



## Initial Institutional Approval

Stage II: Eligibility Review

Submitted: December 18, 2020

Finalized: April 2, 2021

# INTRODUCTION

Relay Graduate School of Education (Relay) is a non-profit institution of higher education whose mission is to teach teachers and school leaders to develop in all students the skills and strength of character needed to succeed in college and life. Founded in 2011, Relay is accredited by the Council for the Accreditation of Teacher Preparation (CAEP) and the Middle States Commission on Higher Education (MSCHE) and operates state-approved teacher preparation programs in ten states and the District of Columbia.

In response to the needs and interests of California local education agencies, Relay seeks to offer two pathways into the teaching profession in California—the **Relay Teaching Residency** and the **Teacher Intern Program**, as well as programs for currently credentialed teachers to expand their knowledge and opportunities. The Relay Teaching Residency and Teacher Intern program are both part-time online graduate-level programs.

- In the **Relay Teaching Residency**, candidates are embedded in the classroom of an experienced teacher who serves as their Resident Advisor and site-based supervisor for a full school year. Clinical experience takes the form of a gradual on-ramp to greater teaching responsibility that is carefully aligned with graduate coursework, and supported by faculty supervision and opportunities for practice.
- The **Teacher Intern** program pathway is designed for beginning teachers who will be leading a TK-12 classroom as a teacher of record while completing the preparation program. Clinical experience takes place in the Intern teacher's classroom, with the support of a faculty supervisor and a school-based mentor.

Both program models include graduate coursework aligned to the applicable California Educator Preparation Program Standards and the California Teaching Performance Expectations. Program completers can continue their studies after their credentialing year and complete a Master of Arts in Teaching (M.A.T.) degree. Candidates may also choose to pursue a both a Preliminary Multiple or Single Subject credential and a Preliminary Education Specialist (Mild/Moderate Disabilities) credential through a dual credential program.

Relay first entered the Initial Institutional Approval process and submitted Stage I and II applications to the Commission in 2016. Relay now returns to the Commission with a new proposal for approval as an educator preparation program sponsor in California, which has been informed by our efforts in four main areas:

1. **Focus on Teacher Diversity**—Relay is deeply committed to partnering closely with TK-12 schools to develop a pipeline of strong, diverse teachers—especially in high-needs grades and subjects. We are proud that 69 percent of Relay's total student body—and 74 percent of Relay Online students—identify as people of color. Relay's

efforts to expand diversity in the field extend to its own faculty as well, with 50 percent of Relay's faculty self-reporting as a person of color.

2. **California Partnerships**—Since 2017, Relay has engaged over 600 California school leaders in its California Instructional Leadership Professional Development (CA ILPD) program. Through tailored professional development and coaching for California school leaders, Relay has developed and strengthened relationships with local education agencies and schools across the state while deepening its understanding of the local context and the needs of California TK-12 schools.
3. **Online Instruction**—In 2018, Relay launched its online campus—Relay Online—offering fully online teacher preparation programs with positive reception from students and school partners. Through Relay Online, the institution is able to better serve communities outside of urban centers, where the need for diverse, well-prepared teachers is equally, if not more, pronounced than in many cities. Relay's experience with online teacher preparation also positioned the institution to quickly and successfully pivot to online instruction more broadly in response to the COVID-19 pandemic, with Relay Online faculty providing models for strong online instruction and candidate support.
4. **Culturally Responsive Curriculum**—Relay has redesigned its teacher preparation curriculum in service of continual improvement and in response to the current literature on culturally responsive and inclusive pedagogy. Relay's revised curriculum recognizes that excellent teacher preparation should be flexibly designed to incorporate best practices from the field while also accounting for local contexts and needs.

What remains clear is that the need for additional high-quality programs preparing diverse teachers in California persists. Prospective TK-12 partners have expressed that they would welcome Relay's practice-based programs as an option for prospective teachers in California as they seek to grow and diversify their teacher pipelines. Relay Graduate School of Education is committed to the Initial Institutional Approval process and eager to serve the education community in California as an educator preparation program sponsor.

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## CRITERION 1: RESPONSIBILITY AND AUTHORITY

(a) Provide an organizational chart(s) AND a corresponding narrative description. The narrative description must include the following:

1. Identify the division(s) within the institution that will be responsible for the oversight of educator preparation programs. (Include any parent organization, outside organization(s), or partner(s) that will be involved in the oversight of the educator preparation unit and/or responsible for program delivery). Ensure that the organizational chart(s) depict lines of authority.
2. Identify the position within the organizational structure that will be responsible for ongoing oversight of all educator preparation programs offered by the entity, including educator preparation programs offered by extension divisions, if applicable.
3. Identify the individual and position within the organizational structure that will coordinate each educator preparation program sponsored by the entity. Include a description of the reporting relationship between #1-3 above. If a reporting relationship will be indirect, describe the levels of authority and responsibility for each educator preparation program.

Relay Graduate School of Education (Relay) is a single 501(c)(3) non-profit with one [Board of Trustees](#) as its governing body<sup>1</sup>. Relay's president, **Dr. Mayme Hostetter** reports directly to the Board of Trustees.

**Relay Online**, an internal team of faculty and staff who coordinate and implement Relay Graduate School of Education's online programs, will be the division responsible for the oversight of the institution's California educator preparation programs. Leading the online campus is **Dr. Alice Waldron, Dean, Relay Online**, who will serve as the Unit Head, responsible for the ongoing oversight of all of Relay's California educator preparation programs. Dr. Waldron reports to the Provost, Dr. Maya Weatheron, who sits on Relay's Executive team and reports to the President.

Dr. Waldron manages the faculty and staff servicing online programs including a **Director of California Educator Preparation Programs** (to be hired) who will be responsible for the day-to-day operations of the California educator preparation programs. A **Manager of California Certification** (to be hired) will report to the Director of California Educator Preparation Programs and will be responsible for credentialing, data collection, and reporting for Relay's California educator preparation programs.

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<sup>1</sup> Relay Graduate School of Education is chartered as an institution of higher education in New York state, and institutionally accredited by the Middle States Commission on Higher Education. Relay does not operate any branch campuses with independent governance, or budgetary and hiring authority. Relay does not have any affiliation or partnership with any for-profit entity for the purpose of delivering degree- or non-degree granting coursework.

[Attachment 1. a.1. Relay Graduate School of Education Organizational Chart](#) shows the lines of authority between the individuals described above.

**(b) Provide a statement of assurance signed by the Unit Head stating the following:**

- 1. Duties regarding credential recommendations will not be delegated to persons other than employees of the Commission-approved institution, and**
- 2. Those individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process**

Relay Graduate School of Education affirms that it will comply with all requirements named above. Please see [Attachment 1.b.1. Responsibility and Authority: Statement of Assurance](#), signed by Dr. Mayme Hostetter.

## CRITERION 2: LAWFUL PRACTICES

- (a) Provide a draft or copy of the institution’s policies governing personnel decisions including employment, retention, and promotion (e.g., employee handbook, recruiting materials, or other published personnel materials) that include reference to an unlawful discrimination policy.**

Relay is committed to creating an anti-racist institution that honors and celebrates equity and diversity and is inclusive of the communities we serve. This commitment and the strategies through which we execute on this commitment are described in the **Relay Employee Handbook** (p. 5-6) ([Attachment 2.a.1.](#)). The Employee Handbook is the official document outlining Relay’s commitments to employees and their commitments to the institution. The Employee Handbook is updated annually and provided to new employees upon hire. The Employee Handbook is also available anytime through Relay’s Human Resources portal on Unit4 Business World.

The institution’s **Equal Opportunity Employer Policy** is found on p. 17 of the Employee Handbook. This policy applies to all employment actions including hiring, promotions, and internal transfers. The Employee Handbook also provides related policies including the institution’s **Policy Against Sexual Harassment and Other Unlawful Harassment** (p. 10-15) and the **Gender-Based Misconduct Policy** (p. 16). Finally, the **Whistleblower Policy** (p. 17-19) names the employee/manager responsible for upholding our non-discriminatory policies as well as protection for those who come forth in good faith ([Attachment 2.a.2.](#)).

Each employee position posting also includes the statement “Relay Graduate School of Education provides equal employment opportunity for all applicants and employees.” Furthermore, on the application for employment, Relay provides the following statement: “Individuals seeking employment at Relay Graduate School of Education are considered without regards to race, color, religion, national origin, age, sex, marital status, ancestry, physical or mental disability, veteran status, gender identity, or sexual orientation.”

Finally, Relay Graduate School of Education’s [non-discrimination policy](#), which can be found on the Relay website, states the institution’s commitment to actively supporting equality for all persons and to making personnel decisions without unlawful discrimination.

- (b) Provide a draft or copy of the institution’s policies related to candidate admissions, retention, and graduation (e.g., candidate handbook, website, or other materials) that include reference to an unlawful discrimination policy.**

Relay Graduate School of Education’s admissions, retention, and graduation policies and processes are aligned to the institution’s **non-discrimination policy**. The non-discrimination policy, along with related policies including the **Harassment Policy** and **Gender-Based Misconduct Policy and Procedures** are also published in the Relay Student Handbook and Academic Programs Guide (p. 52-64) ([Attachment 2.b.1.](#)).

The **Relay Student Handbook and Academic Programs Guide** is updated annually and may be publicly accessed on the [Relay website](#).

Relay's admissions application also provides a link to the institutional non-discrimination policy ([Attachment 2.b.2](#)).



## CRITERION 3: COMMISSION ASSURANCES AND COMPLIANCE

Provide a statement of assurance signed by the Unit Head stating that:

- (a) The institution will be in compliance at all times with all relevant preconditions for the initial program(s) being proposed
- (b) The institution will provide all required data reports, including but not limited to data reports and accreditation documents, for all proposed educator preparation program(s)
- (c) The institution will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff
- (d) The institution will participate fully in the accreditation system and adhere to submission timelines
- (e) The institutional leadership understands that once a candidate is accepted and enrolled in the educator preparation program, the sponsor 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

Relay Graduate School of Education affirms that it will comply with all requirements named above. Please see [Attachment 3. Commission Assurances and Compliance: Statement of Assurance](#), signed by Dr. Mayme Hostetter.

## CRITERION 4: REQUESTS FOR DATA

**(a) Provide the name and title of the person responsible for reporting and responding to all requests from the Commission within the specified timeframes for data, including, but not limited to:**

- **program enrollments**
- **program completers**
- **examination results**
- **state and federal reporting**
- **candidate competence**
- **organizational effectiveness data**
- **other data as indicated by the Commission**

The **Manager, California Certification** (to be hired) will be responsible for reporting and responding to all requests for data as named above from the Commission within the specified timeframes. The Manager, California Certification will be supported by Dr. Hector Hernandez, Senior Manager of Certification Data, and Rebecca Abramson, Director of Strategic Learning and Continuous Improvement, who sit on Relay's Regulatory & Accreditation and Institutional Research teams, respectively.

**(b) Provide an assurance statement signed by the Unit Head stating that the institution understands that it will be responsible for checking the contact information listed on the Commission's approved programs page and that any necessary updates will be made on, at least, an annual basis.**

Relay Graduate School of Education affirms that it will comply with all requirements named above. Please see [Attachment 4.b.1. Requests for Data: Statement of Assurance](#), signed by Dr. Mayme Hostetter.

## CRITERION 5: GRIEVANCE PROCESS

- (a) Provide a draft, copy, or link to the institution's grievance process for candidates and applicants that is or will be easily accessible (e.g., link to where the grievance process is housed on the institution's website)**

Relay Graduate School of Education's **Student Grievance Policy** and process is published in the Relay Student Handbook and Academic Programs Guide. The language below reflects updates made for the AY2021-22 Student Handbook and Academic Programs Guide, to be published this spring.

Please note that the full institutional grievance process is available to California students in Relay's online programs. Relay encourages students located in California to utilize the institutional grievance process, however, California students have the right to file a complaint with the California Department of Consumer Affairs at any time.

### Student Grievance Policy

*From the Relay Student Handbook and Academic Programs Guide*

Relay provides to its students a student grievance policy so that students have a process for seeking to resolve alleged violations of a written Relay policy that directly affect students, where the violation is caused by any member of the Relay community while acting in an official capacity (e.g. faculty member, administrator, staff member). Students have the right to file a grievance without fear of unfair treatment from Relay faculty or staff.

When a student has a grievance, the first thing a student should attempt is to address the faculty or staff member directly and see if a prompt and fair resolution is feasible. Where the discussion with the faculty or staff member is not successful, or the student feels they cannot raise the issue directly with the person, the grievance should be raised in writing with the faculty member's program director or staff member's supervisor. If no satisfactory resolution is made through these means, the student may file an official grievance by submitting a [Student Grievance Form](#) to [support@relay.edu](mailto:support@relay.edu). The campus Dean's Office will respond to grievances within 10 business days. The campus Dean's Office will share the grievance with the Office of Student Affairs, where a copy of it will be maintained.

Please note that the details of the grievance, including any written statement, may have to be disclosed in whole or in part with the person against whom the grievance has been raised in order to resolve the grievance.

If the student is not satisfied with the Dean's Office response to the grievance, he or she may file an appeal, in writing to the regional dean, within 10 days of receiving the outcome.

If a grievance is not settled to the student's satisfaction, the student may contact Relay's accrediting agency, the Middle States Commission on Higher Education (MSCHE) and/or the relevant state agency where Relay is authorized to operate. See Appendix A for a listing of Relay's accreditors and state authorizing bodies and their contact information.

If a grievance is not settled to the student's satisfaction in a state where Relay is delivering distance education by virtue of its participation in the State Authorization Reciprocity Agreement (SARA), the student may, after the institution's final decision, appeal the decision to the [New York State Education Department's Office of College and University Evaluation](#) (OCUE), in its capacity as the State Portal Entity for New York under SARA. OCUE will only consider complaints that were previously unresolved by the institution and may refer a complaint to another agency for investigation.

**California Students:** *The full institutional grievance process is available to California students in Relay's online programs. Relay encourages students located in California to utilize the institutional grievance process, however, California students have the right to file a complaint with the [California Department of Consumer Affairs](#) at any time.*

**(b) Provide evidence that demonstrates how candidates will be informed of the existence of the grievance process early in their enrollment in the program (e.g., orientation materials or candidate handbook where it is clear that the grievance process will be discussed)**

Upon enrollment, all candidates are registered for and required to complete the Canvas orientation module, *GEN-101: Orientation and Student Resources*. As a part of this course, candidates review the Student Handbook and Academic Program Guide, including important institutional policies such as the student grievance policy. Students complete a check for understanding quiz on institutional policies and at the completion of the orientation module, candidates are required to sign an acknowledgement stating that they have reviewed and understand the policies contained within these documents ([Attachment 5.b.1](#)).

## CRITERION 6: COMMUNICATION AND INFORMATION

**(a) Provide a draft website demonstrating how the institution plans to communicate and inform the public about the institution and the educator preparation program(s) it plans to offer. The draft website will provide:**

- **Information about the institution and all approved educator preparation program(s) and**
- **Information about the institution’s mission, governance and administration, admission procedures and requirements, course and fieldwork requirements, and completion requirements.**

Relay Graduate School of Education maintains a public-facing website at [www.relay.edu](http://www.relay.edu) that includes the [institutional mission](#) and information about [institutional governance and administration](#).

The primary source of information for applicants is Relay’s [Prospective Students portal](#), which provides information on admissions requirements, application instructions and support, and answers to frequently asked questions. This public-facing portal also includes resources for prospective students to begin to prepare for enrollment and opportunities for professional development and building community.

Relay applicants access the admissions application through the [admissions page](#) on the Relay website. General admissions criteria for each program can be found by clicking on the program links and in the Student Handbook and Academic Program Guide (p. 20) ([Attachment 6.a.1](#)). Where state and/or program-specific admissions requirements differ from the general admissions requirements, details are provided in the Support Center article “[Relay’s Program-Specific Admissions Requirements by State](#).”

After securing provisional approval, Relay will include California-specific information on its Prospective Students portal and in the Relay Support Center. Relay will also publish a webpage describing its California programs, including California-specific admissions procedures and requirements, course and fieldwork requirements, and completion requirements. Relay’s Marketing Team has provided an early unpublished draft of the [Relay Online - California EPP webpage](#).

**(b) Provide an assurance signed by the Unit Head noting that:**

- **Once approved, the institution will make the website accessible to the public so the public may obtain basic information about the institution's programs and requirements**
- **The website will not require login information such as access codes/password, etc.**
- **The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission-approved educator preparation programs.**

Relay Graduate School of Education affirms that it will comply with all requirements named above. Please see [Attachment 6.b.1 Communication and Information: Statement of Assurance](#), signed by Dr. Mayme Hostetter.

**(c) Provide drafts, copies, or other means of communication outside of the website that will inform the public of the institution's mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs (e.g., institutional catalog, admission materials, etc.).**

The **Relay Student Handbook and Academic Programs Guide** ([Attachment 6.c.1](#)), which serves as an institutional catalog, is the primary reference document for institutional information, policies and procedures and general program overviews. This document is updated annually and at the time of submission reflects information current as of the 2020-2021 academic year.

Additionally, Relay maintains an online [Support Center](#)—a comprehensive online resource for current and potential students, partners, and staff. The Support Center is accessible without a login, searchable, and includes answers to frequently asked questions, access to student handbooks, policies and forms, and links to sites commonly used by students. Students may email [support@relay.edu](mailto:support@relay.edu) at any time and inquiries will be resolved by a support team member or transferred to the appropriate faculty or staff member.

Finally, Relay's Marketing team creates marketing materials for distribution to prospective students. See [Attachment 6.c.2 Sample Teaching Residency Brochure](#) for a sample Teaching Residency Program recruitment brochure.

## CRITERION 7: STUDENT RECORDS MANAGEMENT, ACCESS, AND SECURITY

**Provide a plan – and corresponding evidence if available – that verifies the following:**

- (a) Candidates will have access to their transcripts and/or other documents for the purpose of verifying academic units and program completion**
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies)**
- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public**

Relay maintains a student-facing process for enrollment verification and requesting transcripts (both official and unofficial). Students can request these documents by completing a Web-based form, which activates an internal workflow for the Registrar's office (Attachment 7.a.1). Transcript requests will be processed daily and will be sent electronically or be mailed to the address of the student's choosing.

All electronic student records are stored on secure, industry-standard Web-based servers. Relay maintains a homegrown student information system (SIS) that is hosted on Amazon Web Services (AWS); multiple redundant backups are securely managed by AWS. Relay also maintains an instance of Technolutions Slate, a common admissions platform used by many peer institutions, to store incoming applicant data.

Relay's homegrown SIS and Slate instances can only be accessed by secure single-sign-on (provided by Okta). Staff must log in with their unique username and password to access any student data in either platform. Each access event is tracked via electronic logs, both in Okta and the target system (SIS and Slate). Varying permission levels control fine-grained access to personally identifying information (PII) such as Social Security Numbers for only those staff whose job function requires it.

Paper copies of student records (e.g., physical transcripts from prior institutions) are maintained in physically locked cabinets in our New York City office (25 Broadway, New York, NY 10004). Electronic transcripts (sent by applicants), as well as some legacy student records, are stored in a local, physical secure server in a locked server room at our New York City office. A backup copy of all applicant transcripts lives on Technolutions Slate.

All staff and faculty are required to complete a Web-based FERPA training course upon hire. See Relay's FERPA Policy for Relay's public-facing FERPA policy documentation. Relay regularly reviews our data security and retention policies, and adjusts as necessary, throughout each year.

Relay is currently in the middle of implementation of a new SIS; we are replacing our homegrown SIS with Anthology's and expect to be live in 2022. Although this will change the cloud servers holding data (from AWS to Microsoft), we expect the answers above to remain the same: individual staff accounts granting access to student data; access logs maintained in the application; varying permission levels that restrict access to PII.

## CRITERION 8: DISCLOSURE

### (a) Identify all relevant proposed delivery model(s)

#### **Delivery Models**

In response to the needs and interests of California local education agencies, Relay seeks to offer two pathways into the teaching profession in California—the **Relay Teaching Residency** and the **Teacher Intern Program**. In both models, candidates clinical practice opportunities will exceed the required 600 hours. Candidates will learn from experienced educators and be evaluated against the TPEs.

In the **Relay Teaching Residency**, candidates are embedded in the classroom of an experienced teacher who serves as their Resident Advisor and site-based supervisor for a full school year. The 600-hour clinical practice requirement and four-week solo student teaching requirement will be met through a gradual on-ramp to greater teaching responsibility that is carefully aligned with graduate coursework and supported by faculty and school-based supervision.

The **Teacher Intern** program pathway is designed for beginning teachers who will be leading a TK-12 classroom as a teacher of record while completing the preparation program. Clinical experience takes place in the Intern teacher's classroom, with the support of a faculty supervisor and a school-based mentor who will guide the candidate in preparing for and reflecting upon their teaching. As required by the Intern Preconditions, candidates will receive a minimum of 144 hours per year of supervised general support and 45 hours per year of EL support and candidates will be observed by their supervisor a minimum of 6 times per semester for the duration of their enrollment in the preparation program.

Relay proposes to offer candidates in both program models the opportunity to work towards either a Multiple Subject or Single Subject preliminary credential, or, through a dual credential program, a Preliminary Multiple Subject or Single Subject *and* Preliminary Education Specialist (Mild/Moderate Disabilities) credential. All Relay candidates will exceed the 600-hour clinical practice requirement, plus the additional 150 hours for dual credential candidates. Relay will ensure that candidates in the dual credential program have substantive experiences in general education, inclusive and special education settings.

#### **Instructional Modality**

All instruction for Relay Graduate School of Education's proposed California educator preparation programs will be delivered online. Candidates will complete fieldwork requirements as an employee of a partnering TK-12 school in conjunction with virtual seminars and coaching with Relay faculty.

Candidates will engage with all coursework through a blend of both synchronous and



asynchronous online learning experiences. Through this approach, candidates are provided with the flexibility to build foundational understanding of theories and concepts, engage in personal inquiry, and explore video-based classroom models asynchronously before coming together with their cohort colleagues for synchronous faculty-led sessions focused on collaborative sense-making, practice, and application.

Through the Canvas LMS, candidates are able to easily share classroom artifacts representative of their own development for feedback from both peers and professors. Through the Zoom platform, candidates are able to attend regular synchronous classes with faculty and collaborate and practice with peers.

Relay's distance education course and program offerings build on the success of the blended instructional model that Relay has utilized since its inception. Relay's hybrid programs are designed with a balance of approximately 60% in-person and 40% asynchronous online instruction, also using the "flipped" classroom approach described above. Relay's online campus uses a similar balance (i.e., 60% synchronous instruction and 40% asynchronous instruction).

**(b) Provide a list of all locations of the proposed educator preparation program(s) including satellite campuses**

Relay Graduate School of Education does not intend to establish a physical presence in California at this time, and as such will not offer courses or instruction for candidates at a physical location in the state. Candidates located in California may only enroll in the online programs offered by Relay Online, as described in response to Criterion 8(a) above.

Candidates in the California Educator Preparation Program will complete fieldwork experiences at a partnering California LEA, with Residents spending full days embedded in the classroom of their Resident Advisor, and Intern Teachers serving as the teacher of record in their own classroom, supported by a site-based supervisor. Relay faculty will observe candidates at their placement site (in-person, as is feasible, or remotely via video recording or synchronous online observation).<sup>2</sup> Relay will screen all prospective placement schools to ensure that candidates are exposed to school settings that reflect the diversity of California public schools.

The following LEAs have supplied letters demonstrating their intent to partner with Relay Graduate School of Education for the purpose of providing fieldwork<sup>3</sup>.

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<sup>2</sup> Relay faculty members are located throughout the country, including in California. If a faculty member assigned as a supervisor to a California candidate is geographically proximate to the candidate, they may agree to in-person supervision, consisting of observations in the candidate's TK-12 classroom and feedback meetings with the candidate and their site supervisor. This would not be mandatory, and Relay anticipates that the vast majority of candidates will be supervised remotely.

<sup>3</sup> The below described letters of intent are also included in response to Criterion 12(e).

- **ACE Charter Schools:** ACE Charter Schools consists of four schools in San Jose serving students in grades 5-12: ACE Charter High School, ACE Empower Academy, ACE Inspire Academy, and ACE Esperanza Middle School ([Attachment 12.e.1. Letter of Intent - ACE Charter Schools](#)).
- **Alpha Public Schools:** Alpha Public Schools includes four schools in San Jose: Cornerstone Academy (K-8), Blanca Alvarez School (K-8), José Hernández School (K-8) and Cindy Avitia High School (9-12). ([Attachment 12.e.2. Letter of Intent - Alpha Public Schools](#)).
- **Education for Change:** Education for Change (EFC) manages a portfolio of six neighborhood schools: Achieve Academy (TK-5; Fruitvale), ASCEND (TK-8; Fruitvale), Cox Academy (TK-5; East Oakland), Latitude 37.8 High School (9-12; Oakland) Lazear Charter Academy (TK-5; Fruitvale), and Learning Without Limits (K-5; Fruitvale). ([Attachment 12.e.3. Letter of Intent - Education for Change](#)).
- **Navigator Schools:** Navigator Schools includes three K-8 schools: Gilroy Prep (Gilroy), Hollister Prep (Hollister), and Watsonville Prep (Hollister). ([Attachment 12.e.4. Letter of Intent - Navigator Schools](#)).
- **Westlake Charter School:** Westlake Charter School is a K-8 public elementary school in Natomas, outside Sacramento. ([Attachment 12.e.5. Letter of Intent - Westlake Charter School](#)).

In addition, Relay has secured a letter of support for our proposal to establish an educator preparation program in California from the Small School Districts Association (SSDA) ([Attachment 8.b.1 Letter of Support - SSDA](#)). Offering an online educator preparation program, Relay will be well positioned to establish clinical partnerships with LEAs in underserved rural communities, many of whom are represented in SSDA's membership. Relay looks forward to continuing to build relationships with SSDA members and other California LEAs with the intent of developing field experience partnerships and providing candidates with supportive, co-constructed clinical experiences and opportunities to work with the full range of California TK-12 students.

**(c) Provide, if applicable, a list of any outside organization(s) that will be providing any direct educational services and what those services will be in relation to the proposed programs. Outside organization(s) are not formally employed by the institution seeking IIA.**

Relay Graduate School of Education will be fully responsible for the academic coursework and training associated with its California educator preparation programs and does not intend to partner with any outside organizations to provide direct educational services to candidates.

Relay may provide candidates access to test preparation materials for California licensure exams from outside vendors. These are supplemental resources and will not be required for program completion.

## CRITERION 9: VERACITY IN ALL CLAIMS AND DOCUMENTATION SUBMITTED

**(a) Provide a statement of assurance signed by the Unit Head that includes the following language:**

- **The institution affirms that all information provided to the Commission is truthful and accurate**
- **The institution understands that evidence of a lack of veracity is cause for denial of Initial Institutional Approval**

Relay Graduate School of Education affirms that it will comply with all requirements named above. Please see [Attachment 9.a.1. Veracity in All Claims and Documentation Submitted: Statement of Assurance](#), signed by Dr. Mayme Hostetter.

## CRITERION 10: MISSION AND VISION

### **(a) Identify the specific educator preparation program(s) the institution will seek to offer**

Relay is poised to flexibly meet the needs of California TK-12 schools by offering the following preliminary credential programs in both the intern and residency models.

- Multiple Subject
- Single Subject
  - English
  - Mathematics
  - Science
  - Social Studies
- Education Specialist
  - Mild/Moderate Disabilities

These selections were informed by a number of sources including data on teacher shortage areas in California,<sup>4</sup> the results of market research conducted in winter 2018 and summer 2020, a survey completed by California school and district leaders in Fall 2020, and conversations with prospective school and district partners over the past five years. Focus group participants specifically identified Preliminary Multiple Subjects and Preliminary Education Specialist (Mild/Moderate Disabilities) as high priority areas for their school or district and expressed interest in all credential areas and program models proposed.

### **(b) Provide the institution's mission and vision for educator preparation that is consistent with California's approach to educator preparation and confirms that the mission and vision will be published on the website and in institutional documentation provided to candidates**

Relay's **mission** is to teach teachers and school leaders to develop in all students the academic skills and strength of character needed to succeed in college and life. Relay's **vision** is to become the place where a new generation of continuously improving, mission-driven individuals can fulfill their destiny in the world's greatest profession.

Relay's mission and vision are published on the [Relay website](#), [Support Center](#), and in the Relay Student Handbook and Academic Programs Guide (p. 9) ([Attachment 10.b.1](#)).

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<sup>4</sup> State data show that California has faced an acute teacher shortage for several years, especially in Special Education, math, and science. The number of intern credentials, permits, and waivers issued in the State has tripled since 2012-13. Sources: Carver-Thomas, D., Kini, T., & Burns, D. (2020). *Sharpening the divide: How California's teacher shortages expand inequality*. Palo Alto, CA: Learning Policy Institute. Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.

**(c) Provide information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students**

To achieve its mission and vision, Relay has articulated a research-based approach to teaching and learning, which is grounded in the knowledge, skills, mindsets, and dispositions of culturally responsive and inclusive education. Foundational to Relay's approach is the integration of theory with practice through clinically-based programs that are designed in partnership with TK-12 schools. Relay's course of study comprises carefully sequenced coursework and clinical experiences that require candidates to demonstrate effective teaching within their discipline.

As described below in response to Criterion 10(d), the competencies that Relay candidates are expected to demonstrate proficiency in are organized into four categories. Within the category of *Understanding Content and Curriculum*, we have identified several specific competencies that reflect our commitment to preparing teachers to understand TK-12 state standards and frameworks. Candidates are exposed to these competencies early in the program, and then build depth in their understanding through content-specific coursework.

Included here are two examples of courses that will build candidates' knowledge of California's adopted state standards and frameworks for TK-12 students.

***EDU-502: Introduction to Instructional Planning***

In this course, candidates will apply their critical thinking and problem-solving skills to design, analyze, and adapt lesson plans to ensure standards and objective alignment. They will be prepared to approach the instructional planning process in a strategic manner, regardless of their teaching context or the resources that they will have to work with. Ultimately, candidates will be able to identify the structures that are part of an effective lesson plan and make intentional planning choices based on their knowledge of the content and their students.

***MATH-501: Foundations of Teaching and Learning in the Mathematics***

***Classroom*** Candidates will analyze and interpret standards for mathematics and develop approaches to lesson planning that will develop students' mathematical understanding. They will also design and implement routines and procedures that are essential to promoting cooperation and preparing students to engage in productive work. Candidates will describe the relationship between conceptual understanding and procedural fluency, plan aligned instructional methods, and facilitate instruction for each element. This introductory course will also reinforce candidates' positive mathematical mindsets within themselves and about their students.

Through performance-based assessments, candidates will demonstrate proficiency with Relay competencies, the California Teaching Performance Expectations, and subject-specific competencies and standards as well as demonstrate the ability to positively impact their own TK-12 student outcomes. Relay measures TK-12 student outcomes through a combination of

three constructs: (a) academic achievement, (b) social-emotional learning, and (c) student experience. This conception of TK-12 student outcomes is supported by a growing body of research that demonstrates the interconnected nature of academic achievement, social and emotional well-being, and a positive and affirming school experience.<sup>5</sup> By focusing on all three outcomes simultaneously, Relay aims to equip its candidates to support their TK-12 students' holistic growth and achievement in service of their academic and life goals.

Relay is committed to continuous improvement and uses data collected on candidate, program completer, and TK-12 student performance to reflect on its effectiveness and make modifications as necessary. The ongoing monitoring and evaluation of these data allow Relay to demonstrate that it is having a positive impact on both candidate and TK-12 student learning.

**(d) Provide information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation. This is not a description of the program design, which will be submitted when your institution responds to program standards in Stage III.**

Relay's educator preparation curriculum is conceptualized through an evolving set of asset-based beliefs and mindsets that encompass three integrated spheres of teacher development: **Culturally Responsive & Inclusive Practices, Content Knowledge, and Pedagogy**. Candidates learn, practice, and perform competencies across the spheres in concert with one another to drive TK-12 student outcomes represented by a positive student experience, social-emotional development, and academic achievement.

The curriculum is grounded in a set of four evidence-based competencies that define the knowledge, skills, mindsets, and dispositions of effective teaching that drive TK-12 students' academic and social-emotional development. The competencies are informed by national and subject-specific teaching standards and reflect a wide range of contemporary research on the science of learning and development, adult learning, and teacher education.

- **Building a Culturally Responsive and Inclusive Learning Environment:** The knowledge and skills that all teachers need to develop to meet the needs of culturally, linguistically, and academically diverse student populations and demonstrate in their work with students, families, and communities.
- **Understanding Content and Curriculum:** The deep and flexible understanding of academic content and foundational, cross-curricular skills that teachers must develop in order to support ALL TK-12 learners in making meaningful connections throughout the curriculum and to real-world contexts.<sup>6</sup>

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<sup>5</sup> Jackson, C.K., Porter, S., Easton, J., Blanchard, A., & Kiguel, S. (2020). School effects on socioemotional development, school-based arrests, and educational attainment. *American Economic Review: Insights*, 2(4), 491-508.

<sup>6</sup> Loewenberg Ball, D., Thames, M., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5) 389-407.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*,

- **Teaching All Learners:** The instructional practices that integrate content-specific assessment, planning, and instructional strategies in coordinated and engaging ways. This includes both core practices in the teaching and learning cycle, and content-specific practices, which represent the differences in pedagogical approaches across subjects and grade levels.<sup>7</sup>
- **Beliefs & Mindsets:** Teachers apply their knowledge and skills in the field in a way that reflects their beliefs and mindsets. At Relay, we explicitly support our candidates in developing the habits of mind of a culturally responsive and inclusive educator that will enable them to enact skills learned at Relay in service of equitable outcomes for all students. Overall, these beliefs and mindsets reflect the understanding that all learners and communities possess assets that should be leveraged to ensure all students meet ambitious academic and social-emotional goals.

Relay’s competencies are aligned with the six domains of the California Teaching Performance Expectations (TPEs): 1) Engaging and Supporting All Students in Learning, 2) Creating and Maintaining Effective Environments for Student Learning, 3) Understanding and Organizing Subject Matter for Student Learning, 4) Planning Instruction and Designing Learning Experiences for All Students, 5) Assessing Student Learning, and 6) Developing as a Professional Educator; and demonstrated through performance on the Teaching Performance Assessment (TPA).

**(e) Provide information that demonstrates the institution’s commitment to preparing candidates who will work effectively with the full range of California TK-12 students**

Relay is committed to preparing candidates who can work effectively with the full range of California’s TK-12 students. Relay knows that fostering diversity and inclusion is critical to achieving its mission of educational excellence and equity. Additionally, research suggests that having a teacher who shares the race of their students can lead to increased student outcomes.<sup>8</sup> Therefore, Relay works to diversify education at all levels—including within our own organization—through an explicit focus on increasing the representation of people of color in its student body and among its faculty and staff.

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15(2), 4-14.

Hill, H.C., Rowan, B., & Loewenberg Ball, D. (2005). Effects of teachers’ mathematical knowledge for teaching on student achievement. *American Educational Research Journal* 42(2), 371–406.

<sup>7</sup> Burn, K., Childs, A., & McNicholl, J. (2007). The potential and challenges for student teachers’ learning of subject-specific pedagogical knowledge within secondary school subject departments. *Curriculum Journal*, 18(4), 429-445.

Loewenberg Ball, D., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497–511.

Shulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*: April 1987, Vol. 57, No. 1, pp. 1-23

<sup>8</sup> Dee, T. (2004). Teachers, race, and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), 195-210.

## **Pedagogical Approach**

First, as noted in response to Criterion 10(d) above, Relay’s commitment to preparing teachers who are, in turn, prepared to teach the full range of learners is embedded in our pedagogical approach. Within the categories of Building a Culturally Responsive and Inclusive Learning Environment, Teaching All Learners and Beliefs & Mindsets, we have identified specific, measurable competencies that all candidates will work to master across the course of the program, including a specific emphasis for all candidates on meeting the needs of students with disabilities and students acquiring English. These competencies are introduced in courses designed to dig deeply into these skills and then interwoven throughout the curriculum.

For example, in EDU-500: Building a Culturally Responsive and Inclusive Classroom for Diverse Learners, a Foundations course common to all preliminary credential programs, candidates are introduced to foundational skills such as: “Apply an understanding of learner difference to promote student engagement” and “Examine how one’s identities, experiences, and biases impact their interactions with students and families.” This course emphasizes that all teachers are responsible for all learners.

Having established this foundation, we systematically reinforce these concepts throughout our coursework. For example, in Math-501: Foundations of Teaching and Learning in the Mathematics Classroom, which is taken after EDU-500 and predominantly focused on Understanding Content and Curriculum, candidates work toward objectives such as “Plan instructional supports that will offer students access to content in ways that are responsive to learner differences, strengths, and areas of development” and “Establish norms for teacher-student communication and cooperation that promote a positive classroom climate.” Additionally, all preliminary credential candidates will take courses that specifically focus on meeting the needs of students with disabilities (i.e., TEL-501: Teaching Exceptional Learners in Inclusive Settings) and students who are acquiring English (i.e., ELL-501: Teaching English Language Learners in Inclusive Settings). The repeated reinforcement of the concepts of inclusion and intentionality across courses ensures that candidates are planning for all of their students, all of the time.

Furthermore, in response to the demonstrated need in California for educators credentialed to teach students with special education needs,<sup>9</sup> Relay proposes to offer a Preliminary Education Specialist (Mild/Moderate Disabilities) credential.

## **Diverse Candidates, Diverse Faculty**

Secondly, Relay is deeply committed to partnering closely with TK-12 schools to develop a pipeline of strong, diverse teachers—especially in high-needs grades and subjects. At a time

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<sup>9</sup> Darling-Hammond, L., Sutchter, L., & Carver-Thomas, D. (2018). *Teacher Shortages in California: Status, Sources, and Potential Solutions* (research brief). Palo Alto, CA: Learning Policy Institute.



when there is an acute need nationally—and in California specifically<sup>10</sup>—for more educators whose race and ethnicity reflect the TK-12 student population, we are proud that **69 percent of Relay’s total student body identify as people of color**. Even greater diversity is seen in enrollment in the online campus with its ability to enroll students in rural areas like Texas’s Rio Grande Valley. Seventy-four percent of currently enrolled Relay Online students identify as people of color.<sup>11</sup> This demographic breakdown closely approximates the ratio represented in TK-12 schools in areas currently served by Relay Online, and approaches the ratio represented in California’s TK-12 student body, more than 75 percent of whom are students of color.<sup>12</sup>

Relay’s efforts to expand diversity in the field extend to its own faculty as well. Compared to national averages for college and university faculty—where roughly 25 percent of full-time faculty self-report as people of color<sup>13</sup>—**50 percent of Relay’s faculty self-report as a person of color**.

### **TK-12 Clinical Partnerships**

Finally, Relay proactively pursues clinical partnerships with school and district partners that serve a diverse cross-section of TK-12 students. Of Relay’s 17 present physical instructional locations, two-thirds are in cities that include one or more of the U.S.’s top-100 largest public school districts, with five (i.e., New York City, Chicago, Houston, Philadelphia, and Dallas) in the top-20. On average, the U.S.’s top-100 largest public school districts are disproportionately more diverse—ethnographically and socioeconomically—than the U.S.’s public schools overall. Sable et al. (2010) observe that the U.S.’s 100 largest public school districts: (1) comprise “less than 1 percent of all [U.S.] school districts... [but are] responsible for the education of 22 percent of all [U.S.] public school students” (p. iii); (2) have average enrollments of African-American and Latino students of 26 percent and 37 percent, respectively, compared to overall U.S. public school average enrollments of 17 percent and 22 percent, respectively (p. iii); and (3) enroll, on average, 56 percent of students eligible for free and reduced-price lunch, compared to 45 percent of students in U.S. TK-12 public schools overall (p. 7).<sup>14</sup>

Relay is eager to expand its opportunities to establish clinical partnerships with diverse LEAs that are geographically disparate, such as those in rural northern California, through Relay Online.

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<sup>10</sup> In California, there are 23% more White enrollees in teacher preparation programs than White TK-12 public school students.

<sup>11</sup> Relay Online enrollment in AY 2020-2021: 53% Hispanic or Latinx, 18% Black or African American, 5% Multiracial, and 1% Asian.

<sup>12</sup> TNTP. (2020). *A broken pipeline: Teacher preparation’s diversity problem*.

<sup>13</sup> U.S. Department of Education, National Center for Education Statistics. (2020). *The Condition of Education 2020* (NCES 2020-144), [Characteristics of Postsecondary Faculty](#).

<sup>14</sup> Sable, J., Plotts, C., Mitchell, L., & Chen, C. (2010). *Characteristics of the 100 largest public elementary and secondary school districts in the United States: 2008–09* (NCES 2011-301). U.S Department of Education, National Center for Education Statistics. Washington, DC: U.S Government Printing Office.

Finally, Relay does not limit its educator preparation programs toward particular ethnoracial or socioeconomic segments of its TK-12 partner schools. Consequently, by participating in Relay's educator preparation programs, the institution's candidates experience more diverse clinical experiences than those from average, comparable EPPs.

**(f) Provide any other relevant information the institution believes will allow the Commission to better understand the institution and its programs**

Relay Graduate School of Education is pleased to share that the institution was granted full accreditation for its initial and advanced level programs by the Council for the Accreditation of Educator Preparation (CAEP) in October 2020. CAEP is the only nationally-recognized accrediting body for educator preparation. Its standards are based on two principles: the EPP's graduates are caring and competent educators and the EPP's faculty and staff have the capacity to create a culture of evidence that is used to enhance the quality of its programs.<sup>14</sup> In its review of Relay, the CAEP Accreditation Council found that Relay met all CAEP standards with no areas for improvement or stipulations. This exceptional performance speaks to the quality of Relay's programming and its commitment to continuous improvement. See [Attachment 11.f. CAEP Accreditation Action Report for Relay Graduate School of Education](#).

**Required Information for institutions who already offer educator preparation programs outside of the state of California:**

**(g) Provide, if applicable, a description of the ways in which the proposed program for California would be similar or different from programs operated in another state(s)**

Relay Graduate School of Education's proposed California educator preparation programs will be operated by Relay's online campus--Relay Online--in partnership with California TK-12 LEAs.

The proposed California educator preparation programs will be different from the programs that Relay offers at its physical locations in that candidates will attend synchronous online sessions instead of in-person sessions. Educator preparation programs offered through an online modality can alleviate the logistical burden that teacher candidates face when having to travel to attend evening in-person classes on school days.

Regardless of the learning modality, Relay's curriculum is founded on a practice-based approach to teacher preparation as well as the tenets of culturally responsive and inclusive pedagogy. All candidates are held to the same high expectations that they will effectively implement the teaching practices learned through their coursework and positively impact their TK-12 students' learning.

Additional detail on these universal aspects of Relay's program are provided below.

## **Practice-Based Approach to Teacher Preparation**

Across all Relay locations and modalities, Relay's practice-based approach to teacher preparation is characterized by the following features:

### ***Exemplary Teaching***

Relay instruction is facilitated by faculty who have demonstrated success in TK-12 classrooms and who possess deep theoretical and practical knowledge of our program-level competencies. Relay faculty model the habits of mind of a culturally responsive and inclusive educator in their planning, instruction, and advisement of candidates. By doing so, faculty foster the understanding that all learners and communities possess assets that should be leveraged to ensure all students meet ambitious academic and social-emotional goals. Through shared professional learning opportunities and collaboration, faculty continue to build their expertise to stay current in the field.

### ***Focus on Practice***

Relay faculty members drive candidates toward proficient or exemplary performance on all program-level competencies by facilitating supported practice of the competencies taught in our program. Practice cycles include:

- **Strong Models:** Teachers develop by observing effective teaching in action in order to be able to replicate targeted skills. Our instruction includes access to and shared analysis of strong models of the integration of skills and mindsets being developed throughout our programs. The nature of these models varies depending on the nature of the skill (e.g., models of planning may look different from models of delivery) and may be facilitator-driven, in the form of written or video case study, or in the form of teacher-to-teacher collaboration.
- **Deliberate Practice:** Teaching is a performance profession and everything that we do should be practiced and fine-tuned via feedback and self-reflection prior to engaging these skills in a professional context. Practice opportunities vary based on the nature of the skill (e.g., practice analyzing data will look different from practice standing and delivering a lesson introduction).
- **Self-Reflection & Feedback:** Teachers grow in their practice through direct feedback and self-reflection on their craft. We offer opportunities for faculty and peer feedback during asynchronous and synchronous coursework, through conversation with advisors, and on summative assessments.
- **Clinical Practice:** We also believe that successful teachers need to build research skills to drive their own development. In clinical practice, teachers develop skills and habits around reflection on the impact of their practice on their own students' outcomes. They learn to plan in response to this data, act, and evaluate the outcomes of their actions to drive their ongoing professional development.

### ***Culturally Responsive and Inclusive Pedagogy***

Adult learners are varied in terms of their identities, their cultures, their experiences, their ways of learning, and the contexts in which they teach. Relay's program is built to support equal opportunity for varied learners across the following dimensions:

- **Cultural Competence.** Relay faculty deeply reflect on our own identities and learn about our candidates' identities, cultures, languages, and experiences. Relay faculty incorporate the cultural values and beliefs of Relay candidates into their instruction and advisement in service of equity around candidate engagement with and achievement within our program.
- **Learner Variability.** Relay faculty understand that each of us varies in terms of how we learn best. Faculty plan adult instruction and advise candidates through a trauma-informed lens, with the goal of reducing barriers to learning in the program.

Relay faculty also believe that one's capacity to thrive in the teaching profession is dependent on one's holistic well-being. Faculty, who also serve as advisors, intentionally promote stress reduction and offer resources for teachers to draw from, in service of this goal.

### ***Cohort Model***

Teaching is a passion-driven profession that can be cultivated through collaboration with others who find deep meaning and joy in their craft. Relay offers candidates the opportunities to build relationships with a cohort of colleagues teaching similar content and grade levels. These relationships support ongoing engagement around and connection to teaching.<sup>15</sup>

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<sup>15</sup> Smith, S. J., Frey, B. B., & Tollefson, N. (2003). A collaborative cohort approach to teacher education: Modeling inclusive practices. *Action in Teacher Education: Preparing Teachers for Inclusionary Practices*, 25(1), 55-62.

## CRITERION 11: HISTORY OF PRIOR EXPERIENCE AND EFFECTIVENESS IN EDUCATOR PREPARATION

### **Submission Requirements for all institutions seeking IIA:**

#### **(a) Provide history related to its prior experience preparing, training, and supporting educators within California or in other states**

Relay Graduate School of Education (Relay) is a non-profit institution of higher education whose mission is to teach teachers and school leaders to develop in all students the skills and strength of character needed to succeed in college and life.

Relay Graduate School of Education was chartered in February 2011 by the Board of Regents of the State of New York and received institutional accreditation in November 2012 from the Middle States Commission on Higher Education (MSCHE), which was reaffirmed in 2017. Relay was granted programmatic accreditation in November 2013 from the National Council for the Accreditation of Teacher Education (NCATE), and programmatic accreditation in November 2020 from the Council for the Accreditation of Educator Preparation (CAEP).

As approved by MSCHE, Relay operates the following additional locations<sup>16</sup> beyond New York: (1) Atlanta, GA; (2) Baton Rouge, LA; (3) Chicago, IL; (4) Dallas-Fort Worth, TX; (5) Denver, CO; (6) Houston, TX; (7) Indianapolis, IN; (8) Memphis, TN; (9) Nashville, TN; (10) New Haven, CT; (11) New Orleans, LA; (12) Newark, NJ; (13) Philadelphia, PA & Camden, NJ; (14) San Antonio, TX; (15) Washington, DC; and (16) Wilmington, DE.

In service of its mission, Relay has sought and obtained state approval to offer educator preparation programs in ten states and the District of Columbia. See Criterion 11(c) and (d) for details. Though Relay's operations and enrollment span multiple states and modalities, Relay supervises its instructional locations and distance education programs under a singular institutional governance structure.

Relay first entered the Initial Institutional Approval (IIA) process and submitted Stage I and II applications to the Commission in 2016 with the intention of establishing a physical location in California to offer degree and licensure programs. Relay was the second institution to go through the Commission's new IIA process, which had been adopted December 2015 and later revised in February 2017. The Commission voted 8-3 (with one abstention) to deny Relay's application Stage II application. At that time, the Commission staff did not provide written analysis on Relay's 2016 Stage II application itself.

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<sup>16</sup> Per MSCHE, an additional location is a location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

We were surprised at this outcome. We also determined that rather than returning to the Commission immediately with a revised application, we should pause to learn more about the process -- and to build our understanding of the Commission's requirements for educator preparation programs and the unique and specific needs of California TK-12 schools. To do so, we first developed a California-specific program for sitting school and system leaders and teacher coaches: the California Instructional Leadership Professional Development (CA ILPD) program, described in more detail in response to Criterion 11(g). Since its launch in 2017, we have engaged over 600 California school leaders in this non-credit bearing, non-licensure program. Through tailored professional development and coaching for California school leaders, Relay has developed and strengthened relationships with local education agencies and schools across the state while deepening its understanding of the local context and the needs of California TK-12 schools.

At the same time, Relay was developing a strategy to increase access to its programs through online instruction. In 2018 Relay was approved by MSCHE to offer its Master of Arts in Teaching program online, and in 2020, with its application to offer its Master of Arts in Teaching in Special Education online, was granted broad approval to offer all programs via distance education. In 2018, Relay became a State Authorization Reciprocity Agreement (SARA) participating institution. Through these actions, Relay was positioned to enroll students in online courses and programs in SARA member states and launched its online campus, Relay Online in 2018.

In 2019, Relay partnered with California's Alpha Public Schools to enroll a cohort of six teachers located in the state of California in the online Master of Arts in Teaching program (does not lead to licensure). As an accredited, non-profit, out-of-state degree-granting institution, Relay is not subject to registration requirements with the Bureau of Private Postsecondary Education (BPPE).<sup>17</sup>

To date, Relay Online has seen comparable, and in some cases better outcomes, than Relay's in-person programs. As measured by Relay's spring 2020 institutional survey, 96% of Relay Online students agree or strongly agree that Relay's program is having an impact on their teaching, and 98% agreed or strongly agreed that Relay is having an impact on their students' achievement ([Attachment 11.h.1. Student Survey Results on Satisfaction, Fall 2017 to Spring 2020 by State](#)).

Through Relay Online, the institution is able to better serve communities outside of urban centers, where the need for diverse, well-prepared teachers is equally, if not more, pronounced than in many cities. Relay's experience with online teacher preparation also positioned the institution to quickly and successfully pivot to online instruction more broadly in response to the COVID-19 pandemic, with Relay Online faculty providing models for strong online instruction and candidate support.

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<sup>17</sup> "This section does not apply to a higher education institution that grants undergraduate degrees, graduate degrees, or both, and that is either formed as a nonprofit corporation and is accredited by an agency recognized by the United States Department of Education, or is a public institution of higher education." California Code, Education Code (CEC) [§ 94801.5\(b\)](#).

Since 2016, when Relay first appeared before the Commission, Relay has continued to build our institutional capacity and track record to ensure high-quality, consistent programming across multiple geographies. Relay's institutional accreditation with the Middle States Commission on Higher Education (MSCHE) was reaffirmed, with commendation for the quality of the self-study process. The next evaluation visit is scheduled for 2025-2026. In 2020, Relay was granted programmatic accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for its initial- and advanced-level programs. Relay's next site visit will take place in Spring 2027. Notably, the CAEP Accreditation Council found that Relay met all five CAEP standards with no areas for improvement or stipulations.

Finally, Relay has created and adopted a comprehensive approach to quality assurance which centers on the following processes: an assessment system that comprises standards- and outcomes-aligned assessments; data storage and visualization tools that are used to collect, organize, and analyze assessment data; and continuous improvement meeting structures that regularly convene faculty, staff, and external stakeholders to make use of and act upon collected assessment data to drive programmatic continuous improvement.

**(b) Provide evidence that the third party notification enlisting comments to be sent to [Input@ctc.ca.gov](mailto:Input@ctc.ca.gov) has been posted on institution's website**

The following notification enlisting third party comments to be sent to [Input@ctc.ca.gov](mailto:Input@ctc.ca.gov) has been posted online at <https://relay.edu/about-us/institution>.

Relay Graduate School of Education is seeking Initial Institutional Approval by the California Commission on Teacher Credentialing. This approval would allow Relay Graduate School of Education to sponsor educator preparation programs in California directly. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution. Comments should be submitted to the Commission at [input@ctc.ca.gov](mailto:input@ctc.ca.gov). Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, other—please specify). All identifying information will remain confidential.

**Submission Requirements for institutions who already offer educator preparation programs outside of California:**

- (c) Provide a list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations
- (d) Provide the most recent copy or report of the following:
- Regional accreditation status
  - State-level educator preparation accreditation status for all states in which the institution is approved

**Regional and Programmatic Accreditation Status**

Relay Graduate School of Education is accredited by the Middle States Commission on Higher Education (MSCHE). Relay's regional accreditation was reaffirmed in 2017, and the next evaluation visit is scheduled for 2025-26 ([Attachment 11.d.1.](#))

Relay has also earned programmatic accreditation from the Council on Educator Preparation (CAEP). Accreditation was granted in October 2020 and will be reevaluated on a seven-year cycle ([Attachment 11.d.2.](#))

Relay is approved by MSCHE to offer any of its programs via distance education. Relay Online is the internal team of faculty and staff who coordinate and implement Relay Graduate School of Education's online programs. Upon approval from the Commission, Relay's California educator preparation programs will be included within the scope of Relay's programmatic accreditation with CAEP and will be included in the next evaluation cycle in academic year 2026-27.

**State-Level Educator Preparation Accreditation Status**

Relay Graduate School of Education has sought and obtained state approval to offer educator preparation programs in ten states and the District of Columbia. Relay adapts its curriculum and program design to meet local requirements of educator preparation programs and to ensure that candidates are well prepared for local contexts. Each of its state-approved programs are rooted in the pedagogical framework described in response to Criterion 10, and utilize the same curricular building blocks to ensure a cohesive and quality experience.

See below for details on and links to evidence of the institution's state-level educator preparation approvals.

- **Colorado** ([Attachment 11.d.3.](#)): Relay Graduate School of Education was approved in 2016 to offer initial licensure programs at the post-baccalaureate level and is approved as a designated agency for offering a one-year Alternative Teacher Licensing Program.



- **Connecticut** ([Attachment 11.d.4.](#)): Relay Graduate School of Education was granted approval by the Connecticut State Department of Education for its Alternate Route to Certification (ARC) program in Connecticut in November 2016, which was renewed in October 2018 for an additional three years. Relay was further approved to offer the Master of Arts in Teaching degree leading to initial educator endorsement in May 2020. Relay offers programs in elementary and secondary education in Connecticut.
- **Delaware** ([Attachment 11.d.5.](#)): Relay Graduate School of Education was granted full approval for its Elementary Education Teacher (K-5) program in December 2014 and provisional approval for its secondary teacher education programs in June 2015, followed by full approval in June 2018. In April 2018, Relay was granted provisional approval for a K-12 Special Education Teacher of Students with Disabilities program, with eligibility for full approval in 2021. In September 2019, approval for modification of the clinical teaching experience was granted.
- **District of Columbia** ([Attachment 11.d.6.](#)): Relay Graduate School of Education - DC EPP and its elementary and secondary educator preparation programs were state-approved in 2017 (Special Education in 2019) and are scheduled for renewal in August 2021 (Special Education in 2022).
- **Illinois** ([Attachment 11.d.7.](#)): Relay Graduate School of Education was granted recognition as an institution and as an education unit by the Illinois State Educator Preparation and Licensure Board (SEPLB) in March 2015. Program approval for middle grades and secondary content areas was granted in March 2015 and for elementary and special education content areas in March 2016.
- **Indiana** ([Attachment 11.d.8.](#)): Relay Graduate School of Education was approved by the Indiana State Board of Education to offer Elementary and Secondary Transition to Teaching alternative licensure programs in April 2019.
- **Louisiana** ([Attachment 11.d.9.](#)): Relay Graduate School of Education was approved by the Louisiana Board of Elementary and Secondary Education (BESE) in April 2013 to offer a Practitioner Teacher Program - Alternate Route to Certification and offers programs in early childhood, elementary and secondary education and special education. In April 2018, BESE re-confirmed Relay's program approval in alignment with revised program standards.
- **New Jersey** ([Attachment 11.d.10.](#)): Relay Graduate School of Education has been approved by the New Jersey Department of Education to offer an alternate route to certification in the state since 2011. In 2016, Relay added an Advanced Certificate in Special Education program, and in March 2017 was re-approved to offer each of its elementary, secondary and special education programs as Certificate of Eligibility (CE) programs. In January 2018, Relay was approved to offer a Certificate of Eligibility with Advanced Standing (CEAS) program.

- **New York** ([Attachment 11.d.11.](#)): Relay Graduate School of Education was approved to offer the Transitional B (Alternate Route) Master of Arts in Teaching program leading to the Childhood Education (1-6) license in February 2011. To date, Relay has been approved by the New York State Education Department to offer 16 Trans B M.A.T. programs in early childhood, childhood, middle grades and secondary education, two Advanced Certificate programs in Special Education and an Ed.M. in Instructional School Leadership.
- **Pennsylvania** ([Attachment 11.d.12.](#)): Relay Graduate School of Education was granted Initial Program Approval to offer post-baccalaureate certificate programs in secondary and middle grades education (2014-2015) and in Special Education 7-12 and PK-8 (2016). All programs with Initial Program Approval will be reviewed for full review at the next Major Review (scheduled for 2022). Relay has been granted Full Program Approval for the PK-4 certificate (2017).
- **Texas** ([Attachment 11.d.13.](#)): Relay Graduate School of Education was approved by the Texas Education Agency (TEA) as an Alternative Certification Program (ACP) in Texas in August 2014 and offers programs leading to licensure in elementary and secondary education fields as well as an ESL Supplemental EC-12 certificate. Relay's Texas ACP program is evaluated each year through the Accountability System for Educator Preparation (ASEP) system.

Relay does not operate any educator preparation programs outside of the United States.

**(e) Provide data from the most recent five years for the following:**

- **Number of candidates enrolled in the institution's program(s)**
- **Number of educators who have completed program(s)**

During a time of significantly declining enrollment in teacher preparation programs across the country (a decrease of 39% from 2010 to 2017), and similarly declining numbers of program completers (a decrease of 31%)<sup>18</sup>, **enrollment in Relay's teacher preparation programs has grown by an average of 28% per year** between 2015 and 2019. Relay's program completion rates have also steadily increased, with **an average growth rate of 46% per year** for the same cohorts.<sup>19</sup>

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<sup>18</sup> Cai, J. (2019, May 20). *Fixing the Holes in the Teacher Pipeline: Three Ways for School Leaders to Act*. NBSA. <https://nsba.org/Perspectives/2019/Fixing-Teacher-Pipeline-Holes>

<sup>19</sup> Average annual growth rate of completions were calculated for cohorts entering in AY2015-16 through AY2018-19. The cohorts entering in AY 2019-20 and AY 2020-21 are excluded as the vast majority of these candidates' programs are still underway.

**Tables 1 and 2** below provide an unduplicated headcount of candidates enrolled in and educators completing initial-level educator preparation programs across all locations since the 2015-16 academic year.

*Please note that Relay's educator preparation programs vary in terms of requirements and expected time to completion from 3 to 6 academic terms, depending upon the state of approval, credential(s) sought, and clinical experience pathway.*

**Table 1. Candidates Enrolling in Relay Initial-Level Educator Preparation Programs**

Academic Year	ECE Special Education	Elementary	Secondary	Special Education	Number Enrolled
AY 2015-16	n/a	301	404	70	792
AY 2016-17	n/a	362	539	205	1125
AY 2017-18	n/a	597	741	323	1692
AY 2018-19	34	734	817	393	2051
AY 2019-20	28	678	898	436	2041
AY 2020-21	18	586	580	318	1532 <sup>20</sup>

**Table 2. Educators Completing Relay Initial-Level Educator Preparation Programs<sup>21</sup>**

Academic Year	ECE Special Education	Elementary	Secondary	Special Education	Number Enrolled
AY 2015-16	n/a	179	209	50	438
AY 2016-17	n/a	247	315	53	615
AY 2017-18	n/a	266	356	134	756
AY 2018-19	n/a	337	354	219	910
AY 2019-20	25	493	574	378	1470
AY 2020-21	In Progress	In Progress	In Progress	In Progress	In Progress

See [Attachment 11.e.1 Relay Educator Preparation Program Enrollment and Completion - Academic Year 2015-16 through 2020-21 by State and Credential Area](#) for a further breakdown by state of program approval.

<sup>20</sup> The drop in enrollment in AY 2020-21 can be attributed to the impacts of the coronavirus pandemic, including a decrease in the number of new teachers hired by partner LEAs.

<sup>21</sup> Completers as reported to the U.S. Department of Education annually through the [Title II](#) report on teacher preparation data.

**Tables 3 and 4** below are an extract of data from Tables 1 and 2 and provide enrollment and completion data for candidates in programs offered and serviced by Relay Online.

*Note that the educator preparation programs delivered by Relay Online also vary in terms of requirements and expected time to completion from 3 to 6 academic terms, depending upon the state of approval, credential(s) sought, and clinical experience pathway.*

**Table 3. Candidates Enrolling in Initial-Level Educator Preparation Programs - Relay Online**

<b>Academic Year</b>	<b>Elementary</b>	<b>Secondary</b>
AY 2018-19	25	0
AY 2019-20	56	17
AY 2020-21	44	28

**Table 4. Candidates Completing Initial-Level Educator Preparation Programs - Relay Online**

<b>Academic Year</b>	<b>Elementary</b>	<b>Secondary</b>
AY 2018-19	14	0
AY 2019-20	23	4
AY 2020-21	In Progress	In Progress

**(f) Provide any information available on employment rates for educators who have completed the institution's program(s)**

Relay monitors important program outcomes for its completers including employment rates.

**Table 5. Relay Teaching Resident Hiring Rates** provides five years of data on employment rates for candidates in Relay's Teaching Residency Program across the country. Overall, 86% of Relay Residents over the past five years have been hired as lead teachers by Relay's partners demonstrating high levels of partner satisfaction with Relay's programming and candidates' preparation.

**Table 5. Relay Teaching Resident Hiring Rates**

<b>Academic Year</b>	<b># Enrolled</b>	<b># Hired by Partner</b>	<b>% Hired by Partner</b>
2015-2016	224	191	85%
2016-2017	460	420	91%
2017-2018	664	570	86%
2018-2019	834	702	84%
2019-2020	862	705	83%
<b>Overall</b>	<b>3044</b>	<b>2588</b>	<b>86%</b>

Relay also collects information on program completer employment through its Alumni Survey, which is administered electronically in the fall of each academic year to all program completers. The survey includes a set of questions that ask alumni to share their current employment and any employment-related milestones they have achieved. The majority of respondents to the 2018-19 and 2019-20 administrations of the Alumni Survey are employed as a classroom teacher or another role in a P-12 school setting. Table 6. Alumni Survey Responses on Employment summarizes program completer responses to questions regarding employment.

**Table 6. Alumni Survey Responses on Employment<sup>22</sup>**

<b>Survey Administration</b>	<b>Classroom Teacher</b>	<b>Instructional Leader</b>	<b>School Leader</b>	<b>Other Role in P-12 Education</b>	<b>P-12 Education Overall</b>
<b>2015-2016</b>	71%	7%	3%	7%	<b>88%</b>
<b>2016-2017</b>	66%	9%	1%	10%	<b>86%</b>
<b>2017-2018</b>	62%	9%	1%	9%	<b>81%</b>
<b>2018-2019</b>	66%	8%	1%	11%	<b>86%</b>
<b>2019-2020</b>	70%	7%	1%	11%	<b>89%</b>

<sup>22</sup> Response rate for AY2018-19 was 22%, for AY2019-20, 12.6%.

**(g) Provide evidence that the institution has fostered positive working relationships with educational partners in California in order to meet local educational needs. Provide the following:**

- **History of collaboration with local education partners, AND/OR**
- **Information regarding how institution will work collaboratively with local education partners**

### **History of Collaboration with Local Education Partners**

#### ***California Instructional Leadership Professional Development Program***

Over the past four years, Relay Graduate School of Education has worked to establish relationships with local education partners in California through its professional development programs for school leaders and their managers. Since 2017, Relay has engaged over 600 California district and charter school leaders in its California Instructional Leadership Professional Development (CA ILPD) program. Beginning as targeted, local, workshops for school leaders in the Bay Area, the series was expanded in 2018-19 to include additional sessions throughout the school year and in 2019-20, to include school leaders from Los Angeles. Under the leadership of Dean of California Leadership Programs, Greg Dutton, himself a former Oakland school leader, Relay's CA ILPD program has seen a 30 percentage point increase in participation of school leaders from traditional public school districts, including Los Angeles USD, West Contra Costa USD and Franklin McKinley School District. See Attachment 11.g.1 CA ILPD Participating LEAs and Schools for a full list of participating California partners.

Participants in CA ILPD are trained in instructional leadership practices focused on observation/feedback, data-driven instruction, and leading professional development. As with Relay's teacher programs, the pedagogical approach to CA ILPD is rooted in the idea that educators need time to practice new skills before implementing them. Significant time is dedicated to live practice, where participants have the opportunity to practice their new skills, get feedback from a partner, and refine their work. These practice opportunities ensure that leaders feel confident implementing the instructional leadership practices when they return to their schools, leading to high rates of satisfaction amongst partners and participants.

Relay collects information on participant satisfaction in an annual survey. In Summer 2020, 92% of survey respondents agreed or strongly agreed that Relay's school leader professional development series helped them to be a more effective leader. Relay also gathers feedback in an effort to continuously improve its programming and meet the needs of local education partners. For example, in the 2020-21 academic year, Relay revised its curriculum based on participant feedback to include more content in the summer session, and to include additional practice opportunities throughout the year.

Relay also provides individualized, school-based coaching to participating principals and principal managers, based on partner needs. Primary coaching topics include: planning professional development, engaging in difficult conversations, and strategy and implementation of instructional practices. Consistent partners in this work have been West Contra Costa Unified School District and KIPP NorCal. In the academic year 2019-2020, 100

percent of leaders receiving individualized coaching reported that the coaching has “made me a more effective leader.”

### ***Online Master of Arts in Teaching***

Relay Graduate School of Education has also partnered with Alpha Public Schools in California, supporting six of the network’s beginning teachers through the Relay Online Master of Arts in Teaching Program. These students are pursuing a degree-only pathway with Relay, and are earning their California teaching credential via other avenues with support from Alpha Public Schools. Alpha Public Schools is eager to expand their engagement with Relay and has shared a letter expressing their intent to partner with Relay, offering future prospective teachers to earn their California Preliminary Credential and a Master of Arts in Teaching degree if Relay is approved as a program sponsor by the Commission (See Criterion 12(e)). Through this partnership, faculty have deepened their knowledge of the California standards and frameworks for TK-12 students and built relationships with the teachers and leaders at the campus, enhancing our faculty’s preparedness to serve teacher candidates as an approved California educator preparation program sponsor.

### **Plans for Collaborative Engagement with Local Education Partners**

Relay Graduate School of Education intends to establish clinical partnerships with a diverse group of California LEAs that seek an evidence and practice-based approach to teacher training through both Intern and Teaching Residency pathways. Initial partnerships will build on relationships with LEAs established through Relay’s California Instructional Leadership Professional Development (ILPD) program. Many LEAs and schools participating in the CA ILPD program are repeat participants, sending additional leaders each year in order to build a common framework for instructional leadership across their schools and districts. Several of these partners have provided letters of support for Relay’s application for Initial Institutional Approval, citing their interest in continuing to align the philosophy and practice of their instructional teams with Relay’s approach to educator preparation and training. See the response to Criterion 12(e) for letters of support from prospective local education partners. Relay will continue to engage in conversations with prospective partners and share additional letters of support and demonstration of need in Stage III.

Relay’s approach to educator preparation is rooted in collaborative, co-constructed clinical partnerships. Relay does not simply co-construct discrete aspects of its clinical program in concert with TK-12 practitioners. Rather, Relay as an institution was co-designed by TK-12 practitioners, and this is reflected in Relay’s clinical partnerships and experiences.

In California, Relay will engage with its clinical partners to establish mutually agreeable expectations for candidate entry, preparation, and completion, with coursework and fieldwork aligned to the California Teaching Performance Expectations (TPE) as demonstrated by the Teaching Performance Assessment (TPA). Relay prioritizes shared responsibility for candidate supervision and continuous improvement, and considers TK-12 schools as full partners in this work.

Relay has initiated this work with prospective partners by convening a focus group and

conducting individual interviews with representatives from California LEAs across the state. Additionally, Relay intends to launch a California Advisory Committee, with representatives from partner LEAs. To date Relay has documented interest from eleven potential committee members and intends to formally launch this committee upon approval for Stage III of the IIA process.

See [Attachment 11.g.2. Focus Group Agenda and Notes](#) and [Attachment 11.g.3. Prospective Members California Educator Preparation Program Sponsor Advisory Committee](#) for details.

**(h) Provide evidence that candidates have been satisfied with the following:**

- **The institution's educator preparation programs**
- **The services provided by the institution**

Relay collects information on student satisfaction through its twice annual Student Survey. The survey includes a set of questions that are intended to measure student satisfaction with the quality of educator preparation they received at Relay as well as the services provided by the institution.

[Attachment 11. h.1. Student Survey Results on Satisfaction, Fall 2017 to Spring 2020<sup>23</sup>](#) summarizes responses to questions pertaining to student satisfaction across the past six survey administrations. These data show that the majority of students are satisfied with both the quality of Relay's educator preparation programs as well as the support they receive from faculty and staff.

Relay is pleased that student satisfaction has increased over time with students showing the highest levels of satisfaction in the most recent survey administration from the spring of the academic year 2019-20. It is notable that candidate satisfaction has continued to increase despite the widespread disruptions caused by the COVID-19 pandemic to both educator preparation programs and TK-12 school districts. To support the rapid pivot to online learning across the institution necessitated by the COVID-19 pandemic, the expert faculty from Relay Online trained, supported, and provided instructional materials and models to all Relay faculty, leading the institution in ensuring that student experience remained rigorous, supportive, and satisfying. **Ninety-one percent of respondents were very satisfied or satisfied with the level of faculty and staff support they received in the spring of 2020.** The expert faculty from Relay's online campus will work with California teacher candidates.

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<sup>23</sup> Attachment 11. h.1. includes survey data from students at all Relay campuses, including those where Relay operates as an out-of-state educator preparation program provider.



## CRITERION 12: CAPACITY AND RESOURCES

### **(a) Provide a copy of the most recent audited budget for the institution**

Relay Graduate School of Education's fiscal year ends on June 30 and an audited financial statement is generally available by March of the following year. Relay's FY20 audited financial statement is the most recent available. Please see [Attachment 12.a. Relay Graduate School of Education FY2020 Audited Financial Statement](#).

### **(b) Provide a proposed operational budget for the educational unit**

Please see [Attachment 12.b.1. Proposed Operational Budget](#) for projections for Relay's California educator preparation programs for fiscal years 2023 through 2026.

Relay Online enrolls students in multiple states and programs and faculty may teach or otherwise support students in more than one program (see responses to Criterion 12c below for details). As such the personnel costs represented in this budget represent a proportion of costs relative to enrollment in the California programs. The "Instructional, Administrative, and Other" line item represents non-personnel costs that are solely associated with the California EPP. The Shared Services allocation is paid by each Relay campus to cover proportionate costs associated with student support, program development, and other institutional shared services.

The personnel budget for Relay's California educator preparation programs has been projected in alignment with planned enrollment growth and with consideration to maintaining faculty to candidate ratios that ensure that all candidates are well supported in their coursework and clinical experiences. Further iterations of the staffing plan will be informed by Relay's annual budget planning process through which Relay guides and balances the use of institutional resources in pursuit of its mission and vision.

### **(c) Provide information about instructional and support personnel for the educational unit who will be employed or will provide services to candidates in the first 2-3 years of the program's operation. This information shall include, but not be limited to the following:**

- **Instructional personnel (e.g., director(s), program coordinator(s), etc.)**
- **Number and type of faculty (e.g., full-time, part-time, adjunct, etc.)**
- **Support providers and/coaches**

As shared in response to Criterion 1, **Relay Online**, an internal team at Relay that oversees the delivery of online programs, will be the division responsible for the oversight of the institution's California educator preparation programs. Leading the online campus is **Dr. Alice Waldron, Dean, Relay Online**, who will serve as the Unit Head, responsible for the ongoing oversight of all of Relay's California educator preparation programs.

Seven full-time faculty members (**Assistant Professors** and **Assistant Professors of Practice**) will lead instruction in each credential area and manage and support additional part-time **adjunct faculty** as necessary. In addition to teaching, faculty members also serve as advisors and provide supervision of candidates in their teaching placements. The California educator preparation programs will also be supported by a **Director of Residency** who will oversee clinical partnerships and clinical experiences of Teaching Residents across all credential areas. Faculty may be supported by **Teaching Assistants** (non-faculty positions).

The **Director of California Educator Preparation Programs** will be responsible for the day to day operations of the California educator preparation programs and the **Manager of California Certification** will be responsible for credentialing, data collection, and reporting. Relay expects that strong candidates for this role would be physically located in California and deeply familiar with California licensing rules and regulations. Finally, Relay expects to hire a dedicated California partnership leader based in the state.

Faculty teaching candidates located in California are not required to reside in California, and may also teach students enrolled in another Relay program. We expect that, given the potential large, diverse talent pool in California, we may attract additional California-based faculty and administrative staff to join the institution. To support faculty and candidates across multiple states, Relay explicitly focuses on state requirements and expectations when designing courses, creating course schedules, and training faculty.

For example, in collaboration with the Provost and Dean, full-time faculty leads will ensure that the curriculum to be taught is aligned to the California Teaching Performance Expectations and applicable California Educator Preparation Program Standards. Faculty will also participate in quality assurance processes to ensure continual improvement vis-a-vis state requirements, developments in the field, and data on program outcomes. Candidates will generally be grouped together in course sections with other candidates from their state, allowing faculty members to maximally customize the course material and performance expectations (e.g. use of California Content Standards for lesson planning). Finally, Relay's robust and on-going faculty training for both full-time and part-time instructors will ensure that faculty are prepared to support California candidates in using state and local standards and materials in their field experience placements, including the California Content Standards, California curriculum frameworks, and any district- or school-based curriculum materials. Faculty teaching California candidates will also receive specific and on-going training on California credentialing requirements so that they may support candidates in completing coursework, clinical, and preparing for licensure exams, including the Teacher Performance Assessment. These efforts will all be informed by feedback loops with site-based supervisors and school leaders at partner schools.

See [Attachment 12.c. Relay Online California EPP Instructional and Support Personnel](#) for names and titles of full-time faculty who are slated to teach in the California educator preparation program once approved by the Commission.

**(d) Provide the criteria and/or minimum qualifications for each of the positions noted in element (c) above.**

See [Attachment 12.d. Criteria and Qualifications](#) for details on the criteria and/or minimum qualifications for the positions named above.

**(e) Provide evidence of TK-12 partnerships for the purposes of providing fieldwork**

Building upon the strong relationships established over the past four years through its instructional leader-focused professional development programming, Relay Graduate School of Education has garnered strong support for its program sponsor proposal from local education agencies across the state.

The following LEAs have supplied letters demonstrating their intent to partner with Relay Graduate School of Education for the purpose of providing fieldwork.

- **ACE Charter Schools:** ACE Charter Schools consists of four schools in San Jose serving students in grades 5-12: ACE Charter High School, ACE Empower Academy, ACE Inspire Academy, and ACE Esperanza Middle School ([Attachment 12.e.1. Letter of Intent - ACE Charter Schools](#)).
- **Alpha Public Schools:** Alpha Public Schools includes four schools in San Jose: Cornerstone Academy (K-8), Blanca Alvarez School (K-8), José Hernández School (K-8) and Cindy Avitia High School (9-12). ([Attachment 12.e.2. Letter of Intent - Alpha Public Schools](#)).
- **Education for Change:** Education for Change (EFC) manages a portfolio of six neighborhood schools: Achieve Academy (TK-5; Fruitvale), ASCEND (TK-8; Fruitvale), Cox Academy (TK-5; East Oakland), Latitude 37.8 High School (9-12; Oakland) Lazear Charter Academy (TK-5; Fruitvale), and Learning Without Limits (K-5; Fruitvale). ([Attachment 12.e.3. Letter of Intent - Education for Change](#)).
- **Navigator Schools:** Navigator Schools includes three K-8 schools: Gilroy Prep (Gilroy), Hollister Prep (Hollister), and Watsonville Prep (Hollister). ([Attachment 12.e.4. Letter of Intent - Navigator Schools](#)).
- **Westlake Charter School:** Westlake Charter School is a K-8 public elementary school in Natomas, outside Sacramento ([Attachment 12.e.5. Letter of Intent - Westlake Charter School](#)).

In addition, Relay has secured a letter of support for our proposal to establish an educator preparation program in California from the Small School Districts Association (SSDA) ([Attachment 8.b.1 Letter of Support - SSDA](#)). Offering an online educator preparation program, Relay will be well positioned to establish clinical partnerships with LEAs in underserved rural communities, many of whom are represented in SSDA's membership. Relay looks forward to continuing to build relationships with SSDA members and other California LEAs with the intent of developing field experience partnerships and providing

candidates with supportive, co-constructed clinical experiences and opportunities to work with the full range of California TK-12 students.

**(f) Provide information demonstrating sufficient facilities and/or digital learning platforms for candidates**

California candidates will enroll in Relay Online, Relay's online campus, and will complete all coursework via an online modality. Courses will include both asynchronous and synchronous components so that candidates have flexibility to complete portions of the coursework when it is most convenient for their schedules. Asynchronous coursework includes learning activities such as readings, classroom videos, and opportunities to reflect and check understanding. Synchronous coursework includes live classes each week in which candidates build community, engage in discussion, practice teaching, collaborate with peers, and receive feedback.

Canvas is Relay's learning-management system and serves as the central access point for candidates to find important due dates, complete asynchronous online coursework, upload assessments, track progress, view instructor feedback on completed assessments, communicate with instructors, and collaborate with peers.

Within Canvas, Relay uses the Studio communication tool to facilitate collaboration between instructors and candidates on footage from their clinical placements. Studio allows candidates and instructors to incorporate time-coded comments directly on videos. Candidates are able to make specific callouts and professors can provide targeted feedback within each video. Over the course of their Relay education, candidates will build up a personal library of teaching videos with internal course feedback.

Candidates are able to access technical support for coursework through Canvas Help, which offers dedicated 24/7/365 Canvas support via email, chat, and phone. Canvas support routes institutional questions as well as enrollment and registration questions to Relay's support center, as necessary. Candidates can also access the Canvas Community, a place to seek detailed step-by-step documentation and support, view continually updated training videos, ask and answer questions, and share ideas for improved features. Candidates also have access to an online technology orientation, which helps them become familiar with technology used in the program.

Access to Canvas is controlled by Okta, Relay's single sign-on identity provider. Only staff and candidates with the appropriate authorization can log in to Canvas, and they must do so with their own personal username and password. Staff members are given permissions based on their campus affiliations and Relay role/position.

Synchronous class sessions are held on Zoom. Regular synchronous classes ensure students have opportunities to build community, practice a variety of teaching and planning skills and receive live feedback, and engage in high-level discussions with faculty and peers. Each faculty member has a Zoom account that is protected both by their Okta username

and password, and by meeting-specific passcodes, an enabled waiting room, or both. During synchronous classes, candidates also engage with course material via Nearpod. Faculty use Nearpod to do things like present slides, poll candidates, have candidates post on live virtual discussion boards, engage candidates with short videos, and integrate other technology (e.g., Google suite tools, simulations, etc.) as needed. The online technology orientation for candidates covers the most commonly used technology tools in synchronous classes. In addition, when a faculty member is introducing a new tool during a synchronous session, they explicitly teach candidates how to use the tool.

Finally, all candidates participating in online courses are provided with a document outlining the technology requirements for participating in Relay Online courses ([Attachment 12.f.1](#)).

**(g) Provide a plan to teach out candidates if, for some reason, the institution is unable to continue providing the proposed educator preparation program(s), including program closure**

Please see [Attachment 12.g.1. Relay Online California Educator Preparation Program Teach Out Plan](#) for an overview of Relay's proposed approach to ensuring that all candidates are able to complete their credential program in the unlikely event that Relay is unable to continue to provide the proposed educator preparation programs.

**Submission Requirements for institutions who already offer educator preparation programs outside of California:**

**(h) Provide all relevant information about how the instructional services will be delivered to candidates**

- **For instance, will faculty and instructional personnel be located in the institution's home state (or any other state outside of California) and provide services via technology to California candidates?**

Relay Graduate School of Education has confirmed its ability to enroll candidates located in California with the California Bureau for Private Postsecondary Education (BPPE) in online courses and programs as a non-profit, accredited, out-of-state institution.

All coursework, both synchronous and asynchronous, will be provided via technology as described in response to Criterion 12(f). Relay Online faculty and staff are located throughout the country, including in California.

Most faculty supervision of clinical experiences and advising will be provided via technology. However, where practicable, individual faculty members may observe candidates in their classrooms or meet in-person with candidates and their site-based supervisors.

- (i) Provide all relevant information as to which educational services will be located outside of California.**
- **For instance, if candidates receive financial aid services through the institution's out-of-state offices, the institution must provide that information to the Commission.**

Relay Graduate School of Education operates with a national shared services model, based out of its home office in New York City and supported by staff who work both out of the NYC office as well as remote home offices throughout the country. Relay's shared services teams work together to provide student services to prospective and enrolled candidates and program completers.

The following national teams will support California candidates prior to, during, and post-enrollment: Office of Admissions and Enrollment (OAE), Alumni Affairs, Library Services, Registrar's Office, Student Financial Services (SFS), and Technology.

Information about Relay's shared student services teams can be found in the Relay Student Handbook and Academic Programs Guide (p. 14-15) ([Attachment 12.i.1.](#)).

# LIST OF ATTACHMENTS

## Criterion 1

- [Attachment 1. a.1. Organizational Chart](#)
- [Attachment 1. b.1. Responsibility and Authority: Statement of Assurance](#)

## Criterion 2

- [Attachment 2. a.1. Employee Handbook - Commitment to Diversity](#)
- [Attachment 2. a.2. Employee Handbook - Equal Opportunity Employer and Related Policies](#)
- [Attachment 2. b.1. Student Handbook and Academic Programs Guide - Non-Discrimination and Related Policies](#)
- [Attachment 2. b.2. Admissions Application - Personal Background Page](#)

## Criterion 3

- [Attachment 3. Commission Assurances and Compliance: Statement of Assurance](#)

## Criterion 4

- [Attachment 4. b.1. Requests for Data: Statement of Assurance](#)

## Criterion 5

- [Attachment 5. b.1. GEN-101: Orientation and Student Resources](#)

## Criterion 6

- [Attachment 6. a.1. Student Handbook and Academic Programs Guide - Admissions Criteria](#)
- [Attachment 6. b.1. Communication and Information: Statement of Assurance](#)
- [Attachment 6. c.1. Relay Student Handbook and Academic Programs Guide](#)
- [Attachment 6. c.2. Sample Teaching Residency Brochure](#)

## Criterion 7

- [Attachment 7. a.1. Relay's Registrar Forms](#)

## Criterion 8

- [Attachment 8.b.1 Letter of Support - Small School Districts' Association \(SSDA\)](#)

## Criterion 9

- [Attachment 9. a.1. Veracity in All Claims and Documentation Submitted: Statement of Assurance](#)

## Criterion 10

- [Attachment 10. b.1. Student Handbook and Academic Programs Guide - Mission and Vision](#)

## Criterion 11

- [Attachment 11. d.1. MSCHE Accreditation Status](#)
- [Attachment 11. d.2. CAEP Accreditation Status](#)
- [Attachment 11. d.3. Colorado EPP Approval Status](#)
- [Attachment 11. d.4. Connecticut EPP Approval Status](#)
- [Attachment 11. d.5. Delaware EPP Approval Status](#)
- [Attachment 11. d.6. District of Columbia EPP Approval Status](#)
- [Attachment 11. d.7. Illinois EPP Approval Status](#)
- [Attachment 11. d.8. Indiana EPP Approval Status](#)
- [Attachment 11. d.9. Louisiana EPP Approval Status](#)
- [Attachment 11. d.10. New Jersey EPP Approval Status](#)
- [Attachment 11.d.11 New York State Department of Education \(NYSED\) Inventory of Registered Programs](#)
- [Attachment 11. d.12. Pennsylvania EPP Approval Status](#)
- [Attachment 11. d.13. Texas EPP Approval Status](#)
- [Attachment 11.e.1 Relay Educator Preparation Program Enrollment and Completion - Academic Year 2015-16 through 2020-21 by State and Credential Area](#)
- [Attachment 11.f. CAEP Accreditation Action Report for Relay Graduate School of Education](#)
- [Attachment 11. g.1. CA ILPD Participating LEAs and Schools](#)
- [Attachment 11. g.2. Focus Group Agenda and Notes](#)
- [Attachment 11. g.3. Prospective Members - California Educator Preparation Program Sponsor Advisory Committee](#)
- [Attachment 11. h.1. Student Survey Results on Satisfaction, Fall 2017 to Spring 2020](#)

## Criterion 12

- [Attachment 12. a.1. Relay Graduate School of Education FY2019 Financial Statement](#)
- [Attachment 12. b.1. Proposed Operational Budget](#)
- [Attachment 12.c. Relay Online California EPP Instructional and Support Personnel](#)
- [Attachment 12.d. Criteria and Qualifications](#)
- [Attachment 12. e.1. Letter of Intent - ACE Charter Schools](#)
- [Attachment 12. e.2. Letter of Intent - Alpha Public Schools](#)
- [Attachment 12. e.3. Letter of Intent - Education for Change](#)
- [Attachment 12. e.4. Letter of Intent - Navigator Schools](#)
- [Attachment 12. e.5. Letter of Intent - Westlake Charter School](#)
- [Attachment 12. f.1. Technology Requirements for Participating in Relay Online Courses](#)
- [Attachment 12. g.1. Relay Online California Educator Preparation Program Teach Out Plan](#)
- [Attachment 12. i.1. Student Handbook and Academic Programs Guide - Student Services](#)
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