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

Board Cover Memorandum

To Board of Education

From Denise G. Saddler, EdD, Interim Superintendent
Tara Gard, Deputy Superintendent of Business and Operations
Jeff Dillon, Sr., Chief Talent Officer

Meeting Date June 10 2026

Subject Grant Award – California Opportunity Youth Apprenticeship - Talent/Human Resources

Ask of the Board Approval by the Board of Education of the California Opportunity Youth Apprenticeship (COY) Apprenticeship Implementation Grant Award for \$600,000.00 for the training and employment opportunities for youth pursuant to the terms and conditions thereof, for the period July 1, 2026 through December 31, 2028.

Background This grant seeks to improve access to training and employment opportunities for opportunity youth throughout the state. The California Opportunity Youth Apprenticeship (COYA) Grant was established in Senate Bill 191 for the purposes of providing funding for existing apprenticeship and pre-apprenticeship programs or to develop new apprenticeship and pre-apprenticeship programs to serve opportunity youth who are disconnected or are at risk of disconnection from systems such as education, employment, housing and more. Through the Oakland Unified School District Early Educator Apprenticeship, they aim to establish professional pathways for opportunity youth aged 18-24 within our community, including OUSD alumni, incumbent workforce members, and potential future employees. This apprenticeship initiative is designed to empower identified opportunity youth through personal and career development. In roles such as Early Childhood Education Instructional Assistants, Early Literacy Tutors, or Paraprofessionals, apprentices will engage in comprehensive program leading to the attainment of 48 units and a Master teacher Permit. This certification opens doors to career advancement within OUSD and beyond. The Early Educator Apprenticeship not only prepares opportunities for youth for various career trajectories but also encourages exploration of academic pursuits in fields such as Child Development and Liberal Studies. Upon program completion, participants will be primed for full-time teaching roles in Early Childhood Education classrooms, with ongoing prospects for advancement through additional apprenticeships while pursuing a bachelor's degree.

Fiscal Impact 600,000.00 from the California Opportunity Youth Apprenticeship Implementation Grant.

Attachments Grant Face Sheet
Award Cover Sheet
Grant Agreement

OUSD Grants Management Face Sheet

Title of Grant: California Opportunity Youth Apprenticeship (COYA) - Apprenticeship Implementation Grant	Funding Cycle Dates: 7/1/2026- 12/31/2028
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Division of Apprenticeship Standards 1515 Clay Street, 19th Floor Oakland, CA 94612	Grant Amount for Full Funding Cycle: \$600,000
Funding Agency: State of California, California Department of Industrial Relations	Grant Focus: This grant seeks to improve access to training and employment opportunities for opportunity youth throughout the state. The California Opportunity Youth Apprenticeship (COYA) Grant was established in Senate Bill 191 for the purposes of providing funding for existing apprenticeship and pre-apprenticeship programs or to develop new apprenticeship and pre-apprenticeship programs to serve opportunity youth who are disconnected or are at risk of disconnection from systems such as education, employment, housing and more.

	Through the Oakland Unified School District Early Educator Apprenticeship, we aim to grow our professional pathways for opportunity youth aged 18-24 within our community, including OUSD alumni, incumbent workforce members, and potential future employees. This apprenticeship initiative is designed to empower identified opportunity youth through personal and career development. In roles such as Early Childhood Education Instructional Assistants, Early Literacy Tutors, or Paraprofessionals, apprentices will engage in a comprehensive program leading to the attainment of 48 units and a Master Teacher Permit. This certification opens doors to career advancement within OUSD and beyond. The Early Educator Apprenticeship not only prepares opportunity youth for various career trajectories but also encourages exploration of academic pursuits in fields such as Child Development and Liberal Studies. Upon program completion, participants will be primed for full-time teaching roles in Early Childhood Education classrooms, with ongoing prospects for advancement through additional apprenticeships while pursuing a bachelor's degree.
List all School(s) or Department(s) to be Served: Talent, Special Education, Early Childhood	

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Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Oakland Unified seeks to build an apprenticeship program to create a strong foundation for Oakland's students and future staff that employ highly trained and educated staff.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	OUSD will register 50 apprentices between the ages of 18-24 during the grant period, and meet the definition of opportunity youth. The effectiveness of this program will be evaluated through cohort participation and completion, but also through staff acquisition of child development permits, and college unit completion, as well as employment outcomes for our apprentices.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, the grant requires resources from the district primarily in the form of staff time. Two coordinators of diversity of inclusion are managing the project, developing connections with the school sites, as well as outreaching.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes, we will be partnering with East Oakland Youth Development Center for recruitment and case management services. Additionally, we will be partnering with Octeotl who will establish peer lead turing to focus on support for our ELLs. This grant includes the cost of these services.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	Not applicable
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name: Cecilia Terrazas Title: Coordinator of Diversity of Inclusion, Talent Division Site: 944 Address: 1011 Union Street, Oakland CA, 94607

	Phone:	310) 308-9924
	Email:	cecilia.terrazas@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
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Chief Talent Officer	Jeff Dillon		5/13/26
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Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
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Deputy Superintendent of Business & Operations	Tara Gard		5/13/26
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Superintendent	Denise Saddler		
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DAS Use Only	
Proposal No.	_____

DAS CA Opportunity Youth Apprenticeship (COYA) Grant PY 2026-28

Funding

Requested Funding \$ 600,000 Total Project Amount: \$ 600,000

Amount of Match (Optional) - Cash or in/kind match)*: \$

Organization (applicant) Name		Oakland Unified School District	
Address, City & Zip Code		1011 Union Street, Oakland, 94610	
County		Alameda County	
Designated Contact Person and Title		Cecilia Terrazas	
Telephone	310308-9924	E-mail	cecilia.terrazas@ousd.org
URL:	https://www.ousd.org/		
Type of Organization (Check all that apply)	☐ Private Non-Profit (includes Community Based Organizations) ☐ Workforce Development Board ☐ Union ☐ Local Education Agency (indicate which) ☐ Community College (includes regional consortiums) ☐ County office of education xx ☐ K-12 ☐ Adult Education ☐ Regional Occupational Programs ☐ Private For-Profit ☐ Apprenticeship Intermediary ☐ Apprenticeship Program Sponsor		
IRS Tax ID Number	94-6000385	California Tax ID Number	
Proposal Title:	Early Educator Apprenticeship Pathway		
Grant Category (Check One)	☐ Pre-Apprenticeship Implementation Grant (COYA-PI) xx ☐ Apprenticeship Implementation Grant (CYOA-AI)		
Regions Served:	Bay Area		
Sector (s)	Education		

COYA Grant
PY 2026-2028

Target Occupation(s)	Preschool Teacher		
Are you already a DAS Registered Program?	☐ No XX ☒ Yes		
If yes, indicate	DAS Registered Program Name: Early Care and Education Pathways to Success DAS Registered File Number: 100889 xx ☐ Registered Apprenticeship ☐ Registered Pre-Apprenticeship		
If no, indicate	☐ Planning to register through this grant ☐ Registration is in process with DAS Program Planning and Review as of the following date:		
Which employers are you working with? (Validate with letter from employer)	Oakland Unified School District		
Partner Organizations (List organizations and provide partnership letters to validate)	EOYDC Ocelotl RootEd Berkeley City College Merritt ECEPTS		
Short Proposal Description (If awarded, this will be used publicly to describe the project)	Oakland Unified School District's Early Educator Apprenticeship Program supports opportunity youth in building careers in education through paid employment, college-aligned coursework, and individualized support. Participants are employed in early learning and elementary school settings while receiving coaching, mentoring, and wraparound services that help them succeed on the job and in their studies. The program strengthens the local educator workforce by creating clear, supported pathways into long-term education careers and improving retention and stability in Oakland schools.		
Approval of Authorized Representative			
Name: Cecilia Terrazas			
Title	Coordinator of Diversity and Inclusion	Telephone:	310-308-9924
			Email: cecilia.terrazas@ousd.org
Signature:			
	Date:	2/2/2026	

Organization Name: *Oakland Unified School District*

Proposal Title: **Early Educator Apprenticeship Pathway Program**

Grant Type: **Implementation - Continuation Grant**

1. Provide an overview of your proposal.

(Limit 300 words)

Oakland Unified School District (OUSD) seeks COYA Continuation funding to sustain and expand its Early Educator Apprenticeship Pathway by strengthening a clearly articulated youth-to-career continuum that connects high school students to a registered apprenticeship in early childhood education.

OUSD's Early Educator Apprenticeship Program (EEAP), a DAS-registered apprenticeship serving opportunity youth ages 18–24 who are employed in OUSD early learning and elementary settings while completing related and supplemental instruction toward long-term careers in education.

OUSD complements this registered apprenticeship with OakTown Leaders (OTL), a DAS-recognized youth pathway that functions as a Career Apprenticeship Bridge (CAB). OTL serves high school students at four Title I schools and is intentionally designed to prepare youth for successful entry into the registered apprenticeship upon graduation. OTL is registered pre-apprenticeship and does not meet the full on-the-job training hour requirements of a Registered Apprenticeship Program. It is implemented as a preparatory bridge rather than an apprenticeship completion program.

Together, EEAP and OTL create a coherent, equity-driven pathway that supports opportunity youth from high school through postsecondary apprenticeship and into stable, family-sustaining careers in education. Continuation funding will allow OUSD to increase the number of registered apprentices served, strengthen supportive services that improve retention and completion, and sustain a proven pipeline aligned with the goals of the COYA program.

2. Who is the target population for your program?

(Limit 200 words)

The target population for this proposal is opportunity youth ages 16–24 who meet one or more eligibility criteria defined by the COYA program. Participants may include foster youth; Pell-eligible individuals; youth or adults eligible under WIOA; students enrolled in Title I schools; individuals residing in high-poverty census tracts; formerly incarcerated individuals; youth parents; and individuals with disabilities.

This proposal focuses on opportunity youth navigating key transition points along the education-to-career continuum, with particular emphasis on young adults ages 18–24 entering or advancing within the education workforce. Many participants balance employment, coursework, and personal responsibilities and benefit from structured pathways paired with academic and wraparound supports.

By prioritizing youth and young adults connected to Oakland Unified School District schools and community partners, the program supports participants who are well positioned to persist in training, complete apprenticeship requirements, and transition into stable employment in education careers.

3. Describe your approach in implementing this proposed program/partnership.

How do you plan to assemble the needed partnerships? What are the key design aspects to your proposed program? How is/will your program be setup? What is the implementation plan for this proposal? How will your program market to and reach opportunity youth?

(Limit 500 words)

Oakland Unified School District implements the EEAP through a collaborative, partnership-driven model that aligns district infrastructure with postsecondary instruction and community-based supports. The program is designed to reduce barriers to entry and completion for opportunity youth by combining paid employment, academic progress, and wraparound services within a single, coordinated system.

EEAP is a DAS-registered apprenticeship and the sole apprenticeship funded under this proposal. Apprentices are employed by OUSD in early learning and elementary school settings while completing related and supplemental instruction, and receiving individualized support. Program implementation is overseen by OUSD's Talent and Workforce Development team, which coordinates employer placement, apprenticeship registration, reporting, and partner alignment.

Postsecondary partners play a central role in delivering instruction and supporting academic persistence. Merritt College and Berkeley City College provide college-level coursework aligned to early childhood education credentials and career advancement. These institutions work closely with OUSD staff to align course schedules, monitor academic progress, and address barriers that may affect apprentice persistence.

Community-based partners strengthen the program's ability to support opportunity youth holistically. Ocelotl supports culturally responsive mentoring and community connection, while East Oakland Youth Development Center (EOYDC) and Rooted contribute case management, coaching, and targeted supports that address non-academic barriers such as transportation, family responsibilities, and work-school balance. These partners are engaged through formal agreements and regular coordination meetings to ensure services are aligned and responsive to apprentice needs.

A key design feature of the program is its intentional connection to OakTown Leaders, which functions as a CAB. While no COYA funds are requested for high school participants, CAB is included to demonstrate alignment with the Division of Apprenticeship Standards' emerging framework for school-based apprenticeship and to strengthen long-term pipeline development. This alignment ensures that EEAP recruits participants who enter the apprenticeship with prior exposure to the field, college-level coursework, and a clear understanding of career expectations.

Recruitment for EEAP is conducted through multiple channels, including OUSD alumni, Adult and Career Education programs, community-based partners, and graduates of CAB. Outreach strategies include information sessions, partner referrals, and direct engagement with opportunity youth already connected to OUSD and its partners. This coordinated approach allows OUSD to reach eligible participants effectively while ensuring that apprentices are supported from recruitment through completion.

4. Describe the proposed structure of the program, including the duration of the program.

What is the scope of what the program will offer to opportunity youth in terms of supportive services, coaching and support throughout the program? Describe the overall structure of the model and how it is/will be setup to improve employment outcomes for opportunity youth. Indicate the duration of the program for a participant in your proposed program.

(Limit 500 words)

EEAP is a DAS-registered apprenticeship and the sole apprenticeship funded under this continuation proposal. During the 22-month continuation period, 60 registered apprentices ages 18–24 will be served. Apprentices are employed by OUSD in early learning and elementary school settings while completing paid on-the-job training, related and supplemental instruction, and structured supportive services designed to promote persistence and completion.

EEAP is structured as a high-touch, cohort-based model that integrates employment, education, and individualized supports. Upon entry, apprentices are enrolled as district employees and registered with DAS. Throughout participation, apprentices receive ongoing case management, coaching, and academic navigation, with supports tailored to each participant's needs. Program staff regularly monitor attendance, academic progress, and workplace performance and intervene early when challenges arise.

Supportive services are a core design element of the program. Apprentices have access to transportation assistance, childcare supports, emergency financial assistance, tutoring, and mentoring. These services are intentionally embedded throughout the program rather than offered only at entry, recognizing that barriers to completion often arise as apprentices balance work, coursework, and personal responsibilities. Community-based partners support delivery of coaching, mentoring, and targeted interventions that strengthen persistence and engagement.

Academic instruction is provided through postsecondary partners and aligned to early childhood education credentials and career advancement. Coursework is sequenced to support steady academic progress while apprentices remain employed, and instructional schedules are coordinated with work responsibilities to reduce conflicts. This structure allows apprentices to build credentials incrementally while gaining relevant work experience.

The typical duration of participation in EEAP varies by individual progress but is designed to span multiple years, allowing apprentices sufficient time to complete required training and advance along the early educator career pathway. The continuation funding period supports apprentices at various stages of this progression, ensuring continuity of services and supports.

OTL operates as a CAB connected to EEAP. OTL is a two-year high school program that provides early exposure to education careers, college-level coursework, and limited work-based learning. While no COYA funds are requested for CAB participants, the program is included to demonstrate alignment with the Division of Apprenticeship Standards' emerging framework for school-based apprenticeship and to strengthen long-term pipeline development. CAB participants who complete high school are given priority placement into EEAP, supporting seamless transition into the registered apprenticeship.

Together, this structure improves employment outcomes by ensuring that opportunity youth enter and persist in apprenticeship with consistent employment, clear academic pathways, and sustained wraparound support. The model emphasizes retention, skill development, and career advancement, positioning apprentices for long-term employment within OUSD and the broader early education workforce.

5. Are participants in your program paid? If so, how much and what is the compensation model?

If possible, indicate the hourly wage. If the program will have an educational stipend, describe how that will be setup, the amount and how it will be administered.

(Limit 200 words)

Yes. EEAP are paid employees of Oakland Unified School District and receive wages and 100% employer-paid benefits for employees and their dependents, in accordance with their job classification and applicable collective bargaining agreements. Apprentices are hired into district positions aligned to the early educator

career pathway, including Early Literacy Tutors (ELTs), Instructional Assistants, Childcare Workers, and Paraeducators.

Starting hourly wages vary by classification and include:

- Teaching Assistants/Instructional Assistants: \$15.97/hour
- Childcare Workers / Early Literacy Tutors: \$16.33/hour
- Teaching Assistants, Special Education / Paraeducators: \$20.57/hour

EEAP apprentices also receive district benefits consistent with their employment status.

OTL is not funded under this proposal. OTL participants receive educational stipends to support participation and persistence and complete approximately 150 hours of paid summer work experience funded entirely by OUSD. COYA continuation funds do not support wages or paid work experience and are used exclusively for allowable costs such as supportive services, case management, and program coordination.

6. What employers are connected to your program and how are they connected to the program/proposal?

*For Pre-Apprenticeship Proposals, we understand that the most important linkage is to a registered apprenticeship program, however we would still like to know about any employers involved in any proposal, if there are any. This question is most important for Apprenticeship Proposals. Describe how the employers are connected and involved in the proposal/program and **also provide a letter of support to validate.***
(Limit 200 words)

Oakland Unified School District is the only employer for the Early Educator Apprenticeship Program. OUSD employs all registered apprentices and provides on-the-job training opportunities across early learning and elementary school sites.

As a full-service school district, OUSD has the capacity to employ apprentices upon completion of the program and support long-term career advancement within the district. OUSD's Human Resources and Talent Development teams coordinate closely to align hiring, mentorship, and workforce planning to ensure apprentices transition into stable education careers.

OakTown Leaders participants have the option to complete limited paid summer work experience within OUSD early learning environments, further strengthening the pipeline into district employment.

7. What partner organizations are included in this proposal?

Provide a list of all partner organizations with their contact information and URL, along with a description of the respective roles within this proposal/program. In addition, provide partnership letters for each to validate.
(Limit 400 words)

ECEPTS:

- bbartels@ecepts.org
- <https://ecepts.org/>
- We are partnering with Early Care & Education Pathways to Success (ECEPTS) to support us with intermediary duties. Over the last year and a half we have been implementing our current pre-apprenticeship with their support.

Rooted:

- lydia@rooted-housing.org
- <https://rooted-housing.org/>
- OUSD partners with ROOTED, to connect apprentices to affordable housing opportunities and financial literacy support.

Ocelotl:

- robin@ocelotlyouth.org
- <https://ocelotlyouth.org/>
- Apprentices will receive monthly work consultancy through Ocelotl, focused on trauma-informed practices in education. This training will strengthen apprentices' capacity to support students' social-emotional needs and promote culturally responsive, healing-centered school environments.

EOYDC:

- Selena@eoydc.org
- <https://eoydc.org/>
- OUSD partners with EOYDC to refer potential apprenticeship candidates and provide essential case management support. Through our partnership, we effectively serve opportunity youth and help them succeed in their development toward a career serving children, youth & families.

Berkeley City College:

- imgriff@perlata.edu
- <https://www.berkeleycitycollege.edu/faculty-staff-directory>
- We partner with Berkeley City College to register, enroll and offer classes to our apprentices. Apprentices also receive academic counseling through a contracted partnership with Berkeley City College to ensure enrollment in required coursework aligned to Child Development permit requirements and degree pathways.

Merritt College:

- mgermaine@peralta.edu
- <https://merritt.edu/home>
- OUSD partners with Merritt College to support delivery of Related Supplemental Instruction, alignment between coursework and on-the-job training, and provision of academic and student support services.

8. Describe the team that would be implementing this program and their relevant background to this work.

Provide bios and roles in execution.

(Limit 400 words)

Briana Perez is a Recruitment Assistant at OUSD who assists in managing the EEAP Apprenticeship Program, a program that guides first-generation students based in Oakland towards working in Early Childhood Education. Briana graduated from UC Berkeley where she majored in Media Studies and conducted research on how media shapes first-generation student's career trajectories. As a proud Chicana who is first in her family to achieve a higher education, Briana feels passionate about mitigating barriers students may face towards achieving their educational goals. In her free time, she likes to dance Salsa, and paint greeting cards.

Joshua is a Recruitment Assistant who co-leads the Apprenticeship program and leads the CCPA Pre-Apprenticeship program. He brings seven years of experience in program leadership, youth development,

and stakeholder engagement. Originally from High Point, North Carolina, he earned his BA in Strategic Communications from High Point University, with a people-centered, equity-driven focus.

Jessica is an Oakland native, Oakland Unified School District alum, and UC Berkeley graduate who serves as a program leader with Oaktown Leaders, a high school-to-workforce pipeline. She brings over five years of experience working with youth and developing workforce programs for high school students. Her work focuses on dual enrollment, mentorship, and paid work-based learning, creating equitable pathways from high school to college and careers. Jessica is committed to building strong community partnerships that uplift Oakland students and expand access to opportunity across education and workforce systems citywide together.

Cecilia Terrazas has over 25 years of experience in education, youth development, and community-based work focused on strengthening schools and improving student outcomes. She holds a Master's degree in Social Welfare from the University of California, Berkeley and a Master's in Educational Leadership through the Principal Leadership Institute. Her background includes roles as a school administrator, high school teacher, nonprofit director, social worker, and union organizer. Currently, she serves as the Coordinator of Diversity & Inclusion at the Oakland Unified School District, where she leads districtwide initiatives to strengthen educator pipelines, increase staff diversity, and advance workforce sustainability.

Julia Martinez has a profound commitment to supporting the students and community at OUSD, having over a decade of dedicated service. Her passion lies in empowering individuals to excel in their educational pursuits, and takes pride in contributing to their success. Throughout her tenure, she has developed strong relationships within the Oakland community, fostering an environment of growth and opportunity for all learners.

9. As a COYA Round 1 or Round 2 Grantee, please indicate your progress toward completing all required performance deliverables and identify the date by which you will fully complete all deliverables and expend all remaining funds under your existing COYA grant.

(Limit 300 words)

OUSD has made steady progress toward completing all required performance deliverables under its existing COYA Round 1/Round 2 grant and remains in compliance with all reporting and fiscal requirements. To date, OUSD has served 23 of the 50 total participants committed under the current award through its registered EEAP.

Program implementation is on track, with active recruitment, enrollment, and participant support structures in place. OUSD has demonstrated its capacity to employ apprentices, coordinate related and supplemental instruction, and provide the supportive services necessary to promote persistence and completion. Reporting and invoicing have been submitted in accordance with COYA requirements, and grant expenditures are aligned with the approved budget.

OUSD anticipates fully enrolling and serving all 50 participants by September 2026, based on current recruitment pipelines, including program alumni, district employees, and community-based referrals. All remaining programmatic deliverables and expenditures under the existing COYA grant are expected to be fully completed within the current grant period, with all funds expended in compliance with grant requirements.

Continuation funding will allow OUSD to build on this foundation by sustaining and expanding implementation of EEAP, strengthening retention-focused supports, and maintaining momentum as the district completes its current COYA commitments. OUSD's progress to date demonstrates readiness to successfully close out the existing grant while transitioning seamlessly into the proposed continuation period.

Organization Name: *Oakland Unified School District*

Proposal Title: Early Educator Apprenticeship Pathway Program

Grant Type: Implementation - Continuation Grant

Only Implementation Grant Proposals must fill out this Exhibit A2 – Participant Plan

Grant Period <i>A grant period is defined as a quarter, commencing when the grant performance begins. The first period may be slightly less than a quarter so that it ends in alignment with the regular calendar quarters. Then "Period 2" will be the 2nd full quarter of performance of the grant, and so on.</i>	How many new participants do you expect to enroll in your program <i>Only include eligible participants to be counted towards this grant.</i>
Quarter 1	30
Quarter 2	
Quarter 3	
Quarter 4	
Quarter 5	30
Quarter 6	
Quarter 7	
Total Participants	60

Grant funding validation

For Apprenticeship Implementation Grant Proposals:

Total Grant Funding Requested Calculation

$$(60) \times \$10,000 = (\$600,000)$$

The result of the total grant funding requested calculation above should not exceed the total funding requested in this proposal.

Organization Name: Oakland Unified School District

Proposal Title: Early Educator Apprenticeship Pathway

Grant Type: Implementation - Continuation Grant

Line Item	Expense Item	COYA Grant Funds	Amount Leveraged (Optional)	Total Project Budget	Source of Leveraged Funds (Optional)	In-Kind/ Cash (Optional)
A.	Staff Salaries	\$150,000		\$150,000	Other OUSD grant funds (see Budget Narrative)	☐ In-Kind ☐ Cash
B.	Staff Benefit Cost	\$40,000		\$39,996		☐ In-Kind ☐ Cash
C.	Staff Travel			\$0.00		☐ In-Kind ☐ Cash
D.	Operating Expenses	\$10,000		\$10,000		☐ In-Kind ☐ Cash
E.	Furniture and Equipment					
1.	Small Purchase (unit cost of under \$5,000)	\$20,000		\$20,000		☐ In-Kind ☐ Cash
2.	Large Purchase (unit cost of over \$5,000)			\$0.00		☐ In-Kind ☐ Cash
3.	Equipment Lease			\$0.00		☐ In-Kind ☐ Cash
F.	Educational stipends			\$0.00		☐ In-Kind ☐ Cash
G.	Employer Incentives	\$4,000		\$4,000		☐ In-Kind ☐ Cash
H.	Instructional Costs	\$47,480		\$47,480		☐ In-Kind ☐ Cash
I.	Participant Support Services	\$205,000		\$205,000		☐ In-Kind ☐ Cash
J.	Contractual Services	\$100,000		\$100,000		☐ In-Kind ☐ Cash
K.	Administrative *			\$4.00		☐ In-Kind ☐ Cash
L.	Other (describe): Indirect Costs 4%	\$23,520		\$23,520		☐ In-Kind ☐ Cash
M.	TOTAL FUNDING	\$600,000.00	\$ 0.00	\$600,000		

COYA Grant

PY 2026-2028

Line Item	Expense Item	COYA Grant Funds	Amount Leveraged (Optional)	Total Project Budget	Source of Leveraged Funds (Optional)	In-Kind/ Cash (Optional)
					Total Award	\$ 0.00

* A maximum of 10% of the total project budget will be allowed for administrative costs.

Organization Name:	Oakland Unified School District
Proposal Title:	Early Educator Apprenticeship Pathway
Grant Type:	Implementation - Continuation Grant

Please provide a narrative detail for all grant-funded budget line items listed on Exhibit B- Budget Summary

Position	FTE x Monthly Salary x Time	Benefits	Total (FTE X Salary X Time) + Benefits	A. (A-B) Staff Salaries: Total Salaries Paid + Benefits (WIOA 15%)
Success Coordinator	1 FTE x\$6,818x22 months	\$39,996	\$189,996	
\$ 189,996				

Provide a brief description of each position's role in implementing the grant

COYA continuation funds will support one dedicated program staff position responsible for apprentice case management, coordination of supportive services, and monitoring participant progress and retention. The total COYA-funded cost for this position is \$190,000, inclusive of salary (\$150,000) and benefits (\$40,000), representing a majority share of the role over the 22-month grant period. Remaining staff costs are supported through other OUSD grant funds. In addition, five other EEAP staff are fully funded through separate grants and are not charged to COYA, demonstrating a braided funding approach and long-term sustainability.

Benefits Rate: % 27

Please indicate the average benefits rate as a percent

C. Staff Travel \$ 0

Describe how the proposed travel is connected to grant objectives.

D. Operating Expenses \$ 10,000

The following are some of the major line items included:

Expense	Cost
Rent*	\$ 8,000

Insurance	\$
Accounting (payroll services) and Audits	\$
Consumable office supplies*	\$
Printing	\$
Communications (phones, web services, etc.)*	\$
Mailing and Delivery	\$ 1,000
Dues and Memberships*	\$
Outreach	\$ 1,000

*(based on FTE for program staff)

Operating expenses (\$10,000) support day-to-day program implementation and are primarily dedicated to renting accessible instructional and meeting space to hold in-person classes and cohort activities for apprentices. These costs ensure apprentices can participate consistently in required programming and are supplemented by allowable expenses such as program supplies, communications, outreach materials, and data-tracking tools.

E. Furniture and Equipment* \$ 20,000

1. Small Amount of Equipment and Furniture \$ 20,000

Pooled items less than \$5,000 per unit, lease or purchase, include a cost allocation - List name of item, cost, and quantity.

2. Large Amount of Equipment and Furniture \$ 0

Greater than \$5,000: List name of item, cost, and quantity to be purchased - prior approval required

3. Equipment Lease \$ 0

Describe the calculation.

Furniture and Equipment (\$20,000) will be used exclusively to purchase 20 district-owned Dell laptops (approximately \$1,000 per unit) for apprentices who lack reliable access to technology. Providing district-owned devices ensures equitable access to coursework, online instruction, and required program platforms. All equipment will remain the property of Oakland Unified School District and will be inventoried and maintained according to district policies.

F. Educational Stipends \$ 0

Explain planned amount and distribution of stipends.

No educational stipends are requested under this proposal.

G. Employer Incentives \$ 4,000

Explain the planned amount and structure of the employer incentives. Calculate and indicate what percent the employer incentives are relative to the total requested funding.

Employer Incentives (\$4,000) will be used to provide mentor stipends and site leader stipends that incentivize the hiring, supervision, and support of registered apprentices. These stipends recognize the additional responsibilities assumed by mentor teachers and site leaders, including on-the-job training supervision, coaching, observation, and performance feedback. Employer incentives help ensure high-quality mentoring, consistent workplace support, and successful apprentice integration at school sites. This represents 0.7% of the budget.

H. Instructional Costs \$47,480

Detail anticipated instructional costs.

Instructional Costs (\$47,480) support the delivery of in-person, cohort-based classes for registered apprentices. These funds are used to cover instructional facilitation, materials, and related costs associated with hosting structured, in-person learning sessions that align with apprenticeship competencies and related and supplemental instruction requirements. Cohort-based instruction strengthens peer learning, supports academic progress, and reinforces workplace skill development throughout the apprenticeship.

I. Participant supportive services \$205,000

Describe the supportive services costs associated with this budget line. If an amount of staffing time is allocated to supportive services – describe and articulate that cost amount in Section A of this Exhibit. The Participant Support Services summarized and described in this section should be outside of staffing costs. See SFP Section 5 for more insights on definitions of supportive services.

The largest portion of the budget (\$205,000) is dedicated to participant supportive services. Participant Support Services include a coordinated set of wraparound supports designed to reduce barriers to participation, persistence, and completion for registered apprentices. Services include:

- **Transportation assistance**, including transit passes or mileage support
- **Childcare supports** to reduce barriers for parenting apprentices
- **Emergency financial assistance** for short-term needs that may disrupt participation (e.g., housing instability, utilities, food insecurity)
- **Technology support**, including access to devices and connectivity as needed
- **Academic tutoring and study support** aligned to apprenticeship coursework
- **Career coaching and mentoring** to support professional growth and workplace success
- **Case management and navigation support**, including referrals to internal and community-based resources
- **Basic needs support and referrals**, including food assistance and social service connections
- **Wellness and social-emotional supports**, as appropriate, to promote persistence and engagement

These services are delivered throughout the apprenticeship and are tailored to individual participant needs. OUSD prioritizes flexible, responsive supports that address barriers as they arise, recognizing that sustained participation often depends on timely access to wraparound services.

J. Contractual services \$100,000

Describe all services that you might contract out

Contractual Services (\$100,000) support specialized instructional and student support services delivered by experienced partners.

- Ocelotl (\$80,000) will provide culturally responsive trainings, targeted support for second-language learners, and ongoing consultation for apprentices. Services include cohort-based workshops, individualized support strategies, and consultation with program staff to strengthen apprentice engagement, persistence, and academic success.
- Berkeley City College (\$20,000) will provide related and supplemental instruction (RSI) support and academic counseling, including course alignment, academic advising, progress monitoring, and coordination with district staff to support apprentice persistence and credential attainment.

These contractual services complement district staffing and expand OUSD's capacity to provide high-quality, responsive supports tailored to apprentice needs.

K. Administrative \$ 4

Detail all administrative costs not already summarized in other expense lines. Administrative costs are limited to 10% of total grant.

L. Other \$23,520

Clearly explain these costs, which do not fit into the specific categories above.

Indirect costs are calculated at 4% of total direct costs (\$23,520) and support fiscal oversight, grant management, and compliance. No separate administrative line item is requested, and indirect costs remain well below the COYA maximum.

Organization Name: *Oakland Unified School District*

Proposal Title: Early Educator Apprenticeship Pathway

Grant Type: Implementation - Continuation Grant

What outcomes will be achieved through this funding and over the course of the grant execution? List specific project outcomes and deliverables (quantitative and/or qualitative)	How will these outcomes be measured/achieved and over what timeline? Describe how you will know if project is successful (quantitative and/or qualitative).
Recruit, enroll, and support 60 opportunity youth ages 18–24 into Oakland Unified School District’s registered Early Educator Apprenticeship Program (EEAP) during the 22-month continuation period. Activities • Targeted outreach to opportunity youth meeting COYA eligibility criteria • Recruitment of OTL (CAB) graduates into EEAP • Outreach to community-based organizations serving opportunity youth • Internal recruitment of eligible OUSD employees • Information sessions and application support	• Recruit and enroll 30 apprentices (Period 1–2) • Cohort 2: Recruit and enroll 30 apprentices (Period 4–5) • Total of 60 apprentices enrolled by Period 5 • At least 10 recruitment and information sessions conducted by Period 7 Success Indicator • 100% of enrolled participants meet COYA eligibility requirements • Enrollment targets met within designated periods

Ensure 100% of EEAP participants are employed by OUSD and registered with DAS as apprentices. Activities • Coordination with OUSD HR and site leaders • Ongoing partnership with ECEPTS for apprenticeship registration and compliance • Execution of MOUs and placement agreements	• 100% of apprentices registered with DAS each quarter (Periods 1–7) • Apprentices employed prior to or at program entry Success Indicator • No unregistered apprentices reported in quarterly submissions
Provide structured on-the-job training and mentorship for all registered apprentices. Activities • Recruit and train OJT mentors • Monthly mentor meetings for training and feedback • Ongoing mentor support and troubleshooting	• 100% of apprentices assigned an OJT mentor (Periods 1, 7) • Mentor convenings held throughout the grant period Success Indicator • At least 80% of apprentices report mentorship supported their professional development (Periods 5 and 7)
Ensure apprentices have access to comprehensive supportive services that reduce barriers to completion. Activities • Case management and academic counseling • Coordination of transportation, childcare, and other allowable supports • Mental health and wellness referrals as needed	• 100% of apprentices meet with an academic counselor for transcript review (Periods 5, 7) Success Indicator • At least 90% of apprentices who need support services report utilizing them (Periods 4 and 7)

Support apprentices to make consistent academic progress and persist in the program. Activities • Related and supplemental instruction through Berkeley City College and Merritt College • Embedded instructional support and tutoring (in-person and hybrid) • Regular coordination between success coordinators and faculty	• At least 80% of apprentices complete 3–4 units per semester (Periods 3, 5, 7) • Quarterly retention rate of at least 70% (Periods 1–7) Success Indicator • At least 70% of apprentices remain on track to complete the program within three years (Period 7)
Support apprentices to earn industry-recognized credentials and advance along the education career pathway. Activities • Competency-based assessments aligned to early childhood education standards • Support toward permit and credential completion • Career navigation and post-completion planning	• Apprentices assessed on 10 core competencies at two points during the program • At least 70% of apprentices are eligible for a Master Teacher Permit (Period 7) Success Indicator • At least 70% of program completers obtain employment in education settings (Period 7)
Increase long-term educational attainment and wage outcomes for program completers. Activities • Career coaching and transition planning • Support for continued education and credential advancement	• At least 50% of completers continue into advanced education or training (Period 7) • At least 70% of graduates hired into advanced or higher-paying roles (Period 7) Success Indicator • Demonstrated wage gains compared to wages at program entry

DEPARTMENT OF INDUSTRIAL RELATIONS

Headquarters Office

Division of Apprenticeship Standards

1515 Clay Street, 19th Floor

Oakland, CA 94612

Tel: (510) 821-4006 Fax: (510) 622-3265



March 24, 2026

Oakland Unified School District
Attention: Jarrett Austin-Thomas
1011 Union Street
Oakland, CA 94607
Email: jarrett.austin@ousd.org

Dear Jarrett Austin-Thomas:

Congratulations! It is a great pleasure to inform you that your organization's proposal submitted in response to the California Opportunity Youth Apprenticeship (COYA) Grant Solicitation for Proposals for Program Year 2026-28 has been selected for funding in the amount of \$600,000.

We are impressed with the quality of your proposal to meet California's goal to develop and test innovative practices, increase the participation of opportunity youth in pre-apprenticeship and apprenticeship programs, and demonstrate the impact of apprenticeship on employment and earnings outcomes for opportunity youth.

The Department of Industrial Relations will develop the grant agreements and send those contracting documents to you. Our goal is to have all contracts signed by awardees by April 15, 2026. The award is not final, nor can any expenses towards the grant be incurred until there is a final fully executed contract, with both parties' signatures and your current COYA Contract is completed as validated by a letter from the Division of Apprenticeship Standards. Our team will be available to provide technical assistance to you throughout this process.

Please do not share or publicly post about this intent to award letter until the press release is posted on the DIR website, at which time you will be informed by email with a social media toolkit for sharing. Once again, congratulations on being a selected COYA Continuation grant awardee! We are excited to work with you to expand registered apprenticeship for opportunity youth in California.

Sincere Regards,

A handwritten signature in black ink, appearing to read "Adele Burnes".

Adele Burnes, Chief
Division of Apprenticeship Standards
Department of Industrial Relations