
Systems/processes that support you to do your job	7.04% 15	17.37% 37	20.66% 44	36.15% 77	18.78% 40	213	3.42
Meaningful professional development opportunities/training	4.69% 10	15.96% 34	35.21% 75	21.60% 46	22.54% 48	213	3.41
Opportunities for advancement/career ladder	8.92% 19	15.49% 33	42.72% 91	21.13% 45	11.74% 25	213	3.11
Credentialing	10.33% 22	13.62% 29	62.91% 134	7.04% 15	6.10% 13	213	2.85

Q17 Are there any factors that make you want to stay or leave OUSD that were not captured in the questions above?

Answered: 102 Skipped: 111

Q18 How much do the following support you to be an effective teacher at your school site?

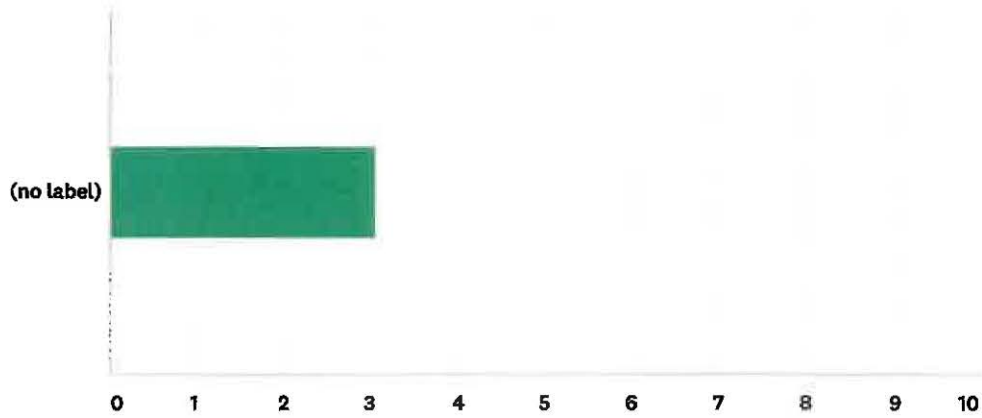
Answered: 192 Skipped: 21



	VERY SUPPORTIVE	SUPPORTIVE	NEUTRAL	UNSUPPORTIVE	VERY UNSUPPORTIVE	TOTAL	WEIGHTED AVERAGE
Coherent school wide discipline system	9.42% 18	24.61% 47	25.65% 49	25.13% 48	15.18% 29	191	3.12
Time to learn and reflect on my teaching practice	8.38% 16	25.65% 49	26.70% 51	31.41% 60	7.85% 15	191	3.05
Support from non-instructional staff (e.g. Counselors, RJ Facilitators, ITLs, classified support staff)	15.63% 30	44.27% 85	25.00% 48	12.50% 24	2.60% 5	192	2.42
Support in involving families and caregivers	9.38% 18	35.94% 69	39.58% 76	11.46% 22	3.65% 7	192	2.64
Collaboration time during the workday	8.85% 17	26.04% 50	32.81% 63	21.88% 42	10.42% 20	192	2.99
Access to needed facilities and resources (printers, copiers, computer lab, chromebook carts, supplies, materials, restrooms)	9.38% 18	32.29% 62	21.35% 41	25.52% 49	11.46% 22	192	2.97

Q19 Overall are you satisfied with the above supports at your school site?

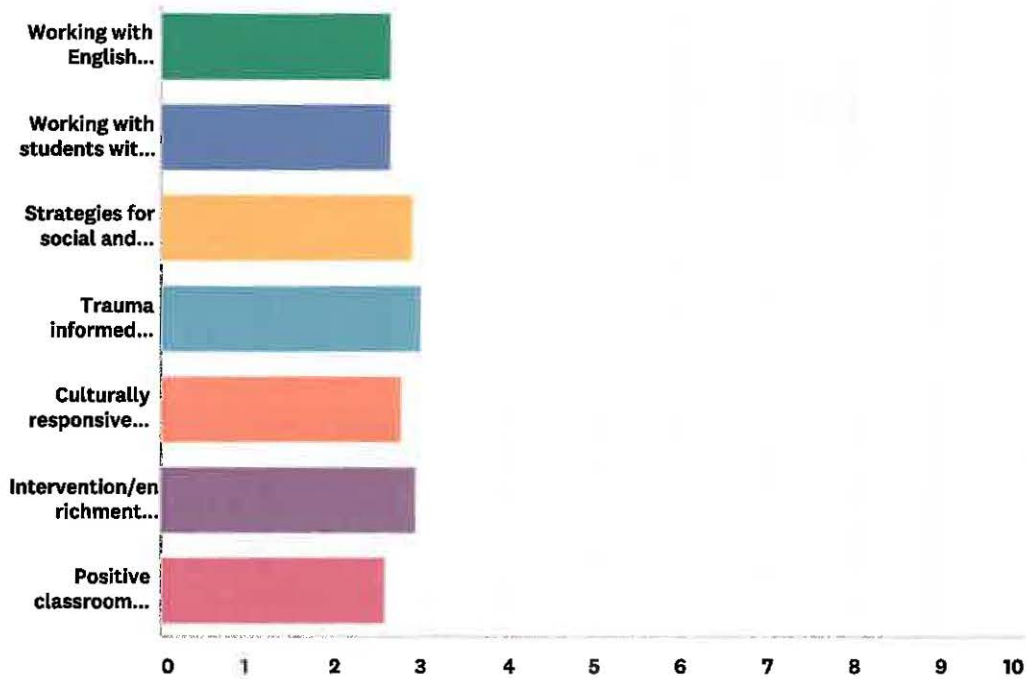
Answered: 192 Skipped: 21



	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	5.21% 10	28.65% 55	28.65% 55	29.17% 56	8.33% 16	192	3.07

Q20 Please indicate the extent to which you have professional learning needs in the following areas. Inclusive Practices

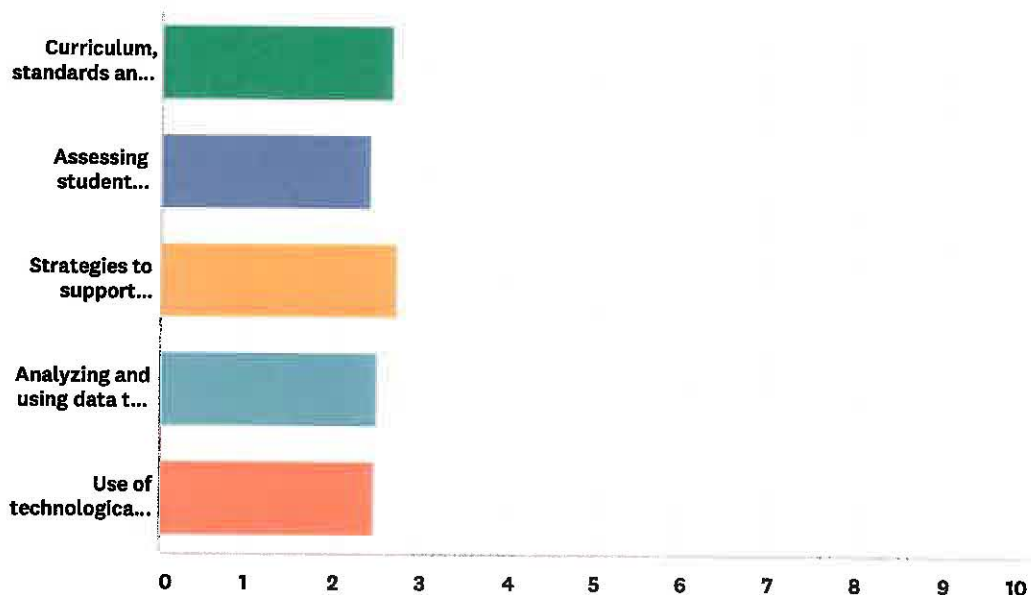
Answered: 192 Skipped: 21



	NO NEED	SOME NEED	MODERATE NEED	HIGH NEED	VERY HIGH NEED	TOTAL	WEIGHTED AVERAGE
Working with English language learners	14.74% 28	37.37% 71	25.26% 48	13.16% 25	9.47% 18	190	2.65
Working with students with disabilities	24.87% 47	31.75% 60	14.29% 27	11.11% 21	17.99% 34	189	2.66
Strategies for social and emotional learning	9.95% 19	37.70% 72	21.99% 42	13.61% 26	16.75% 32	191	2.90
Trauma informed teaching practices	7.33% 14	34.55% 66	25.13% 48	14.66% 28	18.32% 35	191	3.02
Culturally responsive teaching practices	11.52% 22	38.22% 73	24.61% 47	11.52% 22	14.14% 27	191	2.79
Intervention/enrichment strategies	8.90% 17	35.60% 68	21.99% 42	18.32% 35	15.18% 29	191	2.95
Positive classroom culture strategies (classroom management)	16.93% 32	39.68% 75	20.63% 39	12.70% 24	10.05% 19	189	2.59

Q21 Please indicate the extent to which you have professional learning needs in the following areas. Curriculum and Assessment

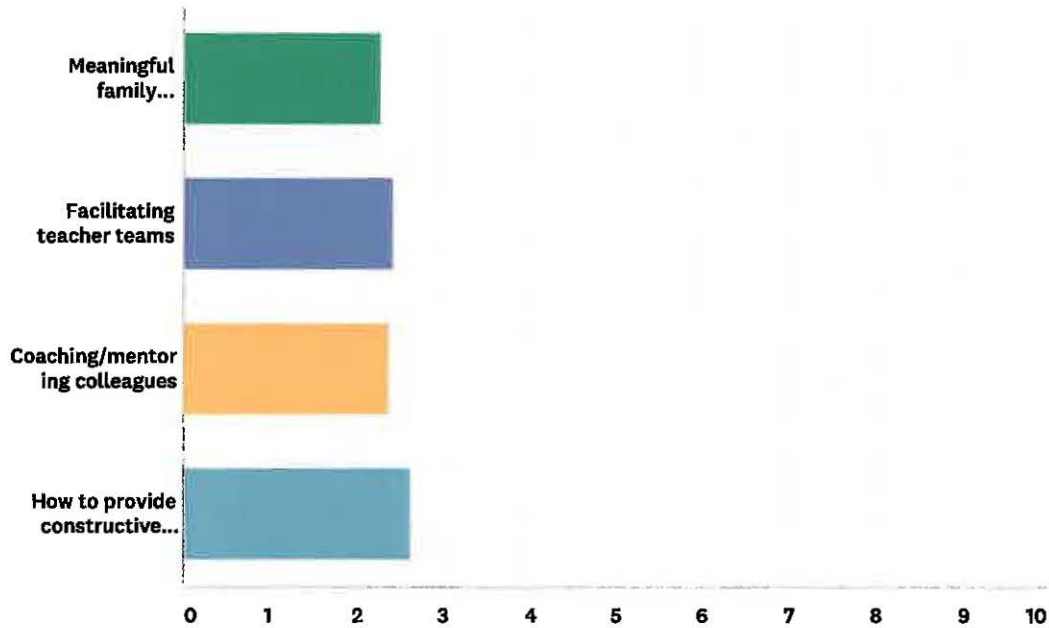
Answered: 192 Skipped: 21



	NO NEED	SOME NEED	MODERATE NEED	HIGH NEED	VERY HIGH NEED	TOTAL	WEIGHTED AVERAGE
Curriculum, standards and lesson design in the subject(s) I teach	15.63% 30	34.90% 67	27.08% 52	14.06% 27	8.33% 16	192	2.65
Assessing student learning in my subject(s)	21.47% 41	39.79% 76	23.04% 44	8.90% 17	6.81% 13	191	2.40
Strategies to support students' academic skill development	10.94% 21	40.10% 77	25.00% 48	14.58% 28	9.38% 18	192	2.71
Analyzing and using data to drive instruction	20.42% 39	37.70% 72	21.47% 41	14.14% 27	6.28% 12	191	2.48
Use of technological systems (Aeries, state testing systems, illuminate, OUSD Data Dashboards, SEIS, etc.)	21.47% 41	34.55% 66	26.18% 50	10.99% 21	6.81% 13	191	2.47

Q22 Please indicate the extent to which you have professional learning needs in the following areas. Leadership

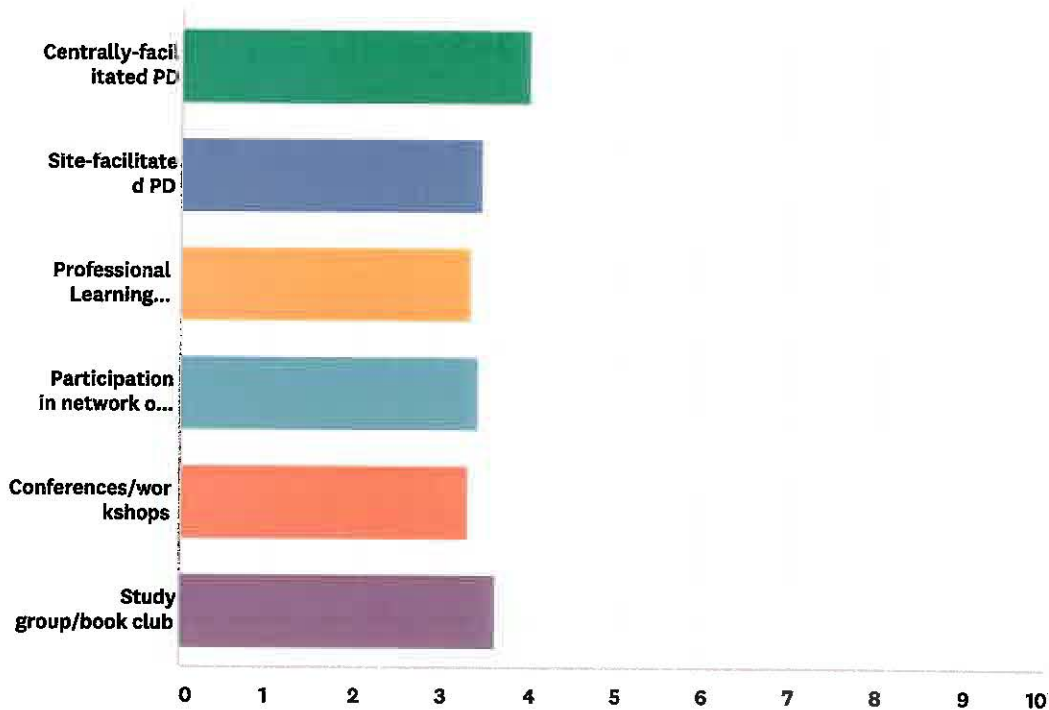
Answered: 192 Skipped: 21



	NO NEED	SOME NEED	MODERATE NEED	HIGH NEED	VERY HIGH NEED	TOTAL	WEIGHTED AVERAGE
Meaningful family engagement	23.44% 45	43.23% 83	20.31% 39	8.85% 17	4.17% 8	192	2.27
Facilitating teacher teams	23.16% 44	35.79% 68	19.47% 37	18.42% 35	3.16% 6	190	2.43
Coaching/mentoring colleagues	27.23% 52	33.51% 64	17.80% 34	16.23% 31	5.24% 10	191	2.39
How to provide constructive feedback to my supervisor	16.84% 32	35.26% 67	24.21% 46	14.74% 28	8.95% 17	190	2.64

Q23 Rate the positive impact of the following types of learning you have experienced as an OUSD teacher. Professional Development (PD)

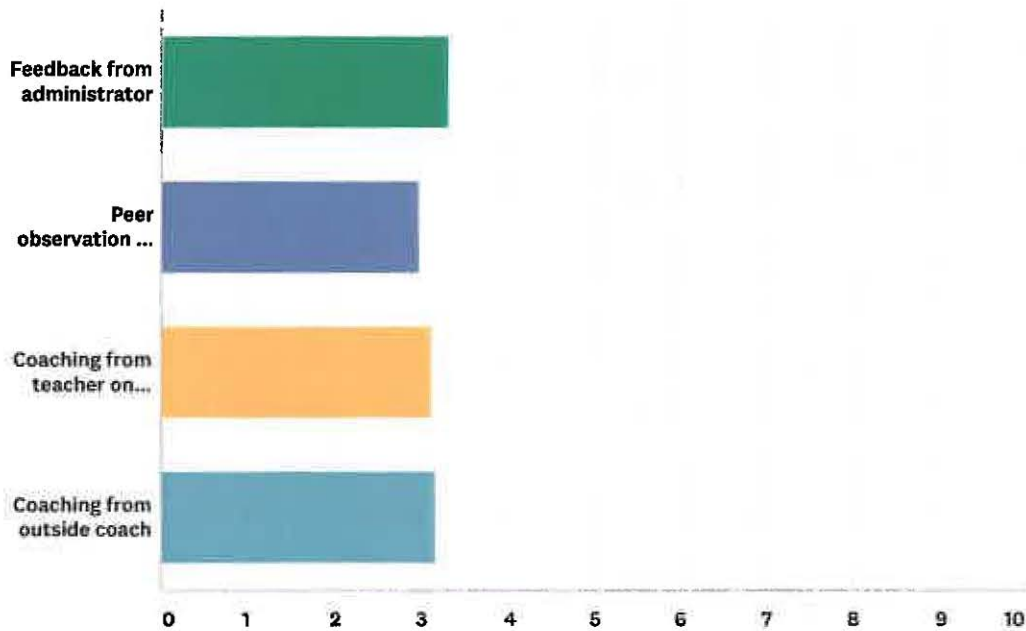
Answered: 192 Skipped: 21



	VERY HIGH POSITIVE IMPACT	HIGH POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SOME POSITIVE IMPACT	NO POSITIVE IMPACT	N/A	TOTAL	WEIGHTED AVERAGE
Centrally-facilitated PD	0.52% 1	6.28% 12	17.28% 33	31.41% 60	30.37% 58	14.14% 27	191	3.99
Site-facilitated PD	3.68% 7	12.11% 23	28.42% 54	34.74% 66	13.68% 26	7.37% 14	190	3.46
Professional Learning Communities (PLCs)	4.71% 9	13.61% 26	21.99% 42	23.04% 44	12.57% 24	24.08% 46	191	3.33
Participation in network of teachers/educators	3.68% 7	11.05% 21	22.11% 42	26.32% 50	11.05% 21	25.79% 49	190	3.40
Conferences/workshops	5.82% 11	14.81% 28	15.34% 29	23.28% 44	12.70% 24	28.04% 53	189	3.31
Study group/book club	1.05% 2	4.71% 9	10.47% 20	6.28% 12	10.47% 20	67.02% 128	191	3.62

Q24 Rate the positive impact of the following types of learning you have experienced as an OUSD teacher. Feedback and Coaching

Answered: 192 Skipped: 21



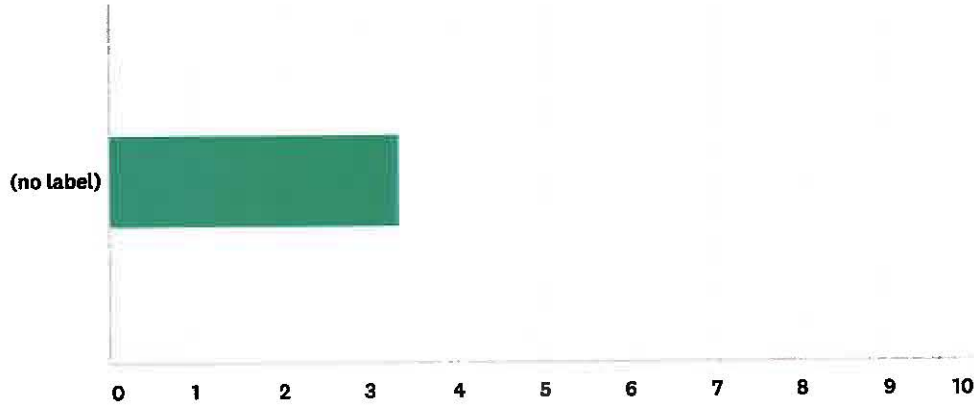
	VERY HIGH POSITIVE IMPACT	HIGH POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SOME POSITIVE IMPACT	NO POSITIVE IMPACT	N/A	TOTAL	WEIGHTED AVERAGE
Feedback from administrator	5.21% 10	18.23% 35	25.00% 48	22.92% 44	16.15% 31	12.50% 24	192	3.30
Peer observation and feedback	4.71% 9	19.90% 38	20.42% 39	17.80% 34	5.24% 10	31.94% 61	191	2.98
Coaching from teacher on special assignment/instructional teacher leader	7.37% 14	14.74% 28	17.37% 33	20.00% 38	8.95% 17	31.58% 60	190	3.12
Coaching from outside coach	4.74% 9	15.79% 30	15.26% 29	15.79% 30	9.47% 18	38.95% 74	190	3.16

Q25 Are there other types of learning not included above that have had a positive impact on you?

Answered: 38 Skipped: 175

Q26 Overall are you satisfied with the professional learning and development you have received as an OUSD teacher (including both formal development sessions and informal feedback)?

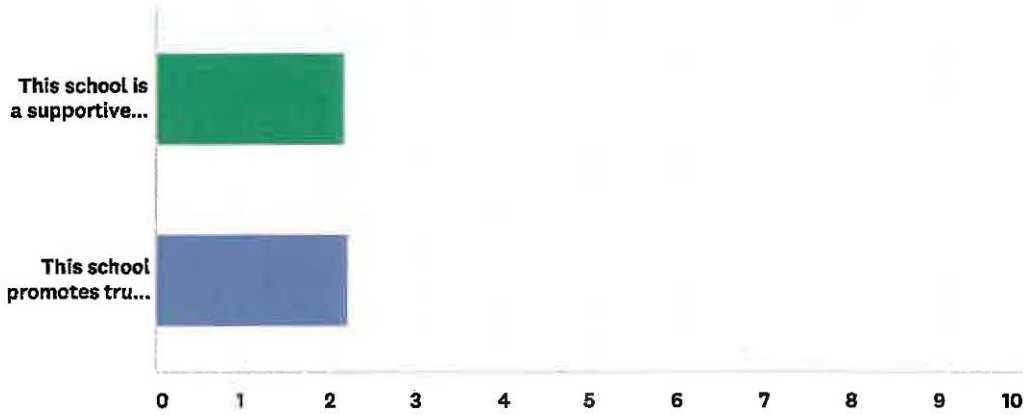
Answered: 192 Skipped: 21



	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	TOTAL	WEIGHTED AVERAGE
(no label)	3.65% 7	18.23% 35	35.42% 68	26.04% 50	16.67% 32	192	3.34

Q27 Please rate how much you agree with the following statements.


Answered: 192 Skipped: 21



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
This school is a supportive and inviting place for staff to work.	20.21% 38	44.68% 84	17.02% 32	10.11% 19	7.98% 15	188	2.18
This school promotes trust and collegiality among staff.	19.15% 36	46.28% 87	17.02% 32	11.17% 21	6.38% 12	188	2.22

Q28 How much do the following factors make you want to stay or leave OUSD? Lifestyle Factors

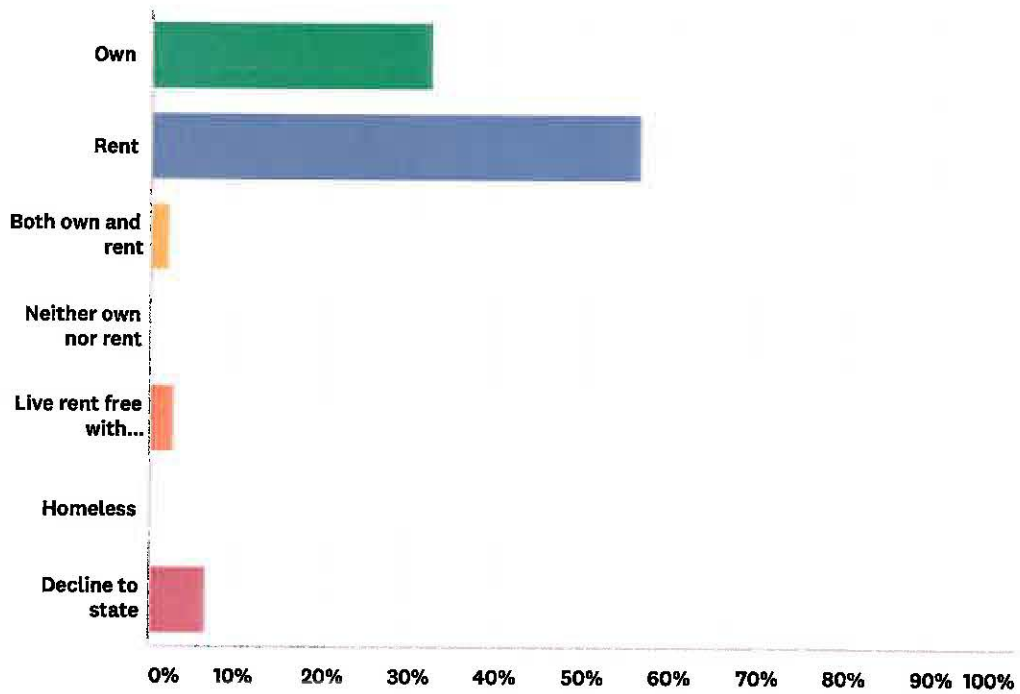
Answered: 0 Skipped: 213

 No matching responses.

	STRONGLY STAY	STAY	NEUTRAL	LEAVE	STRONGLY LEAVE	TOTAL	WEIGHTED AVERAGE
Salary	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Benefits	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Plan to retire	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Housing/affordability in the Bay Area	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Transportation/commute	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Personal factors (family responsibilities, health, work-life balance, etc.)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00

Q65 Do you own or rent a home/apartment/room?

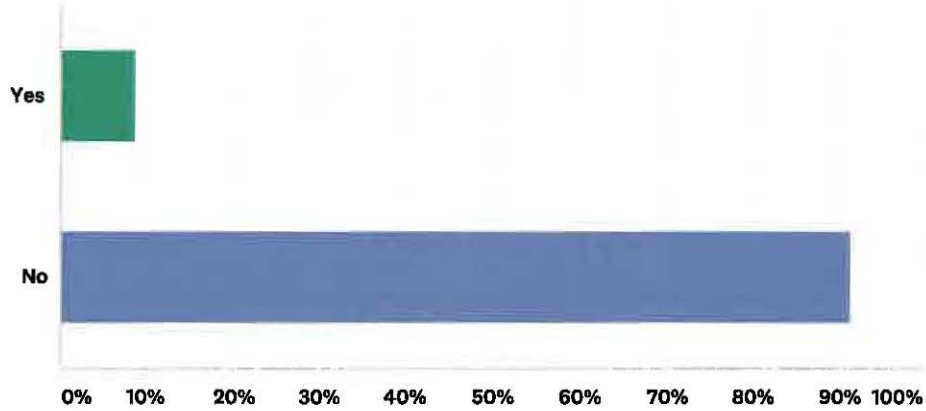
Answered: 188 Skipped: 25



ANSWER CHOICES	RESPONSES	
Own	32.45%	61
Rent	56.38%	106
Both own and rent	2.13%	4
Neither own nor rent	0.00%	0
Live rent free with family/friends	2.66%	5
Homeless	0.00%	0
Decline to state	6.38%	12
TOTAL		188

Q66 If you rent, is your rent subsidized (by family, friends, government, other programs, etc.)?

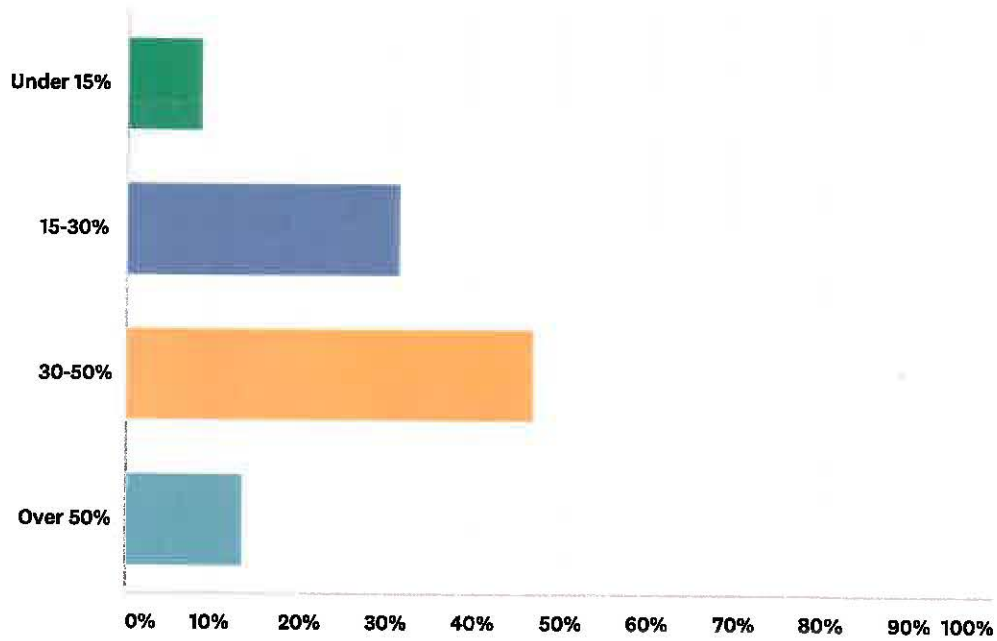
Answered: 127 Skipped: 86



ANSWER CHOICES	RESPONSES	
Yes	8.66%	11
No	91.34%	116
TOTAL		127

Q67 Roughly what percentage of your monthly household income goes to pay for housing (rent or mortgage)?

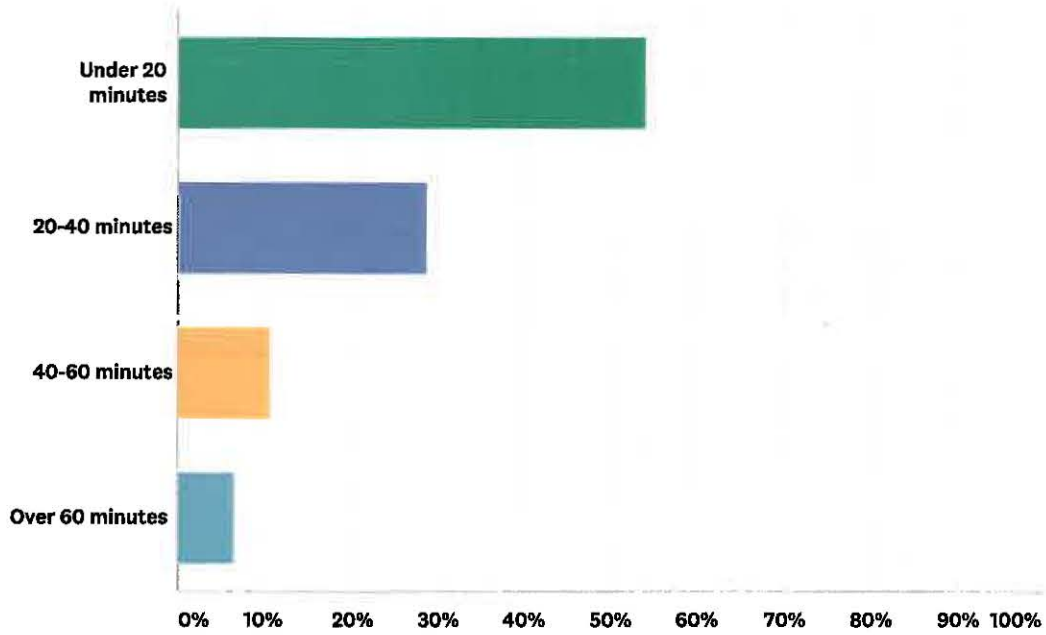
Answered: 188 Skipped: 25



ANSWER CHOICES	RESPONSES	
Under 15%	8.51%	16
15-30%	31.38%	59
30-50%	46.81%	88
Over 50%	13.30%	25
TOTAL		188

Q68 How long is your daily commute (in one direction) to your work site?

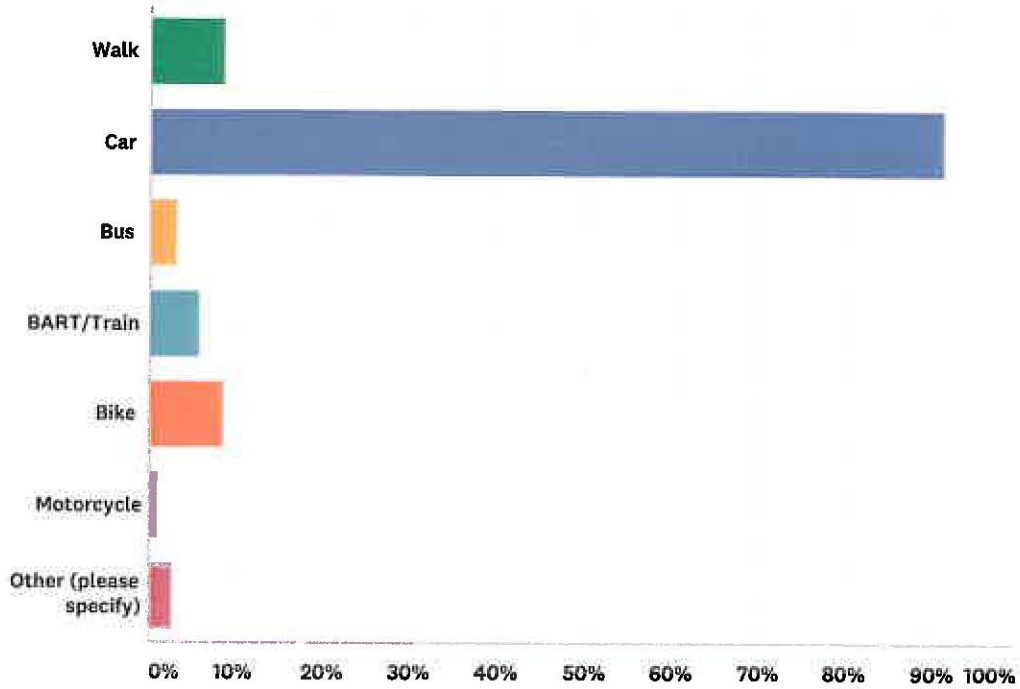
Answered: 188 Skipped: 25



ANSWER CHOICES	RESPONSES	
Under 20 minutes	54.26%	102
20-40 minutes	28.72%	54
40-60 minutes	10.64%	20
Over 60 minutes	6.38%	12
TOTAL		188

Q69 How do you get to work? (Check all that apply)

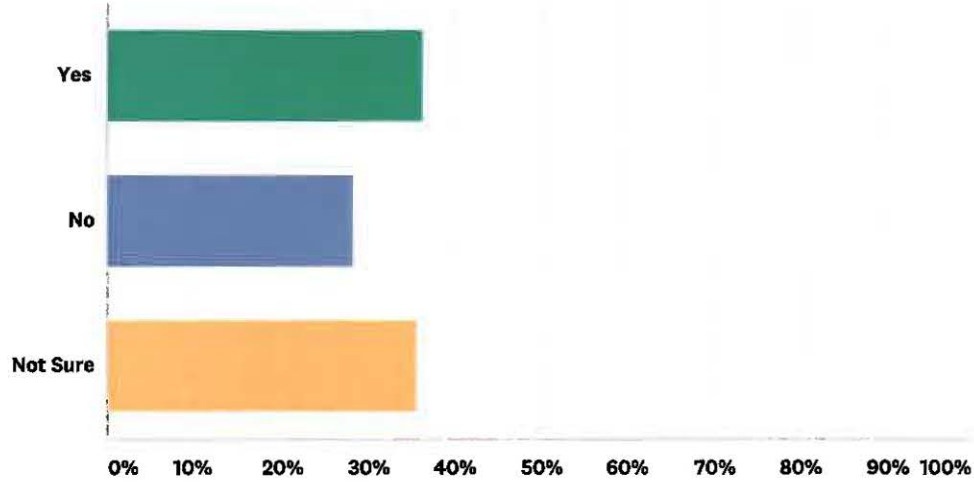
Answered: 188 Skipped: 25



ANSWER CHOICES	RESPONSES	
Walk	8.51%	16
Car	91.49%	172
Bus	3.19%	6
BART/Train	5.85%	11
Bike	8.51%	16
Motorcycle	1.06%	2
Other (please specify)	2.66%	5
Total Respondents: 188		

Q70 Do you anticipate needing to leave your current position (i.e. teacher, custodian, etc.) within the next 5 years because of cost of living in the Bay Area?

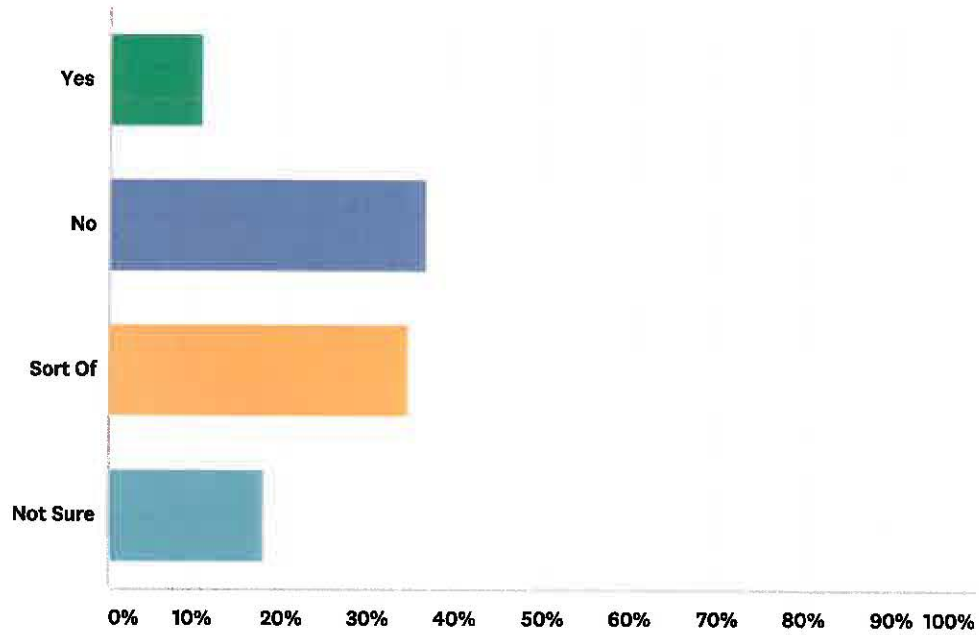
Answered: 188 Skipped: 25



ANSWER CHOICES	RESPONSES	
Yes	36.17%	68
No	28.19%	53
Not Sure	35.64%	67
TOTAL		188

Q71 Do you feel that OUSD offers a career ladder for people in your position to move to a higher position and pay?

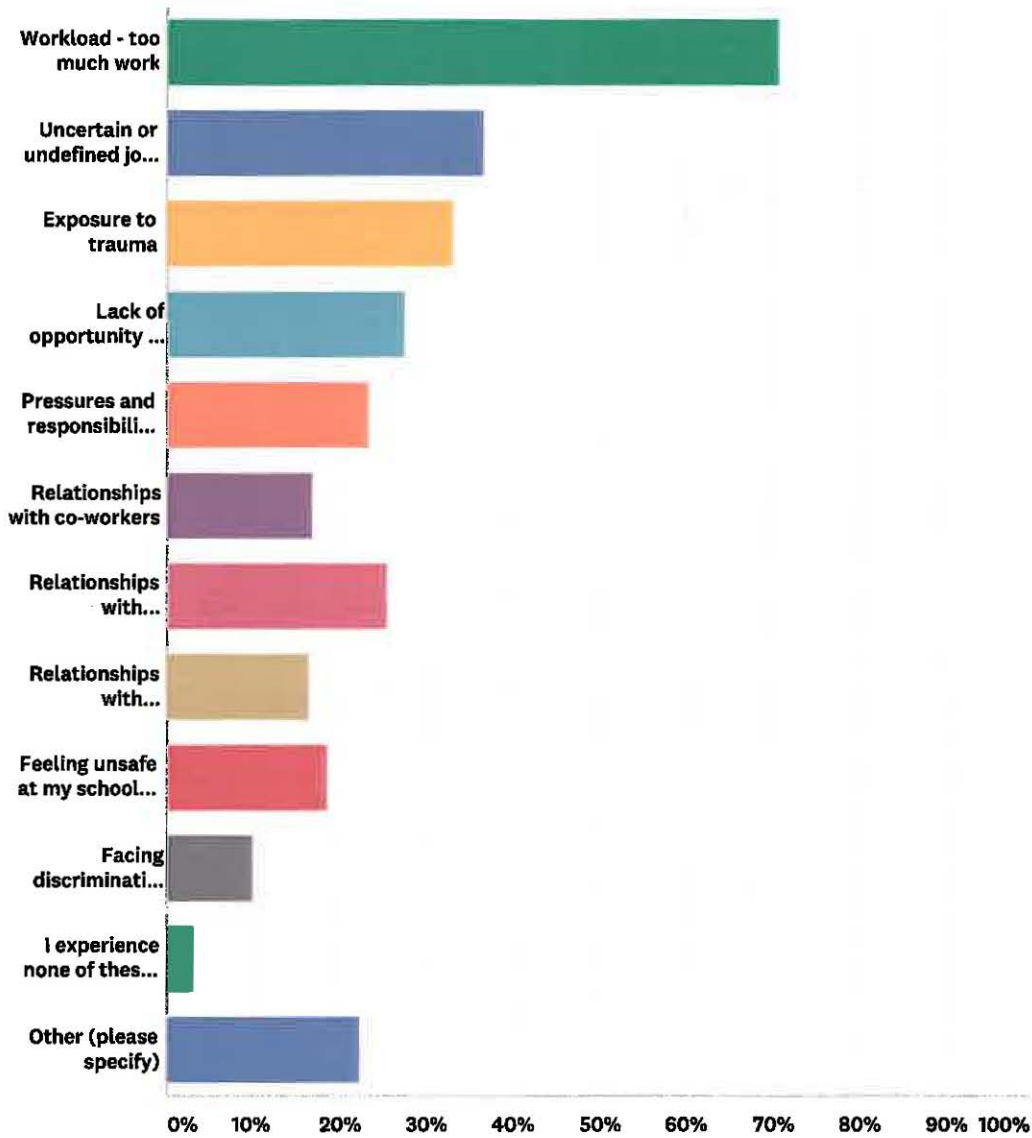
Answered: 188 Skipped: 25



ANSWER CHOICES	RESPONSES	
Yes	10.64%	20
No	36.70%	69
Sort Of	34.57%	65
Not Sure	18.09%	34
TOTAL		188

Q72 What are the major stressors you face at work? (Check all that apply)

Answered: 188 Skipped: 25



ANSWER CHOICES	RESPONSES	
Workload - too much work	70.74%	133
Uncertain or undefined job expectations	36.70%	69
Exposure to trauma	32.98%	62
Lack of opportunity for growth and advancement	27.66%	52
Pressures and responsibilities outside of work	23.40%	44
Relationships with co-workers	17.02%	32
Relationships with supervisor(s)	25.53%	48

Relationships with students/parents	16.49%	31
Feeling unsafe at my school or workplace	18.62%	35
Facing discrimination/harassment at work	10.11%	19
I experience none of these stressors at work	3.19%	6
Other (please specify)	22.34%	42
Total Respondents: 188		

Q73 Is there anything else you would like to tell us about stressors in your current position, at your current site/department, or as an OUSD employee in general?

Answered: 71 Skipped: 142



Commission on Teacher Credentialing

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

December 14, 2018

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

Notification of Intent to Fund

Local Solutions Grant No. LS 240

Grant Award Amount: *\$381,144.18*

Dear Sarah Glasband:

The Commission on Teacher Credentialing (Commission) is pleased to notify you that your application for a one-time grant award pursuant to the *Request for Proposals for Local Solutions to the Shortage of Special Education Teachers Local Solutions Grants Program* has been approved for funding. You will be expected to implement this grant in accordance with the narrative, related activities, and timeframe described in your grant application.

Funds allocated for this grant must be expended by June 30, 2023. 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 2023 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. You will be responsible for accounting for both the grant funds expenditures and the matching funds expenditures as indicated in the submitted budgets.

If you accept this grant award and agree to abide by the grant award conditions as indicated in the attached Grant Award Terms and Conditions document, please review the Certification of Acceptance (GAC) form and return three (3) copies with original signatures no later than **January 18, 2019** to the address provided on the attached GAC form. In addition, please also fill out and submit to contracts@ctc.ca.gov the attached W-9 form or the STD 204 form, as applicable to your institution type. Please note that the Commission cannot release funds to your LEA without having the appropriate W-9 or STD 204 form on file. If you have any questions, please email contracts@ctc.ca.gov.

The grantee will be expected to make appropriate yearly progress in implementing the program planning process according to the plan provided in the funded application. Funds to grantees will be distributed in two total payments. The first payment will be ninety percent (90%) of the annual budget amount of the operational budget, and the second payment will be ten percent (10%) of the annual budget amount of the operational budget. The second payment will be provided to grantees after the program has submitted its required implementation report.

Please note that if an LEA is working with a partner IHE(s) within the Local Solutions Grant Program, the IHE must have a Commission-approved teacher preparation program in the credential area(s) to be addressed within the grant program.

The report of outcomes of and lessons learned in implementing your Local Solutions Grant will be due to the Commission as soon as you have completed all activities relating to this grant, or by **June 30, 2023**, whichever comes first. Further information on the outcomes reporting process will be provided at a later date.

We look forward to working with you on this important effort to promote recruit and retain special education teachers. Your efforts will help provide additional qualified teachers for California public schools to address the teacher shortage.

Yours truly,

Mary Vixie Sandy
Executive Director



PROGRAM INFORMATION	
Program Name Oakland Unified School District	Grant Number LS 240
Program Director Sarah Glasband	Phone 510-717-7414
Program Address 1000 Broadway, Suite 295 Oakland, CA 94607	Fax 510-879-0228
	Email sarah.glasband@ousd.org
	County Alameda
PROGRAM DIRECTOR SIGNATURE	DATE 1/15/19

AWARD INFORMATION			
TERM OF GRANT AGREEMENT	TOTAL GRANT	Payment 1 (90%)	Payment 2 (10%)
12/14/18 - 06/30/23	381,144.18	343,029.76	38,114.42
PROGRAM CATEGORY (CODE & TITLE) 5397 - Educator Preparation		RESOURCE CODE 0000	REVENUE ACCOUNT 4524000
ITEM 63602010-0001	AUTHORIZING STATUTE Education Code §44415		FISCAL YEAR 2018-2019
COMMISSION PROGRAM CONSULTANT Cara Mendoza, Ed.D.	PHONE NUMBER 916-324-8001	EMAIL ADDRESS SolGrants@ctc.ca.gov	
I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated within this section.			
Commission on Teacher Credentialing Signature			DATE

FISCAL AGENT INFORMATION	
Fiscal Agent Marcus Battle	Title Chief Business Officer
Organization Name/Mailing Address Oakland Unified School District, c/o Marcus Battle 1000 Broadway, Suite 680 Oakland, CA 94607	Email marcus.battle@ousd.org
	Phone 510-879-4248
	Fax 510-879-3687
Contact person for daily operations Ofelia Roxas, Chief Financial Officer	Phone 510-879-1026
	Email ofelia.roxas@ousd.org

Signature below indicates acceptance of the grant award and an agreement to abide by the grant award conditions as described in the Grant Award Terms and Conditions Document. Throughout the duration of this grant term, questions can be directed to TeacherResGrants@ctc.ca.gov.

FISCAL AGENT SIGNATURE DATE **January 16, 2019**

Return 3 completed forms with 3 original signatures to:

MAIL TO:

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

Commission on Teacher Credentialing
Local Solutions Grants Program
Special Terms and Conditions
December 2018

1. The Grantee must carry out its plan as indicated in the proposal and budget and as approved by the Commission (CTC). CTC staff will monitor evidence of progress in accordance with the funded proposal.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement - Certification of Acceptance Form (GAC). All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds ten percent (10%) of what was submitted in the proposed budget requires prior approval from CTC.
3. All approved funds for this grant must be legally obligated or expended by June 30, 2023. All funds not legally obligated or expended by June 30, 2023 must be returned to the CTC at the address below no later than September 30, 2023.
4. The Grantee agrees to submit reports and other data as required by CTC. Further instructions regarding data collection and reporting will be provided by the CTC.
5. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2023 to:
Commission on Teacher Credentialing
Fiscal and Business Services
Attn: Contracts
1900 Capitol Avenue
Sacramento, CA 95811-4213
6. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
7. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).
8. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. The Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to the Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the state, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

9. The Grantee must sign three (3) originals of the Grant Award Agreement and Certification of Acceptance (GAC) and return to the CTC prior to issuance of the first funding allocation. State processing time is about four to six weeks. Send the signed agreement to:
 - Commission on Teacher Credentialing
 - Fiscal and Business Services
 - Attn: Contracts
 - 1900 Capitol Avenue
 - Sacramento, CA 95811-4213
10. Ninety (90) percent of the grant award fiscal allocation total will be sent within three months following receipt of the three (3) signed original GACs returned to the CTC. The second (final) allocation will consist of ten percent (10%) of the grant award fiscal allocation and will be sent following receipt of the grantee's report of program outcomes.
11. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
12. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
13. The Grantee certifies that it possesses legal authority to apply for the grant and that the person identified as the official representative of the applicant is authorized to act in connection with the application and to provide such additional information as may be required.
14. Budget Contingency Clause:
 - a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
 - b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.