

File ID Number	24-1350
Introduction Date	6/5/2024
Enactment Number	24-1145
Enactment Date	6/5/2024
By	OS



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

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

June 5, 2024

To: Board of Education

From: Tara Gard, Chief of Talent

Subject: Grant Award - Teacher Residency Grant - TRE 215 STEM, Bilingual Multiple Subjects, Single Subjects for Diverse Educators - Talent/Human Resources

**ACTION REQUESTED:**

Acceptance by the Board of Education of a grant award from the California Commission on Teacher Credentialing in the amount of \$720,000 to implement and expand Oakland Teacher Residency’s pathways for STEM, Bilingual Multiple Subjects and Single Subjects (ELA and Social Science) for Diverse Educators. With this grant we will provide stipends to Resident Teachers as they student teach and work toward a preliminary credential, and to Mentors who host and support the Residents in their classrooms for the period of August 1, 2023 - June 30, 2024.

**BACKGROUND:**

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

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
24-1350	Yes	Grant	Oakland Unified School District K-12 Schools	To support the implementation and expansion of the Oakland Teacher Residency’s pathways for STEM, Bilingual Multiple Subjects and Single Subjects (ELA and Social Science) for Diverse Educators. This grant provides stipends to Resident Teachers as they student teach and work toward a preliminary credential, and to Mentors who host and support the Residents in their classrooms.	August 1, 2023 - June 30, 2024	California Commission on Teacher Credentialing	\$720,000.00

**DISCUSSION:**

The District created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$720,000.00

**RECOMMENDATION:**

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

**ATTACHMENTS:**

Grant Face Sheet

Grant Award Letter

Grant Agreement

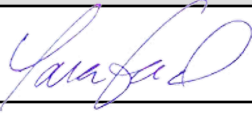
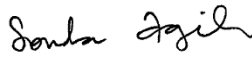
## OUSD Grants Management Face Sheet

<b>Title of Grant:</b> Teacher Residency Grant - TRE 215 STEM, Bilingual Multiple Subjects, Single Subjects for Diverse Educators	<b>Funding Cycle Dates:</b>  8/1/2023 - 6/30/2024
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address)  Name: California Commission on Teacher Credentialing Address: 1900 Capitol Avenue, Sacramento, CA 95811-4213 Email: <a href="mailto:TeacherResGrants@ctc.ca.gov">TeacherResGrants@ctc.ca.gov</a>	<b>Grant Amount for Full Funding Cycle:</b> \$720,000.00 for 2023-2024
<b>Funding Agency:</b>  California Commission on Teacher Credentialing	<b>Grant Focus:</b>  Support for the implementation and expansion of the Oakland Teacher Residency's pathways for STEM, Bilingual Multiple Subjects and Single Subjects (ELA and Social Science) for Diverse Educators. This grant provides stipends to Resident Teachers as they student teach and work toward a preliminary credential, and to Mentors who host and support the Residents in their classrooms.
<b>List all School(s) or Department(s) to be Served:</b>  District-wide, K-12 schools	


Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Answer - How will this grant impact OUSD students? This grant will support our partnerships with the Berkeley Teacher Ed Program, Alder Graduate School of Education, CSU-East Bay and OUSD's Oakland Teacher Residency to recruit and support aspiring teachers in the above-named credential areas toward a Preliminary credential. The program aims to provide OUSD students with educators

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

**Applicant Obtained Approval Signatures:**

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

**Grant Office Obtained Approval Signatures:**

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

Approved as to form by OUSD Legal Department

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



6/6/2024

Benjamin Davis, President, BOE



6/6/2024

Kyla Johnson-Trammell, Superintendent & Secretary, BOE



## Commission on Teacher Credentialing

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

April 18, 2023

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

### Notification of Intent to Fund

2021 Teacher Residency Expansion Grant Number: 2021TRE215 (Partnership with CSU East Bay, Berkeley School of Education, and Alder GSOE)  
Grant Award Amount for the 2022-23 School Year: \$450,000

Dear Sarah Glasband:

The Commission on Teacher Credentialing (Commission) is pleased to notify you that your application for a one-time grant award pursuant to the *Teacher Residency Expansion Grant Request for Applications* has been approved for funding. You will be expected to implement this grant in accordance with the narrative, related activities, and timeframe described in your grant application.

Funding for the Teacher Residency Expansion Grant is provided for a cohort of residents for the fiscal/academic year as specified in the application and is **potentially renewable** for additional cohorts in subsequent years contingent upon availability of state funding and adequate yearly progress in program implementation. The grant funds are intended to cover expenses incurred for this program as described in your approved grant application. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California.

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

Please note that the partner institution of higher education (IHE) with which you are working for the Teacher Residency Expansion Grant Program must have a Commission-approved teacher preparation program within their regionally accredited IHE in the credential area(s) to be addressed within the grant program in order to operate a residency program.

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

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

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

We look forward to working with you on this important effort to promote a strong and effective LEA/IHE partnership to operate a Teacher Residency Program to provide high quality opportunities for candidates to earn a California teaching credential. Your efforts will help provide additional qualified teachers for California public schools to address the teacher shortage.

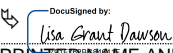
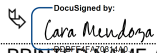
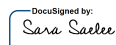
Yours truly,



Mary Vixie Sandy  
Executive Director

Grant Number: 2021TRE215

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

<b>GRANTEE LEA NAME &amp; GRANT NUMBER</b>	2021TRE215 – Oakland Unified School District			
<b>PROJECT TITLE</b>	Teacher Residency Implementation and Expansion Grant Programs			
<b>PERFORMANCE PERIOD</b>	July 1 <sup>st</sup> , 2023	through	June 30 <sup>th</sup> , 2026	
Under the terms and conditions of this Agreement, the Grantee agrees to complete the Project as described in the project description, and the State of California, through the Commission on Teacher Credentialing agrees to fund the Project up to the Grant Amount.				
<b>PROJECT DESCRIPTION</b>				
<p><i>Oakland Unified School District</i> is to support a collaborative partnership with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to implement a new or expand an existing current residency program. Offering a teacher residency program requires careful collaborative planning and supportive infrastructure within and between the local education agency (LEA) and the IHE to assure that the LEA sites that will host teacher residents are fully ready to implement this type of teacher preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor teacher residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium.</p> <p>Project is to be carried out in conformance with the Updated 2023-24 Budget attached as Exhibit A, and the Task List and Timeline in the original approved grant application (hereinafter these two items will be referred to as the "Work Plan") and all Agreement provisions as stated herein.</p> <p>*Note: GAA amount for "2023-24 Additional Funds" is determined by calculating the difference between the total requested grant funds, as indicated on the Updated Appendix G (Exhibit A), and the "Annual Grant Amount" previously disbursed for the program's 2023-24 cohort.</p>				
<b>ADDITIONAL 2023-24 FUNDS NOT TO EXCEED</b>	\$270,000.00			
The General and Special Provisions attached are made a part of and incorporated into the Agreement.				
<b>Oakland Unified School District</b>	<b>Commission on Teacher Credentialing</b>			
1000 Broadway Oakland, CA 94607	1900 Capitol Ave, Sacramento, CA 95811			
BY (AUTHORIZED SIGNATURE):	BY (AUTHORIZED SIGNATURE):			
				
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Lisa Grant Dawson	PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator			
DATE SIGNED: Dec 27, 2023	DATE SIGNED: Jan 2, 2024			
<b>CERTIFICATION OF FUNDING (FOR STATE USE ONLY)</b>				
GRANT NUMBER 2021TRE215	General Fund (0001) Proposition 98	ENY 2020	ACCOUNT 5432000	RPTG STRUCTURE 63602010
ANNUAL GRANT AMOUNT \$270,000.00	ITEM 6360-603-0001	CHAPTER/ STATUTE 44/21	PROGRAM 5397	FISCAL YEAR 2023-24
I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance.				
SIGNATURE OF ACCOUNTING OFFICER	DATE			
	Jan 2, 2024			



Grant Number: 2021TRE215

**GRANT AGREEMENT  
COMMISSION ON TEACHER CREDENTIALING**

**TERMS AND CONDITIONS OF GRANT**

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

**General Provisions**

**A. Definitions**

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

Grant Number: 2021TRE215

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

**B. Project Execution**

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

**C. Project Costs**

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

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

Grant Number: 2021TRE215

disbursed as follows:

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

**D. Allowable Activities and Use of Funds**

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

**E. Payment Documentation**

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

Grant Number: 2021TRE215

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

**F. Project Administration**

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

**G. Project Termination**

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

Grant Number: 2021TRE215

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

**H. Financial Records**

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

**I. Audit**

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

**2021-22 Budget Act Legislation**

**SEC. 46.**

Section 44415.5 is amended in Education Code, to read:

**Education Code §44415.5.**

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

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

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

Grant Number: 2021TRE215

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

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

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

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

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

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

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

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

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

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

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

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

(A) A school district.

(B) A county office of education.

(C) A charter school.

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

Grant Number: 2021TRE215

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

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

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

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

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

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

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

## Grant Number: 2021TRE215

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

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

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

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

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

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

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

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

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

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

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

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

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



Grant Number: 2021TRE215

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

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

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

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

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

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

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

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

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

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

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

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

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

Grant Number: 2021TRE215

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

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

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

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

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

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

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

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

**SEC. 46.**

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

**44417.5.**

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

Grant Number: 2021TRE215

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

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

<b>Program Component</b>	<b>Grant Funds Requested Per Resident</b>	<b>Targeted # of Residents to Receive this Support Annually</b>	<b>Total Grant Funds Requested</b>
1. Mentor Teacher Professional Development/ Training	\$0.00	0	\$0.00
2. Mentor Teacher Stipend (this may include housing stipends)	\$4,480.00	18	\$80,640.00
3. Mentor Teacher Release Time	\$0.00	0	\$0.00
4. Teacher Preparation Costs (Tuition, Fees, Books, etc.)	\$0.00	0	\$0.00
5. Salary/Stipend for Residents (this may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages, with a minimum of \$20,000)	\$33,520.00	18	\$603,360.00
6. IHE Faculty Stipends	\$0.00	0	\$0.00
7. IHE Faculty Release Time	\$0.00	0	\$0.00
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$0.00	0	\$0.00
9. Induction Support for Residents who Complete the Program	\$0.00	0	\$0.00
10. Residency program staff costs	\$0.00	0	\$0.00
11. Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$2,000.00	18	\$36,000.00
12. Other (describe below)	\$0.00	0	\$0.00

Grant Number: 2021TRE215

Program Component - Grant Funds Requested Per Resident - Targeted # of Residents to Receive this Support Annually - Total Grant Funds Requested			
<b>TOTALS</b>	\$40,000.00		\$720,000.00

Updated Appendix G | Page 2 of 4

## ***Updated Appendix G***

### ***Teacher Residency Implementation and Expansion Grant***

#### ***Request for Increase***

##### **Directions:**

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

##### **Reminders and Definitions:**

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

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

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

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
1. Mentor Teacher Professional Development/ Training	\$0.00	0	\$0.00
2. Mentor Teacher Stipend (this may include housing stipends)	\$4,480.00	18	\$80,640.00
3. Mentor Teacher Release Time	\$0.00	0	\$0.00
4. Teacher Preparation Costs (Tuition, Fees, Books, etc.)	\$0.00	0	\$0.00
5. Salary/Stipend for Residents (this may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages, with a minimum of \$20,000)	\$33,520.00	18	\$603,360.00
6. IHE Faculty Stipends	\$0.00	0	\$0.00
7. IHE Faculty Release Time	\$0.00	0	\$0.00
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$0.00	0	\$0.00
9. Induction Support for Residents who Complete the Program	\$0.00	0	\$0.00
10. Residency program staff costs	\$0.00	0	\$0.00
11. Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$2,000.00	18	\$36,000.00
12. Other (describe below)	\$0.00	0	\$0.00
Program Component - Grant Funds Requested Per Resident - Targeted # of Residents to Receive this Support Annually - Total Grant Funds Requested			
<b>TOTALS</b>	\$40,000.00		\$720,000.00

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

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

1. Mentor Teacher Professional Development/Training.
2. Mentor Teacher Stipend (this may include housing stipends).  
Mentor stipends in Oakland Unified are \$1000 to \$1700 depending on the program and number of mentees being supported. With the intensive nature of the residency program and the desire to develop a pool of strong candidates, OUSD would like to offer a stipend of \$4000 (\$4,480 including overhead) for residency mentors. This stipend covers 50 additional hours of work for a mid career teacher in the district. We are requesting \$4,480 for 18 Mentors, for a total of \$80,640.
3. Mentor Teacher Release Time
4. Teacher Preparation Costs (Tuition, fees, books, etc.)
5. Salary/Stipend for Residents (this may include housing stipends)  
To expand the opportunity to more members of the community. Oakland Unified will increase the stipend paid to residents to \$29,928 (\$33,520 including overhead). This amount is greater than the rate paid to classified substitutes. Additional funds will be provided to resident candidates who make up our target demographics, bringing the total compensation for our targeted populations to \$59,000. We are requesting \$33,520 for 18 Residents, for a total of \$603,360.
6. IHE Faculty Stipends
7. IHE Faculty Release Time
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)
9. Induction Support for Residents who Complete the Program
10. Residency Program Staff Costs
11. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose)  
OUSD requires a five percent administrative fee from grants received in order to effectively administer the grant. We are requesting \$2,000 for 18 Residents, for a total of \$36,000.
12. Other





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

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

## **TABLE OF CONTENTS**

<b>1. Overview of the Current Operational Teacher Residency Partnership between the Applicant LEA and the Collaborating IHE(s)</b>	<b>3</b>
<b>2. Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversify the Teacher Workforce of the LEA(s) to Match the LEA(s) Community’s Diversity</b>	<b>6</b>
<b>3. The Expanded Teacher Residency Program to be Implemented</b>	<b>9</b>
<b>4. Key Program Personnel and Shared Program Governance</b>	<b>13</b>
<b>5. Sustainability</b>	<b>15</b>
<b>6. Data Collection, Evaluation Reporting, Assurances, and Partnership Agreements</b>	<b>16</b>
<b>7: Budget Narrative</b>	<b>16</b>
<b>APPENDICES</b>	
<b>Appendix D: Teacher Residency Expansion Program Summary</b>	<b>18</b>
<b>Appendix E: Assurance Statements and Partnership Agreements</b>	<b>20</b>
<b>Appendix G: Teacher Residency Expansion Grant Budget Forms</b>	<b>23</b>
<b>Appendix H: Statutory Priority Points</b>	<b>26</b>
<b>Appendix I: Grant Stewardship and Accreditation Status</b>	<b>35</b>
<b>IHE Partnership Letters</b>	<b>37</b>

## **1. Program Overview**

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

The Oakland Teacher Residency (OTR) program for STEM and Special Education was established in the 2019-20 school year in partnership with CSU-East Bay (CSUEB), Berkeley Teacher Education Program (BTEP), and Trellis Education for STEM, and with Loyola Marymount University for Mild/Moderate credential candidates, with a change in partnership to the Alder Graduate School of Education after the first year. Of the 49 candidates across these programs, 29 received their Preliminary credentials and 20 continue to be supported towards completion. The percentage of residents from our targeted demographics has increased from 26% in the first year (2019-20) to 70% for the 22-23 school year. In 2022, OUSD and partners expanded OTR to include a Multiple Subjects residency pathway for Black, male teachers, and under this grant, aims to establish pathways for Bilingual Multiple Subjects candidates and for English or History / Social Science candidates who represent the diversity of our students. All of these pathways are used to further the District's strategic plan of developing a diverse and stable staff with a specific focus on Black and Brown staff in the District.

The STEM Residency is rounding out its fourth year in 2022-2023, and despite the loss of Trellis as a key partner with its closure in 2022, OUSD, BTEP and CSUEB have graduated 21 STEM candidates to a preliminary credential and continue to support eight others towards completion of requirements. The success of the program has been possible due to the longstanding collaboration among the partners, whose partnerships precede the Residency, to recruit and support candidates and to create diverse teaching teams that more closely mirror the children in hard-to-staff subject areas in the District.

Within this partnership, CSUEB and BTEP's 12- and 15-month programs, respectively, ensure a course experience for Residents that is aligned with, and reflective of, their yearlong field experience, and OUSD oversees a thorough Mentor selection process to ensure a rich field experience to prepare Residents to take on their own classrooms upon graduation. The OUSD team also provides a monthly workshop to familiarize Residents with important district initiatives and programs for teaching such as Restorative Justice, culturally-relevant pedagogy and supporting English Language Learners, and to support Residents in reflecting on their evolving identities as anti-racist, equity-focused, asset-based educators.

As they near completion of the program, OUSD provides close employment support to ensure a strong site match for Residents. Regularly-scheduled meetings throughout the year ensure case management support of Residents to identify possible challenges that require support. Among the supports that Residents receive include test preparation support for licensure exams, credentials counseling, transcript evaluations, and housing support through Teachers Rooted in Oakland (TRiO). In very rare circumstances when residents require additional time to complete the program, both IHEs provide support with course load and timeline management so Residents have the best possible chance of completing coursework and clinical placement requirements.

Trellis Education was instrumental in Mentor development in our previous programming, providing training specific to STEM education through an equity lens and a framework for mentorship standards. The loss of Trellis was significant for the Residency, and has compelled the partners to identify alternative high-quality Mentorship training. Since then, Mentors have been receiving professional development through OUSD's New Teacher Support and Development (NTSD) team, which operates a robust Induction program that was fully

re-accredited in May of 2021, and that centralizes mentoring through an iterative process of goal-setting, teaching and reflection through equity-focused coaching conversations. All Mentors under this expansion grant will continue to benefit from this program, in addition to auxiliary Mentor support specific to the IHEs and specific to a teacher residency. Trellis also supported Mentor identification, selection and matching with OUSD, a process which was fortunately embedded within OUSD's existing framework for Mentor recruitment across the Oakland Teacher Residency. All parties continue to support this process, as the IHEs identify and position promising program alums and as OUSD continues to identify experienced teachers in the District to become Mentors for the program.

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

Oakland Unified School District, CSUEB and BTEP worked in partnership prior to the Residency to mutually support Student and Intern OUSD teachers, and we have collaboratively broadened and refined our partnership through Residency coordination. Because OUSD, BTEP and CSUEB operate within the same milieu and work with aspiring educators who are drawn to understanding and developing the skills to teach in urban education in the Bay Area, we have had ample opportunity to co-inform the IHE coursework and practicum over the years, meeting the evolving needs of students and families. We share a collective vision around high-quality teacher preparation, especially for Black and Latinx educators who have historically been under-represented in the teaching force, and asset-based, culturally-responsive pedagogical practices that ensure that teacher preparation is aligned to local needs and reflective of OUSD's priorities and culture. The success of these programs in drawing candidates who are employed by the District, or come to teach in the District post-graduation long term, speaks to the relevance and applicability of the teacher preparation candidates receive in OUSD classrooms.

Finally, our longstanding partnerships have allowed OUSD, BTEP and CSUEB to establish effective collaborative processes for management of the Residency program, including recruitment of candidates, Mentor selection, and ongoing case management of Residents to ensure complete, bookended support. These processes continue to be refined through mutual reflection, feedback, and assessment of program efficacy and outcomes for Residents.

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

With the help of strong Mentor teachers, a rigorous curriculum, and guidance from residency coordinators, 21 STEM candidates have graduated to a preliminary credential and eight others are working toward completion within the program, and aside from those in their Residency year, serving in 26 schools across the District. Fifty-one percent of these Residents identify as a person of color, with 31% of the candidates identifying within our target Black and Latinx populations. This is above our current district percentage of credentialed Black and Latinx STEM teachers, which is 21%. This progress helps the district take positive steps towards reaching our parity goal of 66% Black and Latinx teachers to match student demographics.

This program has also garnered respect and appreciation from participating site leaders across the District, indicating strong support for expansion of OTR into more site placements and the identification of Mentors at those sites. Principals are also proving to become effective recruiters, referring qualified support staff and substitute teachers whom they would want to see as teachers in the classroom.

*d) Provide evidence of authentic partnership between the LEA-IHE*

The OTR is governed by a memorandum of understanding between OUSD and BTEP and OUSD and CSUEB. These partnerships were established through stakeholder engagement involving teachers, school leaders, OUSD central office staff, collective bargaining representatives, and the larger Oakland Unified community, ensuring that Resident recruitment, hiring and retention efforts are enacted in accordance with union contracts and that the Residency remains a relevant and necessary arm of educator development within the District. OUSD maintains a regular cadence of meeting biweekly across the LEA-IHE partnership and we support with interview processes for BTEP and CSU-East Bay candidates in order to ensure alignment with OUSD candidate competencies.

All partners take part in recruitment, recruiting independently from our respective pools of candidates, as well as collaboratively to [present](#) at District information sessions or IHE events, such as CSUEB's *Teacher Talk* events or BTEP's bi-weekly Q and A sessions for prospective candidates in the summer and fall, and communicate with one another through email, meetings and shared spreadsheets to ensure follow-up and support for candidates. Our biweekly meetings serve as a critical support for ongoing candidate recruitment and case management, mentor development and alignment across programs to ensure the most seamless residency program across content and credential types. We work collaboratively across programs to ensure the efficacy of Mentor matches, focusing on credential alignment, hub site development of Mentors and Residents, and look for opportunities to cultivate affinity-based matches. The long-term leadership of key leaders across institutions ensures the stability of our inter-institutional partnership, allowing the team to build upon almost a decade of partnership, values alignment, and shared visioning.

Finally, OUSD, BTEP and CSUEB leadership meet annually to review Resident data and develop specific plans for program adjustment as needed for continuous improvement. This includes time management and preparations for assessments required for residents to be recommended for credentials. Finally, we work collaboratively to ensure resident candidates are prepared for the hiring process through Mock Interviews at both OUSD and UC Berkeley, and we collectively support the placement and long term sustainability of residency graduates.

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

Oakland Unified School District, BTEP and CSUEB maintain aligned calendars to ensure Residents engage in a full year of clinical practice, beginning with preparation for the start of the school year in August through the last day of school, and to ensure there is ample time to engage in a thoughtful Mentor-matching process prior to the start of either program. This decreases the likelihood of placement changes during the year of clinical practice and allows partners to coordinate around seasonal phases and events in support of Residents, such as the start of the school year, the opening of hiring season, OUSD Residency workshop days, district or IHE mock interviews, and takeover days.

In June, Residents begin in-person graduate-level summer intensive courses with both programs, and in July join the teaching staff in their placement communities for planned and targeted professional development activities prior to the start of the school year. On the first day of school for students, Residents begin co-teaching alongside Mentors for a minimum of 20 hours per week (often more), sharing responsibility for the duties involved with a full-time teaching position. Residents take on increasing responsibility as they evolve in their learning and readiness, such as moving from supporting individual students to supporting groups of students, from collecting data to analyzing data, and from co-planning parts of lessons to planning an

entire unit with guidance from the Mentor Teacher. Residents have ongoing opportunities to apply what they have learned, especially on solo days that range from one day to one week in the fall and to two weeks in the spring. Most Residents may take on more opportunities to co-teach or solo-teach as Mentor Teachers determine readiness. In order to graduate, residents must pass the California edTPA and the RICA, and all graduate courses.

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

OUSD's Recruitment and Retention team works closely with current principals and staff across the district, as well as with prospective educators. This collaboration allows the team to develop an understanding of both the hiring needs of schools as well as the employment needs of internal and external candidates. With this information the team can forecast the magnitude of vacancies across credential areas from year to year. Over the last five years, the median end-of-year teacher vacancies has been 590, which exceeds the number of teachers completing District pathways per year. These forecasts drive and inform recruitment and retention initiatives in the District such as the Residency, ensuring that the District will be able to provide employment for graduates of the Residency.

While the availability of positions for Residents is not in question, the OUSD team is intentional in the placement and employment of Residents to optimize both the Resident's longevity and well-being while considering the needs of schools that can most benefit in having a highly-qualified teacher for multiple years. Residents are closely assisted in navigating all aspects of the application and hiring process to find a position at a site where they will be well-supported to carry out their service commitment. Furthermore, in cases where Residents may have to take a longer route due to delays caused by licensure or course requirements, OUSD supports Residents in securing alternative employment so they can stay the path while catching up on outstanding requirements.

In addition to employment opportunities, Residents are offered housing support through our partner TRiO, which can come in the form of a steeply-discounted housing unit or a monthly housing stipend. During the residency year, Residents may be provided a housing unit for which Residents pay approximately 30% of the rental rate, with TRiO paying up to \$1,500 monthly in support of Residents' housing. Finally, in 2022-23 Residents in the program who identified as Black received an additional \$10,000 stipend from the Black Educator Initiative grant. In 2023-24, both Black and Latinx Residents will be able to receive an additional \$12,000 stipend for living expenses on top of the base stipend through another grant which was recently awarded to OUSD.

## **2. Local Need**

*c) The rationale for the selection of the identified resident placement schools.*

Each of the sites referenced in Appendix D have been selected because of its culture of support for teachers from both the administrative leadership and the teaching staff. There is at least one experienced, dedicated Mentor Teacher at the above sites with a clear Math, Science, English, Social Science or Bilingual Multiple Subjects credential, who have strong principal endorsement and prior experience with coaching and mentoring early career educators in OUSD, and leadership that is committed to the nurturing and growth of new teachers. Most of these sites also serve a majority of students who qualify for free or reduced lunch and have a strong need for additional recruitment in future years due to high teacher turnover, and leadership embraces the

Oakland Teacher Residency as a high-quality pathway for educator and school site development. OUSD continues to develop these “hub sites” so Residents can have the benefit of working alongside at least one other Resident colleague at the same site for collaboration and peer-support, and to deepen a culture of teacher-learners among staff with multiple Residents across pathways at these sites.

*d) Identification of the partner IHE(s) by residency area.*

<b>Partner IHE</b>	<b>Residency Area</b>
<b>Berkeley Teacher Education Program</b>	STEM, Bilingual Multiple Subjects, English or Social Science candidates who represent the diversity of the student body
<b>CSU East Bay</b>	STEM

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

The shortage of teachers entering the field of education and the low retention rate of educators, among other factors, have impacted teacher fill rates across almost all subjects. Of course, historically hard-to-staff positions, such as Math and Science, have been hardest hit. In the last five years OUSD has experienced approximately 30 vacancies in each subject of Math and Science while receiving fewer than three unique applications per vacancy. Teachers who have Multiple Subjects credentials with a Bilingual Authorization in Spanish, are also a challenge to find. Nearly half - 44% - of teachers working in Bilingual Spanish Multiple Subjects classrooms in 2022-2023 are under-credentialed in OUSD. Since the start of the current 22-23 school year 16 Math, Science and Bilingual Multiple Subject vacancies have been posted. Vacancies are not uncommon even among positions typically not considered hard-to-staff. At the writing of this grant mid-year, no less than three vacancies were still open in these subject areas.

In Oakland, the steep rise in living costs in the Bay Area within the last two decades have strongly impacted sustainability for residents, particularly Black and Latinx, exacerbating the shortage of teachers who reflect our student populations within the context of an already-existing nationwide teacher shortage. As previously illustrated, no credential area has been exempt from the shortage. In Oakland specifically, the need to expand the current residency is immense when we consider the candidate pools for our Math, Science and Bilingual Multiple Subjects vacancies. Nearly half (48%) of the applicants to the District’s math vacancies in 2022-23 did not have a Preliminary or Clear credential, while 41% of candidates who applied to positions requiring a Science credential did not have a Preliminary or Clear credential. Bilingual Multiple Subject vacancies requiring a Multiple subject credential and BCLAD received applications from 45% of candidates without Preliminary or Clear credentials.

The response of the Recruitment and Retention team of OUSD has been to recruit widely: utilizing social media, web-based job portals, IHE partnerships and with local organizations, and attending internal and external career fairs to increase the district’s visibility for prospective teaching candidates locally and nationally; as well as deeply: focusing on the development of “Grow Our Own” programs to recruit heavily from current OUSD employees and community

members. Some of these initiatives include the Classified-to-Teacher (C2T) program for candidates interested in teaching within hard-to-staff subject areas, the After-School-to-Teacher (A2T) program for after-school program employees, Local Solutions funding for Special Educators, and support for all educators at the Middle School level through Salesforce grant funding. The team developed a career lattice network to provide multiple entry points into employment for both internal and external candidates, including Resident-adjacent positions that can act as springboards into the Residency, such as Substitute Teacher, Instructional Support Specialist, and Para-Educator positions.

OUSD also provides an infrastructure of support for those navigating the credentialing and employment processes, providing credentials counseling for aspiring and early-career educators one-on-one, through twice-monthly drop-in sessions, a monthly information session for current under-credentialed teachers, and a monthly pathways session for internal and external candidates who are interested in teaching or other positions in the District.

The Oakland Teacher Residency has been an important initiative within this landscape of efforts, and addresses both the need for highly-qualified teachers as well as teachers in whom our students can see themselves. Additionally, the Residency has led to a partnership with TRiO, allowing us to mitigate the significant housing barrier to teacher recruitment. While initially the program targeted support for Oakland Teacher Residents to increase sustainability as Residents go through the program, it has been expanded to include TRiO+, which offers monetary support to other Black and Brown early-career Oakland teachers in hard-to-staff subject areas in the District. The program currently supports 56 teachers in return for a commitment to continue teaching in the district for a number of years determined by the year of graduation.

OUSD continues to be impacted by the teacher shortage as we emerge from the pandemic, and find ourselves in a context in which it would be more expedient to support funding alternative certification for teachers. Instead, the expansion grant would allow us to re-invest in high quality teacher preparation for STEM educators, and expand to support Bilingual Multiple Subjects candidates and Single Subject candidates that reflect the diversity of OUSD students. It will also allow us to develop more teacher-education-focused hub sites across the District and continue to shift perspectives for principals toward long term investment that yields long term retention of educators while simultaneously increasing positive outcomes for students. Most centrally, the expansion grant will be used to increase Resident stipends from \$15,000 to \$18,000, expanding access for more aspiring educators - particularly educators of color - to the immersive Residency model.

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

OUSD, BTEP and CSUEB will continue to collaborate in recruitment efforts to tap into our respective and collective networks. The IHE partners will both identify candidates from the pools of applicants to their programs and share about the Residency to draw prospective candidates, and the District conducts outreach to current employees; district applicants; families of students; community organizations; local colleges and other institutes of higher education; attends local events such as the Día de los Muertos festival and the Oakland Promise Winter Career Conference; conducts social media blasts and online job posting sites; provides information sessions; promotes the OTR website; and represents at internal and external recruitment events. OUSD also works closely with the IHE partners to conduct information sessions leading up to IHE application deadlines, and engage in a thorough screening and



selection process that includes application and screening interviews and intentional Mentor matching to ensure Resident success.

OUSD's Recruitment and Retention team which manages OTR is also responsible for forecasting and meeting the hiring needs of the District. The team works closely with school leaders and other departments to ensure that Residents are able to be hired upon graduation from the program. Residents sign a commitment agreement to teach four years in the District following receipt of a Preliminary credential when they start the OTR, and are supported in finding a position where they are likely to stay the duration of the four years whenever possible, if not at the site where they completed their Residency.

### **3. The Expanded Teacher Residency Program to be Implemented**

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

Oakland Unified will recruit eight residents for the hard-to-staff STEM subjects of Math and Science, and expand the program to include four Black- and Latinx-identifying single subject candidates towards our goal of increasing the diversity of our teacher workforce, and six Multiple Subject residents who will earn BCLAD authorizations each year of the program. Our inclusion of Bilingual Multiple Subjects candidates is based on a shared belief that linguistic diversity is an asset, and the approach to language acquisition must encompass a biliteracy model that builds on the strengths of the home literacies that students bring to the classroom.

This value is reflected in BTEP's Spanish Bilingual Authorization pathway, in its second year in 2023-2024, which will serve as the program for our expanded credential area. This program is informed by the core values of the BTEP program to center the knowledge, values and experiences of marginalized communities, and aligned with the District's Grow Our Own initiatives. As the program transitions to the updated Bilingual Authorization standards, collaboration and the development of residency positions for our Spanish Bilingual candidates will be an important aspect of ensuring the Bilingual Authorization pathway thrives. CSUEB embraces a similar stance, and has received a grant that enables them to train their teacher education professors, teacher candidates and their Mentors from the District to utilize translanguaging pedagogies as they build towards a Bilingual Authorization pathway as well.

With the values alignment held across the partners of this residency, the recruitment process will be held collaboratively. In addition to the shared recruitment efforts outlined above, OUSD will have representation at interview days for UC Berkeley to support candidate screening for BTEP. During these events, OUSD will work with the BTEP to identify candidates who meet the experience and demographic profile being prioritized for the residency and conduct follow up interviews. OUSD representatives will also attend orientation sessions with new Math and Science credentialing teaching candidates at CSU East Bay to share about the opportunity to earn their credential as a Teacher Resident in Oakland Unified.

OUSD currently recruits in a variety of ways for OTR that are integrated into our recruitment strategies for all district positions. We have an open interest form connected to our district website, and we follow up by hosting information sessions that direct people towards the residency, and recruit widely from university hiring events held both virtually and in person. In addition to monthly information sessions specifically about OTR and our partners, there is also a monthly session for teachers in the district on emergency permits and for community members interested in joining the district called Oakland Pathways Information sessions. The wide variety

of entry points, both in person and online, casts a wide net of interest for OTR. Finally, we have increased our investment in utilizing Handshake, a web based platform, for driving traffic from local universities to our information sessions and Pathway events.

In partnership with BTEP and CSU-EB, we have aligned enrollment and application calendars and invested time in calibrating across institutions about best practices in the screening and selection process for residents. We jointly encourage aspiring residency candidates to apply to their selected university in addition to the OTR position on the OUSD Applicant Tracking portal. We screen for candidate qualifications, references, and fit for the role and long term commitment to teaching and professional development. Finally, we ensure candidates are able to navigate through the complex teacher licensure process by reviewing test scores and ensuring they have a certificate of clearance. After this foundation of qualifications, we seek to enroll candidates who reflect our student demographics, are committed to OUSD values, demonstrate resilience, and are passionate about learning and professional growth.

When candidates have been selected for the residency they begin the process of matching with a Mentor Teacher. The focus of this process is to ensure resident teachers are in settings that are supportive and prioritizes hub sites where residents will be able to build relationships with each other in addition to their Mentor. When successful, residents will have a community of support before beginning their credentialing program. With BTEP and CSU-EB beginning coursework in June, residents will enter the school year in early August 2023 already having had some time to study pedagogical theory and reflect on their purpose in entering into teaching. We are currently recruiting and screening for a summer 2023 launch within this partnership.

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

OUSD, BTEP and CSUEB will continue to support STEM residents as we expand the program to include Multiple Subject residents who will earn BCLAD authorizations and four Black and Latinx identifying single subject candidates each year of the program. This expansion aligns with the districts 2021-2024 strategic plan by focusing on reaching and sustaining parity of our Black and Brown teaching force compared to the student population. Expanding the program will create more opportunities for educators of color to participate.

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

A goal of families, educators, OUSD central staff, and literacy coaches has been the expansion of the Oakland Teacher Residency to include a focus on Bilingual Multiple Subjects. Oakland Unified has eight dual language schools that prepare students to become fully bilingual and biliterate. Our student population is just below 50% of students speaking a language other than English, with 33% of those students speaking Spanish at home.

Despite the district commitment to ensuring access to Bilingual Spanish education across our unique portfolio of schools, it has been challenging to staff the classrooms with qualified educators. In assessing our Bilingual staffing for 2022-23, of the 36 Bilingual Multiple Subjects positions that were filled, 44% of the teachers were under-credentialed. Expanding this grant will allow the district to better serve the students that make up the district while providing community members interested in becoming educators access to an anti-racist, asset based credentialing program.

In addition to expanding the residency to include Bilingual Multiple Subjects, the focus on recruiting and supporting candidates of color will help to also expand our efforts to recruit

mentors of color to support our teacher candidates. Historically, the Oakland Teacher Residency has not been as intentional in recruiting mentors who reflect the demographics of the teacher candidates who are being recruited into the program. As a result, the mentors have been predominantly white (63%).

In expanding this grant, OUSD intends on increasing the effort to seek out highly effective Black and Latinx identifying teachers who make up the target demographic for the district strategic plan and supporting them with fulfilling the requirements to take on mentorship roles in the residency. In addition to supporting our growth of educators of color well trained for the profession, we are excited for the dual focus on teacher retention of our experienced and effective educators of color.

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

In the three years of the STEM residency, OUSD has worked with 19 unique Mentor teachers, **three of whom are currently working with STEM Residents.** Most of these 19 teachers are still in the district and would meet the need for the **additional five** anticipated STEM residents this coming school year **(eight total).** With the introduction of **six** Bilingual Multiple Subjects pathway and **four** Single Subject residents representing the districts target demographics, there will be a need to recruit **an additional ten mentor teachers who are credentialed and teaching in these credential areas.** **This equals a total of 15 additional Mentors who will be needed, plus the three we currently have, for 18 Mentors in all.**

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

Mentor recruitment efforts are built on existing structures and processes among and within each institution. Mentor recruitment for OTR has been part of a larger effort to identify schools that will serve as “hub sites” for teacher development. These sites serve a majority of students who qualify for free or reduced lunch and have high teacher turnover, but also have strong potential or current Mentor Teachers who are equipped to support the development of new teachers. Mentors at these sites are identified through a review of the staff roster with site leaders followed by targeted outreach. Leadership at these sites embrace the Oakland Teacher Residency as a high-quality pathway for educators and view hosting Residents as a factor that can promote a culture of teaching and learning among staff. Wherever possible, OUSD tries to identify more than one Mentor at a site so Residents can work on the same staff and provide peer support to one another.

IHE partners continually cultivate relationships with their alum and school sites to create a network of Mentor Teachers who are rooted in the values and approaches embodied in the programs. Wherever possible, school site administrators and teachers to annual mock interviews and networking events, which provide essential opportunities to align around philosophical, pedagogical, and theoretical alignment. In addition, Mentors are identified by both broad and targeted outreach in the District to teachers and teacher-leaders and recommendations from school leaders, other Mentors, or leaders from the Math and Science department. All interested candidates must receive principal endorsement and engage in an interview with residency staff, and are observed in the course of their work. Taking match preferences into consideration, Residents and Mentors are initially connected for a facilitated conversation to gauge compatibility and officially matched when there is a mutual fit. Mentors receive extensive professional development through our university partners Mentors are compensated with a \$3,000 stipend for their important work.

With agreement, identified Mentors for the Residency are further vetted by the OUSD team via screening conversations to ensure Mentor qualifications and that they have a clear understanding of the commitment and responsibilities of a Resident Mentor, and to fully understand the Mentor's context to factor in the matching process. Mentors and at least one site administrator complete the university Site Team application. Mentors articulate and model teaching practices, dispositions, and content knowledge; provide ongoing informal and formal feedback to Resident Teachers; co-plan and co-teach with Resident Teachers; and evaluate Resident Teachers according to the California Teacher Performance Expectations (TPEs). Mentors who are new to university mentor teaching are required to complete 10 hours of professional development. The PD offerings are designed to support teaching practice and are available as synchronous and asynchronous options to allow integration into work schedules, and covers content on coaching adult learners, content-specific pedagogy, and instructional practices.

All Mentors participate in a day-long orientation alongside their assigned Student Teacher(s) and faculty Supervisor in the early fall. Attendance at the fall orientation is required for ALL Mentors whether new or returning. The University Field Supervisor conducts the required observations, coaching and evaluation of the Resident Teachers in their subject pathway along with collaborations defined by the Mentor. The Supervisor helps to link the university-based coursework of Resident Teachers to their school site practicum, provides 12 formal teaching observations, coaching, and evaluation of Resident Teacher and ongoing coaching to Mentors. Our university partners take the ongoing assessment, reflection, and improvement of supervising and coaching very seriously, seeing it as an explicit means for enacting equitable educational practices.

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

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

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

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

This expansion also provides opportunity for the addition of BCLAD authorized Multiple Subjects teacher residents and Single Subject diverse teacher residents. These new pathways will address the challenges that exist in hiring candidates that meet the district's goals. For Bilingual Multiple subject positions at our 15 Elementary schools that provide Spanish language

programming, almost half of those vacancies for the 22-23 school year were filled by under-credentialed teachers.

Through this new pathway the district will have a pool of BCLAD authorized Multiple Subject credentialed teachers committed to teaching at an Oakland Unified school for four years. Although our Single Subject pool provides diverse candidates to pull from, we are constantly witnessing the testing and financial barriers to credentialing that our Black and Latinx teachers face while needing to work full time as the teacher of record. This new residency option should allow these teachers to receive the best, most supportive preparation available, setting them up for success and longevity in the profession.

#### 4. Key Program Personnel and Shared Program Governance

Affiliation	Name, Title and FTE	Role and responsibilities
Oakland Unified School District	Sarah Glasband Director of Talent Development, Recruitment and Retention, 0.1 FTE	Provide overall grant management and institutional oversight
Oakland Unified School District	Tien Truong Financial Accountant, 0.05 FTE	Provide fiscal management of the grant
Oakland Unified School District	Soo Hyun Han-Harris, Coordinator, Retention and Employee Development, 0.7 FTE	Provide day-to-day program management, grant reporting, and assuring that the Teacher Residency Expansion Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s).
Oakland Unified School District	Jarrett Austin-Thomas, Coordinator, Diversity and Inclusion, 0.2 FTE	Support program management and Resident professional development
Oakland Unified School District	Carlos Santana, Talent Development Associate, 0.2 FTE	Support OTR recruitment
BTEP	Elisa Salasin Director of Teacher Education, 0.1 FTE	Overall program management

BTEP	Nives Wetzel de Cediell Director Field Placement and Supervision, 0.3 FTE	Mentor and Field Supervisor management and support, site placement coordination, primary liaison between sites, Mentors and Residents
BTEP	Manny Herrera Elementary Faculty Advisor, 0.1 FTE	Pathway-specific support/mentoring for Bilingual Authorization residents
BTEP	Chela Delgado Secondary Humanities Faculty Advisor, 0.1 FTE	Pathway-specific support/mentoring for secondary humanities residents
BTEP	Geetha Lakshminarayanan Secondary STEM Faculty Advisor, 0.1 FTE	Pathway-specific support/mentoring for secondary STEM residents
CSUEB	Michele Korb Professor Department of Teacher Education 0.1 FTE	Provides overall support and management for maintaining the OTR partnership with OUSD.  Pathway-specific faculty teaching for secondary STEM residents
CSUEB	Julie McNamara Associate Professor Department of Teacher Education 0.1 FTE	Pathway-specific faculty teaching for secondary STEM residents
CSUEB	Jason Chan Teacher Pathways and Recruitment Coordinator 0.3 FTE	Support CSU East Bay Recruitment

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

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

There are others in OUSD who do not have direct administration responsibilities but play an important role in implementing the residency grant. These people include Superintendent

Kyla Trammell-Johnson, whose vision helps guide this work, as well as staff in Human Resources who support Resident recruitment, onboarding, process stipend payments, and support the onboarding of Residents as substitute teachers. The New Teacher Support and Development (NTSD) team oversees the Induction program for Residents once they graduate. In addition, Curriculum and Instruction leads will support OTR's academic contextualization within the Oakland Unified School District so that university faculty and courses can address and respond to instructional needs. Additionally, site administrators will play a key role in helping to select effective Mentors as well as Residents. In expanding OUSD's residency program, the OUSD OTR Coordinator will work closely with university staff, including BTEP Directors and Faculty Supervisors and CSU EB Dean, Assistant Dean, and Faculty.

## **5. Sustainability**

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

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

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

BTEP and CSUEB are committed to a long-term relationship with OUSD, including a willingness to identify, plan, seek, and/or contribute the necessary resources to grow and sustain the program through annual fiscal planning and additional partnership with the OUSD community.

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

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

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

To better understand the impact of Mentor matches on Resident experience and retention, OUSD will be expanding data collection processes to develop a more comprehensive picture of who our Mentors are as well. In addition to demographic data, we hope to identify any patterns in factors that deepen Mentor efficacy, such as the school site, years of experience and credential program attended, among other factors using surveys and Mentor conversations. We appreciate the annual reporting requirements of the CTC, which support our own quest to assess the outcomes of OTR. We were pleased to learn more about the suggested timelines and methods for data collection recommended by the CTC in a recent webinar, and are confident that we will be able to provide the requested information in the annual data reports.

## **7. Budget and Budget Narratives for Each Program Year, Including Matching Funds**

### **Grant Funds**

- **Mentor Stipends**

Mentor stipends in Oakland Unified are \$1000 to \$1700 depending on the program and number of mentees being supported. With the intensive nature of the residency program and the desire to develop a pool of strong candidates, OUSD offers a stipend of **\$3000 (\$3,360 including overhead)** for residency mentors. This stipend covers 50 additional hours of work for a mid career teacher in the district. **We are requesting \$3,360 for 18 Mentors, for a total of \$60,480.**

- **Resident Stipends**

To expand the opportunity to more members of the community, Oakland Unified will increase the stipend paid to residents to \$18,000 **(\$20,390 including overhead)**. This amount is equivalent to the rate paid to classified substitutes. With the district's focus on reaching parity between Black and Brown students and staff, additional funds will be provided to resident candidates who make up those demographics, bringing the total compensation for our targeted populations to \$30,000. **We are requesting \$20,390 for 18 Residents, for a total of \$367,020.**

- **Program Administration**



OUSD requires a five percent administrative fee from grants received in order to effectively administer the grant. We are requesting \$1,250 for 18 Residents, for a total of \$22,500.

### **Matching Funds**

#### **Mentor Teacher Development**

Mentor teachers in Oakland Unified participate in monthly training through the New Teachers Support Department. These trainings are offered at varying levels of mentor experience and consist of best practices regarding observation and feedback cycles, content aligned small group discussions and guidance around social, emotional coaching. Three members of the New Teacher Support Department are providing approximately .05 FTE each to residency mentor training. The total cost of their time is approximately \$26,250, which is \$690 per Resident when divided by 38 Residents across all residency programs. For the 18 Mentors for this pathway, the total in-kind matching amount is \$12,420.

#### **Mentor Stipends**

Mentors of color stipends will be augmented through another source by \$700 per Mentor. Given there may be 18 Mentors of color at \$700 per Mentor, OUSD is budgeting a total of \$12,600 in actual matching funds.

#### **Teacher Preparation Costs**

Oakland Unified will continue to support residency members who are still working to complete testing requirements through preparation tailored to their needs. Those in need will be able to receive small group tutoring by experienced teachers in the district at a rate of \$50/hr and/or online test prep through TeacherTestPrep.com at their desired level (up to \$385 per subtest). This allocation allows residents to receive support for 18 subtests at \$395 and 58 hours of tutoring over the course of a year. This funding will be allocated on an as-needed basis. We estimate \$555 each for 18 Residents, for a total of \$10,000.

#### **Salary and Stipends**

Based on data released by the Federal Reserve, we know that Black and Latinx families have a lower mean and median wealth than families of other ethnicities. This can make the process of earning a teaching credential prohibitive whether we consider the cost of a program or the ability of a candidate to experience a year of no income while earning that credential. With that in mind, Latinx and Black identifying residents will receive an additional stipend of \$12,000 to bring their total income for the year to \$30,000. We are hoping 80% of our candidates - 14 - will identify as Black or Latinx, but plan to encumber funds for all 18 candidates. We are encumbering \$12,000 per candidate for 18 candidates, for a total of \$216,000. Additionally, housing support for 28 Residents is available across all residency pathways. While the actual support amount varies depending on whether Residents receive housing unit or monthly stipend or both, as an average we calculate support at \$1,500 per month for 12 months during the residency year, followed by a \$500 per month during the four service commitment years, for a total of \$42,000 in support per Resident. This STEM / Bilingual Multiple Subjects / Diversity pathway accounts for 47% of the Residency, or 13 candidates. Housing support for 13 Residents would be \$546,000 total. Combined actual stipend and housing support for this pathway is \$762,000 in all.

#### **Induction Support**

Residents who have completed the program and are recommended for their Preliminary credentials will be immediately enrolled in Oakland Unified Teacher Induction program. They will have the opportunity to clear their credential at no cost. In the area, induction costs can range from \$4500 - \$7500, including a \$1750 stipend for mentors over two years with associate

overhead benefits costs as well as program staff. Through in-kind funds we are estimating the cost to be \$6667 per Resident for 18 Residents, for a total of \$120,000.

### **Residency Program Staff Costs**

The program is being coordinated by members of the Oakland Unified School District's Recruitment and Retention team. The combined FTE being dedicated to this work from OUSD is 1.25, and includes a primary coordinator, someone to oversee overall grant and program management, a support coordinator, a recruiter, and a someone to support finance and budget. The total cost for program coordinators and support staff is \$150,000, which is \$3947 per Resident when divided by the 38 Residents across all residency pathways. The OUSD cost for this program will be \$3947 per Resident for 18 Residents, for a total of \$71,046. BTEP staff are providing a combined .7 FTE from Director of Field Placement and Supervisor, Director of Teacher Education, Elementary Faculty, Secondary Humanities Faculty, and Secondary STEM Faculty. The total cost of their time is \$63,000. CSUEB will be providing an additional combined .5 FTE from Professor and Associate Professor of Teacher Education and a Teacher Pathways and Recruitment Coordinator roles. The cost of their time is \$38,072. Total cost of IHE staff time is \$101,072. Combined in-kind staff costs total \$172,118.