

IIA: Stage II: Eligibility Requirements Evidence Guidance

The following 12 Eligibility Requirements apply only when an institution is in Stage II of the Initial Institutional Approval (IIA) process. Commission staff review all 12 criteria responses and make recommendations on Criteria 1-9 to the Commission. Staff reviews and summarizes Criteria 10-12 for the Commission but does not make recommendations. *The Commission will make a determination on all criteria and grant an institution one of the following: 1) Eligibility or 2) Deny eligibility.* Granting Eligibility authorizes the institution to move forward to Stage III of the IIA process. These Eligibility Requirements must include the submission of the required information indicated in the charts that follow. The Eligibility Requirements responses must be submitted on a website.

Table of Contents

Criterion 1: Responsibility and Authority	2
Criterion 2: Lawful Practices	5
Criterion 3: Commission Assurances and Compliance	
Criterion 4: Requests for Data	
Criterion 5: Grievance Process	
Criterion 6: Communication and Information	
Criterion 7: Student Records Management, Access, and Security	
Criterion 8: Disclosure	
Criterion 9: Veracity in all Claims and Documentation Submitted	
Criterion 10: Mission and Vision	
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation	
Criterion 12: Capacity and Resources	

Criteria 1-9

In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 includes a staff review and recommendation.

Criterion 1: Responsibility and Authority	Submission Requirements	2025 Reach University Response and Links to Evidence
<p>The institution clearly identifies the lines of authority and responsibility for any and all educator preparation programs within the institution and provides assurance that only those person(s) employed by the program sponsor will recommend individuals to the Commission for a credential or authorization.</p>	<p>Submission Requirements: (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</p>	<p>(a)</p> <p>The Reach University Academic Affairs Organizational Chart (January 8, 2025) illustrates the reporting structure for all educator preparation programs (EPPs) at Reach University, which ultimately report to Provost and Chief Academic Officer Anastasia Wickham.</p> <p>For the purposes of this application to the California Commission on Teacher Credentialing (CTC), Dr. Kana Wong, who reports directly to Provost Wickham, will be the official unit head responsible for the ongoing oversight of all graduate EPPs offered by Reach University. Dr. Wong is the Dean of Graduate Studies. Graduate Studies at Reach University is the division that provides oversight of all graduate-level EPP pathways at Reach.</p> <p>This application for initial institutional approval pertains only to the following three graduate-level programs at Reach:</p> <ul style="list-style-type: none"> • Preliminary Multiple Subject, Intern Pathway - coordinated and overseen by Director Laelena Brooks • Preliminary Single Subject, Intern Pathway - coordinated and overseen by Director Laelena Brooks • Teacher Induction - coordinated and overseen by Director Dr. Christina Khoon

	<p>partner(s) that will be involved in the oversight of the educator preparation unit and/or responsible for program delivery). <i>Ensure that the organizational chart(s) depict lines of authority.</i></p> <p>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</p>	<p>Directors Brooks and Khoon report directly to Graduate Studies Dean Kana Wong and oversee faculty, field supervisors, mentors, daily operations, and credential recommendations within their programs. Dean Kana Wong reports to Alternatives in Action for final decision making and oversight related to all credentialing programs - Confirming that Reach is seeking IIA for the above three programs - response to first review. Please advise if stage 1 will need to be resubmitted.</p> <p>Information related to how Reach is currently operating has been moved to Criterion 11.</p> <p>Reach also offers undergraduate EPPs in the states of Arkansas and Louisiana through its Undergraduate Teachers College, overseen by Dean Malekah Morgan, who also reports directly to Provost Anastasia Wickham. Dean Morgan supervises faculty, day-to-day operations, and credential recommendations within her programs.</p> <p>Information about undergraduate EPPs in this document will be provided as required by CTC guidance to demonstrate good standing and institutional context.</p> <p>(b)</p> <p>Statement of Assurance by Dean Wong (February 9, 2025)</p>
--	--	--

	<p>offered by extension divisions, if applicable.</p> <p>3. Identify the individual and position within the organizational structure that will coordinate each educator preparation program sponsored by the entity. <i>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.</i></p> <p>(b) A statement of assurance</p>	
--	--	--

	<p>signed by the Unit Head stating the following:</p> <ol style="list-style-type: none"> 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 	
<p>Criterion 2: Lawful Practices</p>	<p>Submission Requirements</p>	<p>2025 Reach University Response and Links to Evidence</p>
<p>A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions regarding the employment, retention</p>	<p>(a) Provide a draft or copy of the institution's policies governing personnel decisions including employment, retention, and promotion (e.g., employee</p>	<p>(a) Reach University makes all of its personnel decisions regarding the employment, retention, and promotion of its employees without unlawful discrimination. The Reach Employee Handbook, which is updated annually, provides its comprehensive personnel policies.</p>

<p>or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention, and graduation of students without unlawful discrimination</p>	<p>handbook, recruiting materials, or other published personnel materials) that include reference to an unlawful discrimination policy.</p> <p>AND</p> <p>(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.</p>	<p>These policies include Reach's Equal Employment Opportunity statement. The Workplace Complaint Policy provides guidance on how to raise a concern and make a formal complaint. The Reach University Compensation Manager Toolkit (Link Access Updated for Reach University Compensation Manager Toolkit- Response to First Review) provides an equitable compensation framework for the institution. Reach provides its equal opportunity and non-discrimination policy on its website and on page 3 of its job description template, which is used for all job postings.</p> <p>(b)</p> <p>Reach also makes all decisions regarding the admission, retention, and graduation of students without unlawful discrimination. Below are drafts or copies of the institution's policies regarding candidate admissions, retention, and graduation (e.g., candidate handbook, website, or other relevant materials) that reference an unlawful discrimination policy.</p> <ul style="list-style-type: none"> ● Statement of Equal Opportunity & Non-Discrimination - page 13 of the Graduate Candidate Handbook, and page 10 of the Undergraduate Candidate Handbook ● Statement of Equal Opportunity & Non-Discrimination - pages 10-11 (University Catalog) ● Equal Opportunity & Non-Discrimination Policy - Reach website ● Reach University Title IX Notice of Nondiscrimination - Reach website ● Admissions Criteria - Nondiscrimination statement - page 21 (University Catalog) ● Additional Financial Aid Policies & Disclosures - Nondiscrimination statement - page 46 (University Catalog) ● Draft Copy - Spring 2025 Graduation & Commencement Information - page 2
---	---	--

Criterion 3: Commission Assurances and Compliance	Submission Requirements	2025 Reach University Response and Links to Evidence
<p>The institution assures all of the following:</p> <p>a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (Institutions must respond to Initial Program Preconditions in Stage II of the IIA process and Program-Specific Preconditions in Stage IV).</p> <p>b) That all required reports to the Commission including</p>	<p>Provide a statement of assurance signed by the Unit Head stating that:</p> <p>(a) The institution will be in compliance at all times with all relevant preconditions for the initial program(s) being proposed AND</p> <p>(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) AND</p> <p>(c) The institution will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff AND</p> <p>(d) The institution will participate fully in the accreditation system and</p>	<p>Dean Kanako Wong assures compliance with Criterion 3 in this signed statement.</p>

<p>but not limited to data reports and accreditation documents, will be submitted by the Commission approved entity for all educator preparation programs offered including extension divisions.</p> <p>c) That it will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.</p> <p>d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines.</p>	<p>adhere to submission timelines AND</p> <p>(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:</p> <ul style="list-style-type: none"> 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 	
---	--	--

<p>e) 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:</p> <ul style="list-style-type: none"> 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.		
Criterion 4: Requests for Data	Submission Requirements	2025 Reach University Response and Links to Evidence
<p>The institution must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:</p> <ul style="list-style-type: none"> • program enrollments • program completers • examination results • state and federal reporting • candidate competence • organizational effectiveness data • other data as indicated by the Commission 	<p>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:</p> <ul style="list-style-type: none"> • program enrollments • program completers • examination results • state and federal reporting • candidate competence • organizational effectiveness data • other data as indicated by the Commission AND <p>(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</p>	<p>(a)</p> <p>As head of Graduate Studies at Reach, Dean Kanako Wong will be 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, and other data as indicated by the Commission.</p> <p>(b)</p> <p>In this signed statement, Dean Kanako Wong assures that Reach University 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.</p>

	necessary updates will be made on, at least, an annual basis	
Criterion 5: Grievance Process	Submission Requirements	2025 Reach University Response and Links to Evidence
The institution has a clearly identified grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is readily accessible for all applicants and candidates and is shared with candidates early in their enrollment in the program.	(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) AND (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)	(a) Candidate grievance policies for formal and informal complaints are included on: <ul style="list-style-type: none"> • Reach's website • Response to First Review - Link access updated. This catalog is for all graduate programming, including Intern Multiple Subject, Intern Single Subject, and Induction candidates. Therefore, the grievance policy is applicable to all: <u>Graduate Candidate Handbook</u> <ul style="list-style-type: none"> ○ Informal & Formal Grievance Process (b) Response to First Review - section updated to reflect draft slide decks: Reach's graduate orientation slide deck and course syllabi will include information about our formal and informal complaint processes for graduate candidates: <ul style="list-style-type: none"> • Response to First Review: slide deck clearly indicates Multiple Subject and Single Subject Intern Program: Slide 1 of Draft - Single Subject & Multiple Subject Intern Program Orientation • Draft Grievance Policy Slide of the Draft - Single Subject & Multiple Subject Intern Program Orientation • Draft Grievance Policy Slide of the Draft - Induction Program Year 1 Orientation • Draft statement - syllabus statement will be included on all

		current and future graduate course syllabi.
Criterion 6: Communication and Information	Submission Requirements	2025 Reach University Response and Links to Evidence
The institution must provide a plan for communicating and informing the public about the institution and the educator preparation programs. The plan must demonstrate that: a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic information about the institution's programs	<p>(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:</p> <ul style="list-style-type: none"> • 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. <p>(b) Provide an assurance signed by the Unit Head noting that:</p> <ul style="list-style-type: none"> • Once approved, the institution will make the 	<p>(a)</p> <p>The institution currently communicates transparent information to the public through its website - Website has been updated for Graduate Studies- Response to First Review to complete the following: Please update all documents and webpages to reflect that AIA is the lead sponsoring agency and the one that currently operates the credentialing programs in which candidates enroll.</p> <ul style="list-style-type: none"> • Draft-Mission (currently used for undergraduate studies) • Draft-Governance and administration (currently used for undergraduate studies) • Admission procedures and requirements (See Graduate Studies) • Course & Fieldwork Requirements - Intern Program • Course & Fieldwork Requirements - Teacher Induction Program • Completion requirements <p>(b)</p> <p>This signed statement assures that, upon institutional approval from the Commission, Reach will update the information listed above publicly available on a website that is not protected through passwords, access codes, etc.</p>

<p>and requirements as listed in (b). b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs. Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.</p>	<p>website accessible to the public so the public may obtain basic information about the institution’s programs and requirements</p> <ul style="list-style-type: none"> • 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. <p>(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.).</p>	<p>c)</p> <p>We offer the following means of communication outside of the website that provides information related to Reach’s:</p> <ul style="list-style-type: none"> ○ Mission ○ Governance and administration ○ Admission procedures and requirements ○ Course & Fieldwork Requirements - Intern Program (MS and SS) ○ Course & Fieldwork Requirements - Teacher Induction Program ○ Completion requirements ○ Accompanying documents have been updated for Graduate Studies- Response to First Review to complete the following: Please update all documents and webpages to reflect that AIA is the lead sponsoring agency and the one that currently operates the credentialing programs in which candidates enroll. <p>Our current graduate EPP website discloses that our programs are offered through Alternatives in Action on our graduate studies page and on our accreditation page (see California). Once the Commission grants Initial Institutional Approval, Reach will update all relevant materials and websites to include that our graduate EPPs are approved by the CTC.</p>
--	---	--

Criterion 7: Student Records, Management, Access, and Security	Submission Requirements	2025 Reach University Response and Links to Evidence
<p>The institution must demonstrate that it will maintain and retain student records. Institutions seeking Initial Institutional Approval will provide verification that: (a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.</p> <p>(b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).</p> <p>(c) Records will be</p>	<p>Provide a plan – and corresponding evidence if available – that verifies the following:</p> <p>(a) Candidates will have access to their transcripts and/or other documents for the purpose of verifying academic units and program completion AND</p> <p>(b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies) AND</p> <p>(c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public</p>	<p>(a)</p> <p>Reach’s Office of the Registrar stewards the university’s Maintenance and Production of Candidate Records policy. This policy states that Reach will create a digital record in the Student Information System (SIS) and an electronic document file for each candidate upon enrollment to the university and stipulates how student records will be securely and perpetually maintained according to California and United States regulations. Candidates can request official transcripts, which will verify academic units and program completion, by following the steps outlined on our webpage. Reach University upholds the regulations of the Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g, which states that candidates have the right to request and receive all copies of their records. Reach includes its FERPA policy in the graduate handbook and in its policy webpages.</p> <p>(b-c)</p> <p>In practice all candidate records are stored in the student information system (SIS). Jenzabar, our current SIS which will be active through 2026, is secured through individual passwords and has role-based security access. Salesforce Rio, our new SIS to be fully implemented in summer 2025, also has role-based security and provides additional security features with single sign-on (SSO) and multi-factor authentication (MFA). Jenzabar and Salesforce Rio are both cloud-based software as a service (SaaS) providers whose servers are hosted with IBM and Amazon Web Services, respectively.</p>

<p>kept securely in locked cabinets or on a secure server located in a room not accessible by the public.</p>		
<p>Criterion 8: Disclosure</p>	<p>Submission Requirements</p>	<p>2025 Reach University Response and Links to Evidence</p>
<p>Institutions must disclose information regarding: (a) The proposed delivery model (online, in person, hybrid, etc.) (b) All locations of the proposed educator preparation programs including satellite campuses. (c) Any outside organizations (those individuals not formally employed by the institution seeking IIA) that will be providing any direct educational services, and what those services will be, as all or part of the</p>	<p>(a) Identify all relevant proposed delivery model(s) AND (b) Provide a list of all locations of the proposed educator preparation program(s) including satellite campuses AND (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. <i>Outside organization(s) are not formally employed by the institution seeking IIA.</i></p>	<p>(a) All programs at Reach University are delivered online to provide access to working adult learners in underserved communities across our states of operation. Candidates build professional capital and a community of practice through job-embedded learning on the site of their employment and synchronous online tutorials. Our digital learning management system (LMS) and educational technology services are described in Criterion 12 below.</p> <p>(b) As an online university, Reach has no additional locations or satellite campuses. Reach partners with LEAs for its EPPs and non-licensure degree pathways to provide placements for job-embedded learning in the forms of internships, residency, clinical placements, and apprenticeships. Reach does not utilize—nor does it plan to utilize—any external organizations to provide direct educational services in its programs; all instruction is provided by qualified faculty vetted and employed by the university.</p> <p>(c)</p>

<p>proposed programs.</p>		<p>Reach University offers its graduate EPPs in California through its partnership with AIA, an Oakland charter high school and LEA recognized by the CTC. As detailed in Criteria 1 and 11, Reach has provided credit-bearing, graduate-level instruction to teacher candidates placed at AIA in pathways leading to licensure in California since 2020 as Reach University and since 2009 as the Reach Institute (a complete history on this relationship can be found here). As is reflected in the AIA-Reach University MOU, this partnership, candidates are recommended to the Commission for teacher credentialing by AIA staff. After four years of rapid growth as a WSCUC-accredited university, Reach now seeks initial approval as an IHE from the Commission in order to align its instructional services at AIA with CTC recommendations and to operationally fulfill its status as a comprehensive, accredited university.</p>
<p>Criterion 9: Veracity in all Claims and Documentation Submitted</p>	<p>Submission Requirements</p>	<p>2025 Reach University Response and Links to Evidence</p>
<p>The institution and its personnel demonstrate veracity in all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of Initial</p>	<p>Provide a statement of assurance signed by the Unit Head that includes the following language:</p> <ul style="list-style-type: none"> • 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 	<p>This statement signed by Dean Kanako Wong assures that Reach University demonstrates veracity in all statements and documentation submitted to the Commission and that Reach understands that evidence of a lack of veracity is cause for denial of initial institutional approval.</p>

Institutional Approval.	Initial Institutional Approval	
-------------------------	--------------------------------	--

Criteria 10-12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution’s submission, but do not include a staff recommendation.

Criterion 10: Mission and Vision	Submission Requirements	2025 Reach University Response and Links to Evidence
<p>An institution’s mission and vision for educator preparation is consistent with California’s approach to educator preparation.</p> <p><i>*Note: A complete program design with</i></p>	<p>Submission Requirements for <u>all</u> institutions seeking IIA:</p> <p>(a) Identify the specific educator preparation program(s) the institution will seek to offer</p> <p>(b) Provide the institution’s mission and vision for educator preparation that is</p>	<p>(a)</p> <p>Reach seeks approval to offer the following EPPs:</p> <ul style="list-style-type: none"> ● Preliminary Administrative Services (year 1 of Instructional Leadership Academy (ILA)) ● Clear Administrative Services (years 2 and 3 of ILA) ● Teacher Induction Program (TIP) ● Preliminary Multiple Subject, Intern Pathway

<p><i>significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission’s adopted program standards in Stage IV. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution’s philosophy and approach about educator preparation is consistent with California’s.</i></p>	<p>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</p> <p>(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</p> <p>(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 IV. *Note</p> <p>(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</p>	<ul style="list-style-type: none"> ● Preliminary Single Subject, Intern Pathway <p>(b)</p> <p>Reach expresses its mission and vision on its website. Reach’s mission and vision for its EPPs is consistent with California’s approach to educator preparation:</p> <p>Reach Mission: to help schools grow their own highly effective teachers and leaders, pursuing equity in underserved urban and rural communities. We also seek to advance the efficacy and adoption in higher education of inquiry-based instructional methods and job-embedded degree pathways.</p> <p>Reach Vision: Nobody should be forced to choose between a job and a degree. We envision a world where everyone everywhere has access to fully job-embedded higher education, so that skill and effort—not money or connections—are what it takes to get ahead.</p> <p>Reach is currently revising its mission statement to be more succinct and allow the university to expand to pre-professional programs beyond educator preparation. Materially, the updated mission statement will maintain its commitments to equity in underserved communities, inquiry-based instruction, and job-embedded pathways. When the mission update process is complete (anticipated May 2025), Reach will submit the mission change to WSCUC for approval and, upon approval,</p>
--	--	---

	<p>(f) Provide any other relevant information the institution believes will allow the Commission to better understand the institution and its programs</p> <hr/> <p><i>Required Information for institutions who already offer educator preparation programs outside of the state of California:</i></p> <p>(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)</p>	<p>update its website and candidate-facing institutional documentation with consistent mission and vision statements.</p> <p>(c)</p> <p>Reach University’s graduate programs, which were launched in 2006 under the Reach Institute for School Leadership, were initially designed to reinvent teacher education in California through accessible, inquiry-based, job-embedded, grow-your-own educator preparation pathways. The mission and vision statements for Graduate Studies at Reach support the university mission and vision statements:</p> <p>Graduate Studies Mission: We empower Reach Graduate Studies Candidates, through a thoughtfully designed, job-embedded, equity focused graduate program that cultivates a commitment to lifelong learning.</p> <p>Graduate Studies Vision: Our vision is to elevate the teaching profession and transform education by cultivating lifelong learners who embrace collaboration and agency. We empower educators to approach their practice with an inquiry mindset, through curiosity and reflection. Understanding that teaching is an evolving practice and a student-centered profession, we prioritize building and maintaining strong relationships with all stakeholders in service of</p>
--	--	--

		<p>student success and educator retention. We prioritize the well-being of our candidates and mentors, while fostering an inclusive and supportive community that values diversity and innovation.</p> <p>Reach’s mission and vision are durably reflected across every aspect of the university and are reinforced through collaborative instruction, improvement, and innovation that prepares its candidates and their future students to live, work, and thrive in a multicultural, multilingual, and highly connected world.</p> <p>(d)</p> <p>All academic programs at Reach maintain updated Program Statements, which outline the philosophical and theoretical frameworks for program design and development and holistically align with California’s Standards of Teaching Practice:</p> <ul style="list-style-type: none"> ● ILA Program Statement (Preliminary and Clear Administrative Services pathways) ● TIP Program Statement (Induction pathway) ● Intern Credential Program Statement (Preliminary Multiple Subject and Preliminary Single Subject pathways) <p>(e)</p> <p>The Program Statements linked above each demonstrate a central commitment to preparing candidates who will work effectively with the full range of</p>
--	--	---

		<p>California TK-12 students. Significantly, one of Reach’s four institutional learning outcomes (ILOs) is “equity orientation: take action to address situational and systemic inequity in education.” Reach assesses its ILOs annually, and its graduate dashboards assessing and improving its ILOs are discussed in Criterion 11(h) below.</p> <p>(f)</p> <p>Reach University is currently updating its strategic plan. A draft of its strategic plan, which will be finalized in spring 2025, shows how Reach consistently operationalizes its vision and mission across its programs and planning, even as it grows and transforms.</p> <p>(g)</p> <p>The Program Statement for the Bachelor of Arts in Global Education, which is the undergraduate Reach EPP offered in Arkansas and Louisiana, demonstrates how Reach’s undergraduate EPP was designed to align with the graduate programs first developed by the Reach Institute. Institutional mission, vision, and learning outcomes are supported by unique program-level mission, vision, learning outcomes and course sequences. All Reach programs are accessible through debt-free pathways that are designed with the time and support needs of working adults. To this end, they also encompass the principles of andragogy with inquiry-based and job-embedded learning. Their</p>
--	--	--

		grow-your-own model advances underserved rural and urban communities by preparing exceptional educators who represent the demographics of the students they teach.
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation	Submission Requirements	2025 Reach University Response and Links to Evidence
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs, and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for Initial Institutional Approval.</p>	<p><i>Submission Requirements for <u>all</u> institutions seeking IIA:</i> (a) Provide history related to its prior experience preparing, training, and supporting educators within California or in other states (b) Provide evidence that the third-party notification enlisting comments to be sent to input@ctc.ca.gov has been posted on institution's website</p> <hr/> <p><i>Submission Requirements for institutions <u>who already offer educator preparation programs</u> outside of California:</i> (c) Provide a list of all states and/or countries in which the</p>	<p>(a)</p> <p>At the graduate level in California, Reach University is a partner in providing credit-bearing instruction to candidates in Alternatives in Action (AIA)'s credential programs. AIA is a charter high school in Alameda County and a Commission-recognized LEA. Prior to its 2021 merger into Reach University, the Reach Institute for School Leadership began providing instructional services for AIA in 2007. A detailed history about the Reach Institute, its relationship to AIA, and its 2020 merger into Reach University can be found here. An MOU, updated annually, documents roles, responsibilities, and relationships between AIA and Reach University.</p> <p>At the undergraduate level, Reach's undergraduate EPP, the Bachelor of Arts in Global Education (BAGE), is recognized for K-12 teacher licensure in Arkansas and Louisiana. In Arkansas, the Division of Elementary and Secondary Education (DESE) of the Arkansas</p>

<p>Also, institutions must submit proof of third-party notification enlisting comments to be sent to: Input@ctc.ca.gov</p>	<p>institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations</p> <p>(d) Provide the most recent copy or report of the following:</p> <ul style="list-style-type: none"> • Regional accreditation status • State-level educator preparation accreditation status for all states in which the institution is approved <p>(e) Provide data from the most recent five years for the following:</p> <ul style="list-style-type: none"> • Number of candidates enrolled in the institution's program(s) • Number of educators who have completed program(s) <p>(f) Provide any information available on employment rates for educators who have completed the institution's program(s)</p> <p>(g) Provide evidence that the institution has fostered positive working relationships with educational partners in California in order to meet local educational needs.</p>	<p>Department of Education approves colleges and universities to offer a variety of first-time and endorsement programs for direct Arkansas licensure. Reach's BAGE was approved as a program leading to educator licensure in the state of Arkansas in 2021.</p> <p>The Louisiana Board of Elementary and Secondary Education (BESE) coordinated by the Louisiana Department of Education (LDOE) approved Reach University's undergraduate EPP pathway for General Elementary 1-5 and Special Education Mild/Moderate Integrated-to-Merged Approach in 2020. LDOE conducted a regular on-site review of Reach's undergraduate pathway from October 7-11, 2024. Reach is addressing concerns raised in the final report through systematic improvements in communication, data and assessment feedback loops, professional development, and residency placements. A newly appointed provost and undergraduate dean are taking a proactive, hands-on approach to addressing these concerns, which were a function of the rapid growth and organizational learning that have accompanied Reach University's formative years of undergraduate programming.</p> <p>In addition to its BAGE program, Reach offers a second undergraduate non-licensure apprenticeship degree pathway, the Bachelor of Arts in Liberal Studies (BALS), for classified employees throughout the school ecosystem. The BALS is offered in Arkansas, Louisiana, Alabama, Georgia, Tennessee, Texas, and Colorado; authorizations for all states can be found here.</p>
--	--	---

	<p>Provide the following:</p> <ul style="list-style-type: none"> • History of collaboration with local education partners, AND/OR • Information regarding how institution will work collaboratively with local education partners <p>(h) Provide evidence that candidates have been satisfied with the following:</p> <ul style="list-style-type: none"> • The institution’s educator preparation programs • The services provided by the institution 	<p>(b)</p> <p>Reach has listed a notification soliciting third-party comments to input@ctc.ca.gov on its accreditation website under California Licensing and State Authorization.</p> <p>(c)</p> <p>Reach offers graduate educator preparation instruction in California only. Reach has approval to offer its undergraduate EPPs in Louisiana and Arkansas.</p> <p>(d)</p> <p>Reach holds regional/institutional accreditation through WSCUC. Its undergraduate EPP program is authorized to operate in Louisiana and Arkansas. Section (a) above describes our recent on-site reviews in these two states.</p> <p>(e)</p> <p>Reach provides five years of enrollment and completion data here.</p> <p>(f)</p> <p>As Reach pro-actively grows its data culture, the institution is working on a strategy to more systematically track employment rates for educators who have completed the institution’s programs. A</p>
--	---	---

		<p>potential solution under consideration is to contract through Lightcast (labor market analytics) to track alumni outcomes once we have graduated a few more undergraduate cohorts. At the present time, employment data is only available through self-reported alumni surveys, which have poor response rates. With our newly established Alumni Services, we are also working on strategies to better engage alumni, which should robust response rates in alumni surveys, as well.</p> <p>(g)</p> <p>As can be seen in this list of signed memorandums of understanding with California LEAs since 2020, Reach University has continued to cultivate the positive collaborations with local education partners in California that were begun under the Reach Institute. Of note, our relationship with AIA is described in part (a) above and below. Reach will continue to invest in its California LEA partnerships and add new partners as warranted by need and opportunity.</p> <p>Reach University currently offers the following graduate programs in the state of California and through partnership with Alternatives in Action (AIA), a local education agency (LEA) that is accredited by the CTC to sponsor state-authorized educator certification programs for eligible candidates.</p> <ul style="list-style-type: none"> ● Preliminary Administrative Services - overseen by Dr. Kana Wong ● Clear Administrative Services - overseen by Dr.
--	--	--

		<p>Kana Wong</p> <ul style="list-style-type: none"> ● Teacher Induction - overseen by Director Dr. Christina Khoon ● Preliminary Multiple Subject, Intern Pathway - overseen by Director Laelena Brooks ● Preliminary Single Subject, Intern Pathway - overseen by Director Laelena Brooks <p>This organizational chart illustrates the relationship between Reach University and AIA.</p> <p>Historically, AIA has partnered with Reach University to provide third-party instructional services to aspiring educators who are enrolled in AIA's EPPs. In this arrangement, AIA provides oversight of all instructional programming that Reach delivers to credential seekers. Per the memorandum of understanding (MOU) between Reach and AIA, AIA's division unit head, the Executive Director, meets with a designated Reach staff member, the Dean of Graduate Studies (also Reach's division unit head), a minimum of two times per year. In addition, Reach presents updates to AIA's board of directors—to whom the AIA executive director reports directly—a minimum of one time per year. Per the MOU, Reach sub-contracts 50% of a full-time employee (Graduate Academic Operations Coordinator) to work as AIA's Credential Analyst (see this job description). As can be seen in the organizational chart, this dual-reporting employee (presently Elizabeth Olson) reports directly to both AIA's division unit head (Executive Director) and Reach's division unit head (Dean of Graduate Studies). The AIA Credential Analyst/Reach Graduate Academic</p>
--	--	--

		<p>Operations Coordinator also maintains an official email address at both AIA and Reach. She manages the recommendations of all AIA/Reach candidates for California credentials. Only qualified candidates are recommended for credentials; if a candidate has not completed a requirement, the AIA Credential Analyst/Reach Graduate Academic Operations Coordinator reaches out to the Dean of Graduate Studies at Reach to intervene. The co-employment of the AIA Credential Analyst/Reach Graduate Academic Operations Coordinator facilitates communication and coordination between AIA and Reach, streamlines FERPA compliance, and ultimately eases operations for candidates.</p> <p>Additional history on the AIA/Reach partnership can be found here. Upon receiving initial institutional approval from CTC, Reach plans to operate autonomously as an approved program sponsor.</p> <p>(h)</p> <p>At the graduate level, Reach University conducts mid-year and end-of-year surveys that provide indirect assessment data on candidate satisfaction with our EPPs and services. As can be seen in this 2024-25 mid-semester survey from the Intern program and this 2023-24 end-of-semester survey from the Teacher Induction Program (TIP), our programs demonstrate overall candidate satisfaction. Please note that during the academic year 2024-2025, surveys were updated in</p>
--	--	---

		<p>all programs and not administered, except for the mid-semester Intern program. Survey data can be analyzed from the candidate to program level and compared across programs.</p> <p>The data from these comprehensive surveys are available to all Reach faculty and staff for analysis in password-protected dashboards. As can be seen in these dashboards, the surveys also capture indirect assessment data on the four institutional learning outcomes of inquiry, equity orientation, integration into practice, and collaboration. Evidence of using specific survey data for continuous improvement and tracking action items is also stored in the graduate dashboards, as can be seen in this Critical Reflection and Next Step Analysis.</p> <p>As of spring 2024, Reach captures a net promoter score (NPS) as an index of overall candidate satisfaction in its undergraduate programs. The NPS is included in all undergraduate end-of-semester surveys and will be incorporated into the new graduate completion and alumni surveys. As can be seen in this report, which aggregates undergraduate end-of-semester survey data from spring and fall 2024, Reach is proud of its overall NPS of 62 and is committed to its continuous improvement.</p>
<p>Criterion 12: Capacity and Resources</p>	<p>Submission Requirements</p>	<p>2025 Reach University Response and Links to Evidence</p>

<p>An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 4 year provisional approval (if granted) at a minimum. The institution must submit a plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>Submission Requirements for all institutions seeking IIA:</p> <p>(a) Provide a copy of the most recent audited budget for the institution</p> <p>(b) Provide a proposed operational budget for the educational unit</p> <p>(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:</p> <ul style="list-style-type: none"> • 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/or coaches <p>(d) Provide the criteria and/or minimum qualifications for each of the positions noted in</p>	<p>(a) This copy of the most recent audited budget (FY24) and the FY25 budget for Reach University demonstrate that revenues generated from the Graduate Teachers College do not cover its operational expenses; however, Reach University values graduate educator preparation in California and subsidizes these programs through revenue generated by its undergraduate programs. As can be seen in the enrollment projections below, Reach plans to grow graduate enrollment—particularly in the intern program—sufficiently to sustain graduate operations. In the meantime, Reach is committed to resourcing current and future graduate EPPs in California, and its undergraduate enrollment growth and planning, as well as staff planning, demonstrate sufficient capacity and resources to subsidize these programs. Additionally, Reach University currently has approximately 10 million dollars in reserve to manage any risk related to revenue. Reach University maintains a diversified revenue stream, drawing from Pell funding, government grants, student and employer payments, and private philanthropy. This broad funding base reduces the likelihood of relying on its cash reserves.</p>
---	---	--

	<p>element (c) above. (e) Provide evidence of TK-12 partnerships for the purposes of providing fieldwork (f) Provide information demonstrating sufficient facilities and/or digital learning platforms for candidates (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</p> <hr/> <p style="text-align: center;"><i>Submission Requirements for institutions who <u>already offer educator preparation programs</u> outside of California:</i></p> <p>(h) Provide all relevant information about how the instructional services will be delivered to candidates</p> <ul style="list-style-type: none"> • 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 	<p>Reach University’s budgeting process involves projecting costs based on historical data, including program costs related to serving candidates. The key driver of costs is enrollment, which, as shown below, are projected to grow from FY 26-28. Reach bases its human resource and hiring plans on enrollment projections and budgets for positions based on departmental needs related to increasing candidate enrollment.</p> <p>Reach University’s enrollment is expected to grow up to 50 percent from FY25 to FY26. To support this growth, the university anticipates budgeting approximately 30-35 million dollars in expenses for FY26. This will include growth in Candidate Services, faculty, admissions and enrollment staff, as well as support staff and central functions to provide the financial, technological, and human resources capacity to run the organization. Reach University projects hiring to grow its workforce from approximately 110 employees currently, to approximately 200 in FY28 to accommodate its growth.</p> <table border="1" data-bbox="1096 1170 1894 1349"> <thead> <tr> <th colspan="5" style="text-align: center;">FY26-28 Enrollment Projections Across Reach University’s Footprint</th> </tr> <tr> <th style="text-align: center;">Program</th> <th style="text-align: center;">FY25</th> <th style="text-align: center;">FY26</th> <th style="text-align: center;">FY27</th> <th style="text-align: center;">FY28</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	FY26-28 Enrollment Projections Across Reach University’s Footprint					Program	FY25	FY26	FY27	FY28					
FY26-28 Enrollment Projections Across Reach University’s Footprint																	
Program	FY25	FY26	FY27	FY28													

	<p>technology to California candidates?</p> <p>(i) Provide all relevant information as to which educational services will be located outside of California</p> <ul style="list-style-type: none"> • 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. 	<table border="1" data-bbox="1096 207 1892 467"> <tr> <td>Graduate</td> <td>350</td> <td>300 - 400</td> <td>400 - 500</td> <td>400-500</td> </tr> <tr> <td>Undergraduate</td> <td>2,500</td> <td>3,000 - 4,000</td> <td>4,000 - 5,000</td> <td>5,000 - 6,000</td> </tr> <tr> <td>Total</td> <td>2,850</td> <td>3,300 - 4,400</td> <td>4,400 - 5,500</td> <td>5,300 - 6,400</td> </tr> </table> <p>(b) A copy of the FY25 operational budget for Reach University's Graduate Studies can be found here.</p> <p>(c-d) Information about current instructional and support personnel for Reach University's graduate EPPs paints a likely picture of staffing for the next 2-3 years after Reach receives initial approval from CTC. As described in Criterion 1, Dr. Kana Wong, Dean of Graduate Studies, is the unit head who oversees all graduate-level EPPs. She reports directly to Provost Anastasia Wickham. This chart with Dean Wong's five direct reports outlines personnel, and the linked job descriptions within the chart include minimum qualifications and job criteria:</p> <table border="1" data-bbox="1096 1133 1892 1393"> <thead> <tr> <th>Name</th> <th>Position Title</th> <th>Direct Reports</th> </tr> </thead> <tbody> <tr> <td>Christina Khoon</td> <td>Director, Teacher Induction Program, Full Time</td> <td> <ul style="list-style-type: none"> • 10 Mentors, Adjunct • 1 Induction Coordinator, Part-Time </td> </tr> </tbody> </table>	Graduate	350	300 - 400	400 - 500	400-500	Undergraduate	2,500	3,000 - 4,000	4,000 - 5,000	5,000 - 6,000	Total	2,850	3,300 - 4,400	4,400 - 5,500	5,300 - 6,400	Name	Position Title	Direct Reports	Christina Khoon	Director, Teacher Induction Program , Full Time	<ul style="list-style-type: none"> • 10 Mentors, Adjunct • 1 Induction Coordinator, Part-Time
Graduate	350	300 - 400	400 - 500	400-500																			
Undergraduate	2,500	3,000 - 4,000	4,000 - 5,000	5,000 - 6,000																			
Total	2,850	3,300 - 4,400	4,400 - 5,500	5,300 - 6,400																			
Name	Position Title	Direct Reports																					
Christina Khoon	Director, Teacher Induction Program , Full Time	<ul style="list-style-type: none"> • 10 Mentors, Adjunct • 1 Induction Coordinator, Part-Time 																					

		Laelena Brooks	Director, Intern Credential Program , Full Time	<ul style="list-style-type: none"> • 1 Intern/MAT Program Supervision Coordinator, Part-Time • 2 Onsite Mentors, Adjunct • 3 Intern Program Faculty, Full Time • 1 Field Supervisor, Special Projects, Part-Time • 1 SSP Adjunct • 1 Intern Teaching and Learning Coordinator, Full-Time
		Elizabeth Olson	Graduate Academic Operations Coordinator (double reports to AIA Executive Director as AIA Credential	No direct reports.

		<table border="1"> <tr> <td data-bbox="1094 207 1360 310"></td> <td data-bbox="1360 207 1625 310">Analyst), Full-Time</td> <td data-bbox="1625 207 1898 310"></td> </tr> <tr> <td data-bbox="1094 310 1360 451">Pam VandeKamp</td> <td data-bbox="1360 310 1625 451">Associate Professor and Coach, Full-Time</td> <td data-bbox="1625 310 1898 451"> <ul style="list-style-type: none"> • 2 Coaches, Adjunct </td> </tr> <tr> <td data-bbox="1094 451 1360 743">Stephanie Moore</td> <td data-bbox="1360 451 1625 743">Director, Graduate Academic Support and Operations, Full Time</td> <td data-bbox="1625 451 1898 743"> <ul style="list-style-type: none"> • 1 professor of practice, Part-Time • 1 Academic Support Advisor/Field Supervisor Full Time </td> </tr> </table>		Analyst), Full-Time		Pam VandeKamp	Associate Professor and Coach , Full-Time	<ul style="list-style-type: none"> • 2 Coaches, Adjunct 	Stephanie Moore	Director, Graduate Academic Support and Operations , Full Time	<ul style="list-style-type: none"> • 1 professor of practice, Part-Time • 1 Academic Support Advisor/Field Supervisor Full Time
	Analyst), Full-Time										
Pam VandeKamp	Associate Professor and Coach , Full-Time	<ul style="list-style-type: none"> • 2 Coaches, Adjunct 									
Stephanie Moore	Director, Graduate Academic Support and Operations , Full Time	<ul style="list-style-type: none"> • 1 professor of practice, Part-Time • 1 Academic Support Advisor/Field Supervisor Full Time 									
<p>(e) As can be seen in this list of signed memorandums of understanding with California LEAs since 2020, Reach University has consistently cultivated TK-12 partnerships for the purposes of providing fieldwork.</p> <p>(f) As an online university, Reach has developed its digital campus across secure and private cloud-based data systems connected either to Sonisweb Student Information System (SIS to be replaced by Salesforce RIO in 2025) or Canvas Learning Management System (LMS).</p> <p>Canvas serves as the primary interface for candidates in the program, with additional digital learning platforms,</p>											

		<p>like Craft Connect and TORSH Talent, integrated into the LMS. This system creates consistent, easy access for a robust menu of digital tools available to candidates and instructors.</p> <p>Because Reach is dedicated to job-embedded teacher training, we have chosen a number of SAAS products to enhance the Canvas LMS and tailor our learning ecosystem to working learners. TORSH Talent provides a secure video platform for remote teacher coaching, and TeachFX has recently been added as a way to embed instructor feedback within candidate instructional videos. Craft Connect allows mentors at school sites and Reach instructors to track on-the-job learning and provide feedback to learners within one digital space, increasing collaboration and enabling richer feedback for learners. Drop-Out Detective provides LMS alerts to faculty and candidate support staff when it detects low candidate engagement. Ava provides ADA-compliant closed captioning. TurnItIn provides plagiarism detection. Net Tutor, Tutor.com, Study.com, and Study.net provide candidates with 24/7 tutor access in a variety of areas. Zoom is Reach’s primary meeting platform.</p> <p>Library services at Reach also employ a number of databases and SAAS products to provide a robust research and learning environment for candidates.</p>
--	--	--

		<p>Database access is provided through EBSCO and Overdrive. Zotero research assistant and PowerNotes provide robust research tools for candidates and faculty, alike. SpringShare provides library guides.</p> <p>Connected to the SIS are Domo, which serves as Reach's data warehouse. Reach's Knowledge Base is powered through Hubspot. Element 451, to be replaced by RIO, serves as our candidate CRM. HiBob is our human capital management system. Reach is currently researching solutions for a future digital skills wallet/learner employment record.</p> <p>Support for digital learning platforms is provided across the university by the Data and Technology office.</p> <p>(g) If Reach were unable to continue providing the proposed graduate EPPs or needed to close an EPP, the university will follow this teach-out planning framework to provide continuity of instruction for active candidates wishing to complete their degree.</p> <p>(h) All instruction at Reach University is provided online, with course material and learning activities available in Canvas. All courses mix asynchronous learning with synchronous class meetings, which meet at least once weekly during the weekend or evenings. These synchronous class meetings are modeled after the Oxford Tutorial Method to provide small-group,</p>
--	--	--

		<p>inquiry-based learning that builds professional capital and a community of practice for candidate cohorts. All candidates are employed at partner LEAs in California, where on-the-job learning complements online instruction. All graduate faculty have clear teaching credentials on file with the CTC and are experienced in teaching in California public schools. All but one graduate faculty member in Reach’s Intern program live within the state of California. All faculty, including those living in other states, are available to candidates via synchronous class meetings on zoom, email, scheduled office hours, and by appointment.</p> <p>(i) Reach is headquartered in Oakland, California, but its staff live in states across the United States. All educational services are provided online to Reach candidates by staff who work remotely.</p>
--	--	---