



Alameda County Office of Education

L. Karen Monroe
Superintendent

Gary Jones
Associate Superintendent

BOARD OF EDUCATION

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Trustee Area 7

Eligibility Requirement 1: Responsibility and Authority

Statement of Assurance

- a) I, Ingrid Roberson, am the Unit Head responsible for oversight of all educator preparation programs.

We are naming the department serving the educator education programs the "College of Education."

- b) Christine Boynton will be the Program Director coordinating the Career Technical Education Program and Dr. Daisy Morales will be Program Director coordinating the Clear Administrative Credential Program (CACP). Both Program Directors will report directly to me. See 1c below.
- c) Please see the "Organizational Chart for the Institution," as well as and the "Organizational Chart of Division Responsible for Oversight" which depicts the lines of authority in our educator preparation programs.

The College of Education is a department within the division of Learning and Accountability.

The "Organizational Chart of Division Responsible for Oversight" shows that I, Ingrid Roberson, serve both the role of 1) the Unit Head of the College of Education, and 2) the Chief of Learning and Accountability.

I report directly to the Superintendent of Schools, Karen Monroe.

Page 1 of the "Organization Chart for the Institution" illustrates that I, Ingrid Roberson, Chief of Learning and Accountability (bottom row, second from left) report directly to Superintendent of Schools Karen Monroe (top.)

- d) I assure that the institution has no one other than employees of the Alameda County Office of Education shall submit credential recommendations and that any individual who is recommending will always be a current employee of the Alameda County Office of Education. Our credential analyst is Stephanie Tomasi.
- e) Furthermore, I assure that those individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.

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Hayward, California
94544-1136

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Sincerely,

Ingrid Roberson
Chief of Learning and Accountability
Alameda County Office of Education



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Eligibility Requirement 2: Lawful Practices

Statement of Assurance

As the Unit Head, I affirm:

- a) With respect to lawful practices related to *employment*, that all full-time employees and temporary, adjunct faculty of the Alameda County Office of Education credentialing programs are employees of the ACOE, and therefore policies of the credentialing programs are followed to meet Eligibility Requirement 2: Lawful Practices.

Job applicants will receive information about non-discrimination policies in recruitment materials including:

- Emails and flyers promoting job offerings.
- Online advertisements promoting job offerings on search engines and job recruitment websites such as LinkedIn.
- The first page of job postings and applications on the Edjoin website.

In each of the recruitment materials listed above there will be the brief statement that can be found in "Sample Job Posting" (below) as well as a link to the complete "Non-discrimination in Employment" policy (below) contained in the Employee Handbook.

Evidence of non-discrimination are:

- i. Job posting (see "Sample Job Posting" circled in right margin);
- ii. Employee handbook (see "Non-discrimination in Employment")

- b) With respect to lawful practices related to *candidates*, we maintain policies related to candidate admissions, retention, and graduation that include reference to an unlawful discrimination policy (see the "Candidates Non-discrimination Statement," which is also situated in the "Student Handbook on page 17").

We will provide the Candidate Non-discrimination Statement in emails and online advertisements promoting enrollment in the programs.

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We ensure that candidates have received the Non-discrimination Statement upon enrollment, by asking them to sign a paper or electronic document indicating that they have read the statement and are aware that it is also contained in the student handbook. A record of this signature will be maintained in our Aries student information system.

A handwritten signature in black ink, appearing to read 'Ingrid Roberson', with a stylized, cursive style.

Ingrid Roberson
Chief of Learning and Accountability
Alameda County Office of Education



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Eligibility Requirement 3: Commission Assurances

Statement of Assurance

As the Unit Head, I assure that the Alameda County Office of Education will:

- a) Be in compliance at all times with all relevant preconditions for the programs it will offer.
- b) Provide all required data reports, including but not limited to data reports and accreditation documents.
- c) Cooperate in an evaluation of the program by an external team and monitoring of the program by Commission staff.
- d) Participate fully in the Commission's accreditation system, and adhere to submission timelines.
- e) Once a candidate is accepted and enrolled in the educator preparation program, ACOE will offer the approved program, meeting the adopted standards, until the candidate:
 - i. Completes the program
 - ii. Withdraws from the program
 - iii. Is dropped from the program
 - iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

Furthermore, I assure that I and the other institutional leadership understand our responsibilities to enrolled students in the event a program were to close . In the event of a closure by the Commission on Teacher Credentialing we would work with each individual candidate to determine their credential status, teach out the candidates in their last year, and transition the first-year candidates to other Commission approved programs such as the Orange County Department of Education for CTE and ACSA for the Clear Administrative Credential Program. Orange County Department of Education's CTE program is an online program as is ours. So candidates would be able to access OCDE's program just as easily as they accessed ours no matter their location thereby not experiencing hardship. **The course sequence of OCDE's program and ACOE's are also the same, so the number of courses and requirements they need to complete would be the same.**

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Eligibility Requirement 4: Requests for Data

Statement of Assurance

As the Unit Head, I assure that the Alameda County Office of Education has identified the following qualified personnel as the responsible party to respond to requests for data.

Juwen Lam, Executive Director of Research, Assessment and Accountability Partnerships, is responsible for submitting any and all data to the Commission.

Ms. Lam will be responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:

- a) program enrollments
- b) program completers
- c) examination results
- d) state and federal reporting
- e) candidate competence
- f) organizational effectiveness data
- g) other data as indicated by the Commission

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Eligibility Requirement 5: Grievance Process

Statement of Assurance

As the Unit Head, I affirm that :

- a) That the grievance process for candidates and applicants is a clearly delineated process that is fair and will ensure timely resolutions for candidates and applicants. This process involves both an informal complaint procedure and a formal complaint procedure that requires a form (see "Formal Complaint Form"). The process, which can be found in the student handbook (see "Complaint Procedures Student Handbook pages 8 and 9"), is as follows:

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Informal Complaint Procedure Regarding Instructors or Supervisors

If a candidate has a complaint regarding an instructor or supervisor, including but not limited to grades or conduct, the candidate must first attempt to resolve the issue informally using the following steps:

1. The candidate speaks to the instructor or supervisor to try and resolve the difference.
2. If the candidate has spoken with the instructor or supervisor and has not been able to resolve the difference, or if the candidate has a good reason for not first speaking with the Instructor or supervisor, the candidate may discuss the matter with the Program Director.
3. If the Program Director deems it appropriate, he/she may send the candidate back to talk to the instructor or supervisor, or the Program Director can inform the instructor of the complaint.
4. If the candidate is not able to resolve the concern with the instructor/supervisor or Program Director informally, he/she may submit a formal written complaint to the Unit Head.

Formal Complaints

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These procedures will be followed for response to a formal complaint regarding any issue, faculty or otherwise, involving the Educator Preparation Program.

A formal written public complaint must include the facts upon which the complaint is based. Anonymous or unsigned complaints will not be processed.

1. The complainant shall initially file a formal complaint using the Formal Complaint Form to the Unit Head. If the complaint is against the Unit Head, then the complainant should submit the form to the Superintendent.

2. The complaint form must be signed and dated by the complainant and submitted within 30 business days of the alleged incident.

3. The Unit Head will acknowledge receipt of the complaint, and an investigation will be conducted.

4. The Unit Head shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, and remedies afforded, if any, and notice of the appeals process.

Appealing Complaint Resolutions

If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Superintendent in writing with a copy of the initial complaint form and a copy of the Unit Head's resolution.

1. The written appeal must be signed by the complainant, and submitted within 10 business days of the Unit Head's resolution.

2. An investigation shall follow the submission of the appeal; the Superintendent shall submit in writing to the complainant the outcome(s) of the appeal, reason(s) for the decision, and

remedies afforded, if any. The resolution or outcome from the appeal is final.

b) The grievance process will be easily accessible to applicants and candidates in the Student Handbook located on our website in the "Informal Complaints Regarding Instructors and Supervisors" and "Formal Complaints" sections beginning on page 8.

c) Candidates are informed of the existence of the process in orientation materials (see

attached "Candidate Grievance Process Notice"). We ensure that candidates have received information about the grievance procedures upon enrollment, by asking them to sign a paper or electronic document indicating that they have read about the process and are aware that it is also contained in the student handbook. A record of this signature will be maintained in our Aries student information system.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ingrid Roberson', with a long, sweeping horizontal stroke extending to the right.

Ingrid Roberson
Chief of Learning and Accountability
Alameda County Office of Education



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L. Karen Monroe
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Eligibility Requirement 6: Communication and Information

Statement of Assurance

As the Unit Head, I affirm that:

- a) ACOE will create and maintain on its existing website information about the educator preparation programs. The information will be easily accessible by the public.

No login (access code or password) will be required for the public to access information about the educator preparation programs.

- b) The information will be available to the public and that the information on mission, governance, and administration, and admission procedures will be included.

The public website will be maintained by Michelle Smith-McDonald, Communications Director, and Ryan Choate, Director of Information Technology departments, under the direction of myself and in coordination with the program directors.

There is not a draft public website available for the College of Education at this time. We will add a webpage to our Alameda County Office of Education website shortly expressing that we are in the application process to become an approved sponsor of educator preparation programs.

Sincerely,

Ingrid Roberson
Chief of Learning and Accountability
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Eligibility Requirement 7: Student Records Management, Access, and Security

Statement of Assurance

As the Unit Head, I affirm that:

- a) Candidates and graduates have access to and are able to view unofficial transcripts and/or other documents for the purpose of verifying academic units and program completion on a password protected database/student information system via the internet. Student access is available after program completion, indefinitely.

Additionally, students may receive official transcripts at any time upon request in person at the Alameda County Office of Education or via a secure online form.

- b) All candidate records are maintained at the main institutional site under the direction of Chris Boynton and Daisy Morales at the Alameda County Office of Education 313 W. Winton Avenue, Hayward, CA 94544.
- c) All student records will be located in securely locked file cabinets in a specific file room and on a secure server, both of which are not accessible to the public.

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Eligibility Requirement 8: Disclosures

Statement of Assurance

As the Unit Head, I affirm that:

- a) The proposed educator preparation programs will be delivered via a blend of online digital media and traditional classroom teaching. The online digital media will be delivered using the Canvas learning management system. Classes will take place in our conference center.
- b) The conference center is at the Alameda County Office of Education, 313 W. Winton Ave., Hayward, CA 94544. See the "Conference Center Diagram" and the "ACOE Map".
- c) There are no entities that will be providing direct educational services to candidates.

Sincerely,

Ingrid Roberson
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Eligibility Requirement 9: Veracity in all Claims and Documentation Submitted

Statement of Assurance

As the Unit Head, I affirm that:

- a) All information provided to the Commission and prospective candidates in all matters is truthful and accurate.
- b) There has not been any information that may indicate that ACOE has not provided the Commission, potential candidates, and the public with complete, accurate, and truthful information. Furthermore, I am aware that if any information were to arise in the future, that it may be considered relevant to the Commission.

Alameda County Office of Education and its personnel demonstrate veracity in all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of Initial Institutional Approval.

Sincerely,

Ingrid Roberson
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Eligibility Requirement 10: Mission and Vision

Statement of Assurance

- a) The Alameda County Office of Education mission is to provide, promote, and support leadership and services, to ensure the success of every child, in every school, every day. In order to further this mission, we aim to establish a credentialing college that develops educators who will serve students in identified areas of district need for our population.

Highly qualified education leaders are the nexus for change to create more equitable schools. The vision of Alameda County Office of Education's (ACOE) College of Education (COE) is to diversify the teacher and school leader workforce, and provide that workforce with the support and training to create schools that address the needs of the whole child, both academic and social-emotional, with an emphasis on serving vulnerable and underserved populations in both traditional and alternative settings. Our program will prepare educators to ensure that all students are prepared for college and career by leveraging Universal Learning Design principles as the core theory of action for all programs offered.

- b) We confirm that the mission and vision will be published on the ACOE website and in institutional documents provided to candidates.

The mission and vision will be published in advertisements for enrolling in the College of Education, acceptance letters, transcripts, and the student handbook, as well as the home page of the portal to the candidate website and internal web pages.

- c) The mission and vision for educator preparation reflects our agency's commitment to California's adopted state standards and frameworks for K-12 student such as the State Standards for Educator Preparation, the California Professional Standards for Education Leaders (CPSEL), and the California Teaching Performance Expectations (TPES). We will position educators to navigate the Relationships and Convergences of the CA Standards Framework and Assessments. Our authentic, integrated approach provides high levels of engagement with how all content areas can work together to engage students in work that reflects the real world and challenges educators to have a laser

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focus on strong foundational reading and numeracy skills through creativity from early learning through College and Career Pathways.

- d) The ACOE COE will prepare teachers to work effectively with all students as our program will prepare educators to differentiate teaching for the individual needs of students by leveraging Universal Design for Learning (UDL) principles within an MTSS (Multi-Tiered System of Supports) framework. ACOE COE's credential program vision for rigorous and relevant teaching and learning is also anchored in the science of learning including Project Based Learning (PBL) and assessment practices. This approach prepares educators to design and sustain learning systems that develop the collaboration, critical thinking and problem-solving skills students need to succeed and to tackle complex social issues of our time using curiosity and reflection. In addition, educators will be placed into cohorts that will facilitate introspection in order to honor the teacher continuum of practice.
- e) The Alameda County Office of Education will offer programs to prepare candidates in applying for a Career Technical Education Credential and Clear Administrative Services Credential.
- f) At ACOE, our philosophical approach embodies our belief in the power of learning by doing. ACOE's credential program vision for teaching and learning is anchored in using authentic learning practices to design the instructional core. Authentic learning is designed to connect students to real-world issues, problems and applications. This integrated approach aims to build in authenticity to every task, lesson and unit to ensure students are able to develop critical thinking and problem-solving skills they will need to tackle complex social issues of our time. In order to reflect the real world, ACOE's program will take a cross-curricular, collaborative approach and use the following design principles to guide pedagogy:
1. Real life relevance
 2. Project based learning that addresses a real problem
 3. Multiple sources and perspectives
 4. Collaboration
 5. Reflection
 6. Integrated assessment

7. Performance-based products that mirror the real world

g) ACOE does not have credentialing programs in other states.

h) Alameda County Office of Education's mission and vision defines our commitment to the most vulnerable populations in order to provide equitable access and opportunity to all students. This pledge applies to our dedication to create educational talent that represents and understands the challenges faced by our ethnically, socially and fiscally diverse student population.

Our programs in the Division of Learning and Accountability include:

Core Learning

The Core Learning Department delivers high-quality professional development to teachers, coaches, and administrators. Core Learning helps Alameda County educators implement the new California State Standards in English Language Arts/English Language Development, Math and Next Generation Science Standards while integrating technology. Our experts convene a Core Coaching Network and an Early Learning Network to support TK-12 content coaches to meet individual student learning needs.

Integrated Learning

The Integrated Learning Department provides strategies and practices for pre K-12 educators, in both in-school and after school/expanded learning spaces, to engage students more deeply, and improve their understanding and achievement across disciplines and in all subject areas through intentional arts integration.

College & Career Pathways

Project Pathways vision is for youth to flourish in equitable quality programs that lead to wellness, and which empower students with the academic tools to ensure economic success. We build accelerated career and college pathways through a collaboration of schools and agencies in Alameda and Contra Costa counties.

Research, Assessment & Accountability Partnerships

Research, Assessment and Accountability Partnerships (RAAP) coordinates the strategic support, review, and approval of 18 district Local Control and Accountability Plans (LCAPs). With a commitment to

Results Based Accountability (RBA), we support districts' use of state and local assessments, and other measures to develop policies and practices that improve student success.



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Eligibility Requirement 11: History of Prior Experience and Effectiveness in Educator Preparation

- a) Our experience preparing, training and supporting educators includes the Transition to Teaching Program (T3). This was a state-funded paraprofessional (instructional assistant/aide) career ladder program leading to a Bachelor's degree and ultimately, to a teaching credential. The ACOE Program served paraprofessionals in all Alameda County school districts. Paraprofessional participants were undergraduates, or they may already have had a Bachelor's Degree, but had not done any teacher preparation coursework. Program participants received assistance with college/university tuition, fees, and books, as well as other support services to increase success in the program, in accordance with each local program design. A handbook of the Paraprofessional Teacher Training Program can be found on our website (see "Handbook of Paraprofessional Teacher Training").

Currently, ACOE provides the Clear Administrative Credential Program (CACP) through a partnership with the Association of California Superintendents and Administrators (ACSA). Our website has been updated to reflect this partnership (see "ACOE Clear Administration Credential Webpage"). The program provides candidates an individualized induction experience based on the context of their leadership role, including one-on-one coaching by an experienced, certified administrator. Candidates participate in an ongoing formative self-assessment, professional development seminars, and job-alike professional learning communities designed to grow the knowledge, skills, and dispositions that are essential for successful administrative leadership. The ACOE CACP does not require candidates to attend classes. All meetings are at their site.

- b) ACOE currently provides the CACP in Hayward, California.
- c) ACOE is not accredited from a regionally accrediting body.
- d) ACOE does not operate in a state other than California.
- e) ACOE does not operate in a state other than California.
- f) The Alameda County Office of Education has fostered positive working relationships with educational partners through a variety of programs. In the T3

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program mentioned above, program partners included school districts throughout Alameda County as well as the California State University, East Bay, the University of San Francisco, National Hispanic University, Holy Names University, Chabot College, and Las Positas College. A grant application showing evidence of these relationships can be found on our website (see “T3 Grant Application” for evidence of fostering positive working relationships).

Through the Project Pathways R4 grant, described in requirement 10 (f), ACOE has also partnered with school districts throughout the county as well as colleges and universities. Attendance sheets for R4 can be found on our website (see “Attendance sheets for R4” for evidence of fostering positive working relationships).

g) Evidence that our candidates are satisfied with our educator programs includes:

A candidate testimonial for the T3 program as well as a newspaper article in which a participant expresses her appreciation for the opportunity to be part of the program. Both can be found on our website (see “[Candidate Testimonial](#)” and the “Newspaper article about candidate satisfaction”).

All candidates of the CACP participate in a comprehensive program survey as a requirement of the exit process (see “[CACP Graduate Exit Survey Results 2017-2018](#)”)

The findings and analysis of the CACP survey can be found beginning on page 4 of this document.

The third-party language can now be found on the bottom of the College of Education public web page. Third-party comment language will be used in brochures that we will provide to stakeholders such as board members, industry partners, school districts and candidates. The link to the College of Education website will be contained in email correspondence.



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Eligibility Requirement 12: Capacity and Resources

- a) A copy of the ACOE 2017 Annual Financial Statement with Independent Auditor's Report can be found on our website (see the "Audited Budget 2017").
- b) A proposed budget for the educational unit can be found on our website (see "Operation Budget for Educational Unit").
- c) Information and unit support about instructional and support personnel for the unit:

1) Temporary Certificated Program Support Supervisors (6)

Support Supervisors are responsible for all phases of supervision of interns, and for covering all student learning outcomes identified within the program. The supervisor works 1:1 with the intern to support growth as she/he learns to manage all responsibilities required of a teacher of record including online and in person instruction. Instructors are required to attend program trainings and meetings to stay apprised of policies and procedures.

Temporary Course Instructors (3)

Temporary course instructors are responsible for all phases of instruction of candidates on both online and classroom platforms, and for covering all student learning outcomes identified within the program. The instructor works to support growth of candidates as she/he learn to manage all responsibilities required of a teacher. Temporary Course Instructors are required to attend program trainings and meetings to stay apprised of policies and procedures.

Temporary Administrative Services Clear Induction Coaches (1)

The Administrative Services Clear Induction Coach provides candidates an individualized induction experience based on the context of the candidates leadership role through one-on-one coaching. They share their knowledge of effective administrators, their success as leaders, and their ability to share knowledge, to mentor support candidates. Coaches support candidates through ongoing formative assessment.

2) Temporary Certificated Program Support Supervisors

- Career Technical Education Credential
- Evidence of successful formal or informal coaching relationships
- Knowledge of the qualities of effective teachers

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- Three or more years teaching as a CTE teacher or working in a CTE Industry Sector.
- Employment as a Support Supervisor, CTE Course Instructor, CTE teacher or working in a CTE Industry Sector within the last 2 years.

Temporary Course Instructors

- All Temporary Course Instructors must have a California Teaching or Administrative Services Credential.
- Evidence of designing curriculum to foster student learning
- Evidence of maintaining records and assessing student coursework
- Three or more years teaching as a CTE teacher or working in a CTE Industry Sector.
- Employment as a Support Supervisor, CTE Course Instructor, CTE teacher or working in a CTE Industry Sector within the last 2 years.

Temporary Administrative Services Clear Induction Coaches

- A minimum of four (4) years of full time successful educational leadership experience
- Evidence of successful formal or informal coaching relationships
- Valid and current Clear Administrative Services Credential
- Knowledge of the qualities of effective administrators and the 2014 California Professional Standards for Educational Leaders
- Demonstrate success as a leader with the ability to share knowledge and understanding about effective leadership practice

3) ACOE is not an out of state institution.

d) ACOE is not an out of state institution.

e) ACOE has many TK-12 partnerships for the purposes of providing fieldwork. We are partners with all eighteen districts in Alameda County. ACOE convenes a number of networks for the districts. In addition to the standard networks, ACOE convenes regional consortia for Career Pathways and science teachers. In addition, ACOE is providing the backbone support for regional collective impact work Alignment Bay Area. Alignment Bay Area provides additional industry fieldwork for our Career Technical Education Credential work.

f) ACOE has a conference center with both small and large rooms available for teaching. The conference center is at the Alameda County Office of Education, 313 W. Winton Ave., Hayward, CA 94544. The six classrooms are equipped with video projectors, SMART Boards, video conferencing, and mobile laptop labs.

ACOE has a fully functional Information Technology service staff that can assist in setting up technology for classes and problem solving of IT issues. While most of the instruction will be delivered over the internet, the College of Education will use the conference area to support candidates who prefer face-to-face instruction and delivery of program-related information. In addition, ACOE has licensed CANVAS as the Learning Management System for the delivery of online courses.

- g) ACOE's credentialing program discontinuation policy will be followed in the event we are no longer able to offer a program (see "Discontinuation Policy" including red text at the end). Furthermore, in the event of a closure by the Commission on Teacher Credentialing, we would work with each individual candidate to determine their credential status, teach out the candidates in their last year, and transition the first-year candidates to other Commission approved programs such as the Orange County Department of Education as necessary and appropriate.

The Orange County Department of Education's CTE Program is an online program as is ours. So candidates would be able to access OCDE's program just as easily as they accessed ours no matter their location. The course sequence of OCDE's program and ACOE's are also the same so the number of courses and requirements they need to complete would be the same as well.



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