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Information

Educator Preparation Committee

Update on State-Funded Grant Programs

Executive Summary: This agenda item presents an update on two state-funded grants administered by the Commission on Teacher Credentialing: The Local Solutions to the Shortage of Special Education Teachers Grant Program, and the Teacher Residency Grant Programs-Capacity, Expansion, and Residency.

Recommended Action: For information only

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Update on State-Funded Grant Programs

Introduction

This agenda item presents an update on two state-funded grant programs administered by the Commission on Teacher Credentialing (Commission): Local Solutions to the Shortage of Special Education Teachers, and Teacher Residency Grant Programs—Capacity, Expansion, and Residency.

Background

The 2016-17, 2017-18, and 2018-19 state budgets included funding to enhance the preparation, development, recruitment, retention, and support of California teachers, and tasked the Commission to administer this funding through conducting competitive grant competitions for eligible Local Education Agencies (LEAs).

Three of the five state-grant funded programs currently administered by the Commission are focused primarily on teacher preparation and development:

- The California Classified School Employees Teacher Credentialing Program;
- The Integrated Undergraduate Teacher Preparation Program; and
- The California Center on Teaching Careers/CalEd, in conjunction with the Tulare County Office of Education (COE) and the California Center on Teaching Careers.

The two newest grants are focused primarily on teacher recruitment, retention, and support:

- Local Solutions to the Shortage of Special Education Teachers, and
- Teacher Residency Grant Programs (Capacity, Expansion, and Residency)

In accordance with the provisions of the authorizing statute, the Local Solutions Grant Program:

- Addresses teacher shortages in special education;
- Helps to recruit and support the preparation of more individuals in the teaching profession;
- Supports the induction of educators into the profession; and
- Supports the continued professional learning of credentialed special education educators.

The Teacher Residency Grant Programs:

- Addresses teacher shortages in special education, STEM, bilingual, and other shortage areas;
- Helps to recruit and support the preparation of more individuals in the teaching profession;
- Promotes and provides support for teacher residency program models; and
- Supports the induction of educators into the profession.

Both of these new grant programs require grant recipients to provide a 100-percent match of grant funding to support, complement, or enhance the Local Solutions or Residency program, and the match may be in terms of one dollar for every dollar of grant funding and/or an in-kind match. Additionally, in an effort to provide a maximum of direct services and/or related services that directly benefit the participating teachers, the authorizing legislation capped the expenditure of grant funds for program administration at five percent.

At the [November 2018 Commission meeting](#), staff presented an update on all five state-funded grant programs administered by the Commission. At that meeting, the Commission also received the 2018 Report to the Legislature for the California Classified School Employees Teacher Credentialing Program for approval to transmit the report to the Governor and the Legislature. Also during this agenda item, Donna Glassman-Sommer from Tulare COE updated the Commission on the development of the California Center on Teaching Careers and its activities including resources, toolkits, Public Service Announcements and Social Media Campaigns, the Interactive Vortal, and the CalEd Grant Program.

At the time of the November 2018 Commission meeting, there was only limited information available about the Local Solutions and the Teacher Residency grant programs as the Request for Proposal (RFP) competitions for these funds were still ongoing at the time and the grant awards had not yet been announced. Consistent with legislative intent and direction, the Commission developed and disseminated five Requests for Proposals (RFPs) for these two grant programs between July and October 2018 for response by interested eligible LEAs. Eligible LEAs, as specified in statute, are school districts, county offices of education, charter schools, and regional occupational centers or programs operated by a joint powers authority. Eligible LEAs must have a CD or a CDS code issued by the California Department of Education. Other entities such as Charter Management Organizations or other non-profit entities that do not have CD or CDS codes were not eligible applicants for this funding. Since the November meeting, Commission staff has read and reviewed all of the grant proposals submitted for the Local Solutions and Teacher Residency grants, and have published funding recommendations as noted in this agenda item.

An overview of the Local Solutions and Teacher Residency state-funded grant programs, along with information about the grantees, is provided below.

Local Solutions to the Shortage of Special Education Teachers

The 2018-19 state budget included funding to support the recruitment, preparation, and support of new special education teachers. For purposes of the *Local Solutions to the Shortage of Special Education Teachers* (Local Solutions) grant, the authorizing legislation provided a total of \$50 million for competitive grants to eligible LEAs.

Local Solutions funding provides up to \$20,000 per participating teacher to implement locally-identified solutions to address the shortage of special education teachers.

This grant program allows eligible LEAs the opportunity and flexibility to design and implement local solutions to meet their needs for credentialed special education teachers. LEAs were encouraged to use this grant opportunity to increase the supply of special education teachers by prioritizing strategies for identifying, recruiting, preparing, employing, and supporting newly-credentialed special education teachers and for assisting teachers who may be credentialed in another field who want to become credentialed special education teachers.

On September 4, 2018, the Commission published the RFP for the Local Solutions grant, with applications due on October 30, 2018. The grant awards were announced on December 14, 2018, and forty-one LEAs were funded for Year One of this grant program (Table 1).

Table 1: Local Solutions Grant Recipients and Amount of Funding for Year One

Local Education Agency (LEA)	Amount
Alameda Unified School District	\$ 305,000
Alhambra Unified School District	\$ 1,000,000
Burbank Unified School District	\$ 68,659
Butte County Office of Education	\$ 62,340
Castro Valley Unified School District	\$ 95,803
CHAMPS Charter High School of the Arts	\$ 13,850
Clovis Unified School District	\$ 300,000
Davis Joint Unified School District	\$ 615,250
High Tech High	\$ 363,000
Kern High School District	\$ 400,000
Lake County Office of Education	\$ 500,000
Las Virgenes Unified School District	\$ 315,000
Los Angeles Unified School District	\$ 1,000,000
Manteca Unified School District	\$ 100,000
Monterey County Office of Education	\$ 729,900
Multicultural Learning Center	\$ 30,450
Napa County Office of Education	\$ 250,163
Oakland Unified School District	\$ 381,144
Patterson Joint Unified School District	\$ 96,000
Placer County Office of Education	\$ 954,526
Poway Unified School District	\$ 30,000
Riverside County Office of Education	\$ 115,500
Riverside Unified School District	\$ 270,868
Sacramento City Unified School District	\$ 100,000

Local Education Agency (LEA)	Amount
Sacramento County Office of Education	\$ 377,193
San Benito High School District	\$ 60,000
San Bernardino County Superintendent of Schools	\$ 457,051
San Diego County Office of Education	\$ 297,000
San Francisco Unified School District	\$ 100,000
San Joaquin County Office of Education	\$ 65,100
San Jose Unified School District	\$ 286,843
San Luis Obispo County Office of Education	\$ 2,990,609
San Mateo-Foster City School District	\$ 81,000
Santa Ana Unified School District	\$ 160,000
Santa Barbara County Office of Education	\$ 600,000
Santa Clara County Office of Education	\$ 2,000,000
Sonoma County Office of Education	\$ 192,938
Stockton Unified School District	\$ 400,000
Tracy Unified School District	\$ 78,594
Tulare County Office of Education	\$ 429,000
Westside Union School District	\$ 200,000

A preponderance of the funded LEAs indicated they would use their grant funding to recruit special education teachers, assist special education candidates with tuition, provide signing bonuses, and develop special education teachers by providing induction and assistance from mentor/master teachers. Additionally, since legislation permitted LEAs to design their own local solutions, some of the local solutions proposed included: paying for foreign transcript evaluation, supporting staff with tuition to obtain Added Authorizations, providing special education mentor support for developing Individualized Education Programs (IEP), and developing and establishing a “grow your own” program.

Figures 1, 2, and 3 below illustrate which legislation-suggested solutions LEAs intend to provide to special education teachers.

Figure 1: Locally-Identified Solutions Related to Supporting Special Education Teachers with Cost(s) of Education

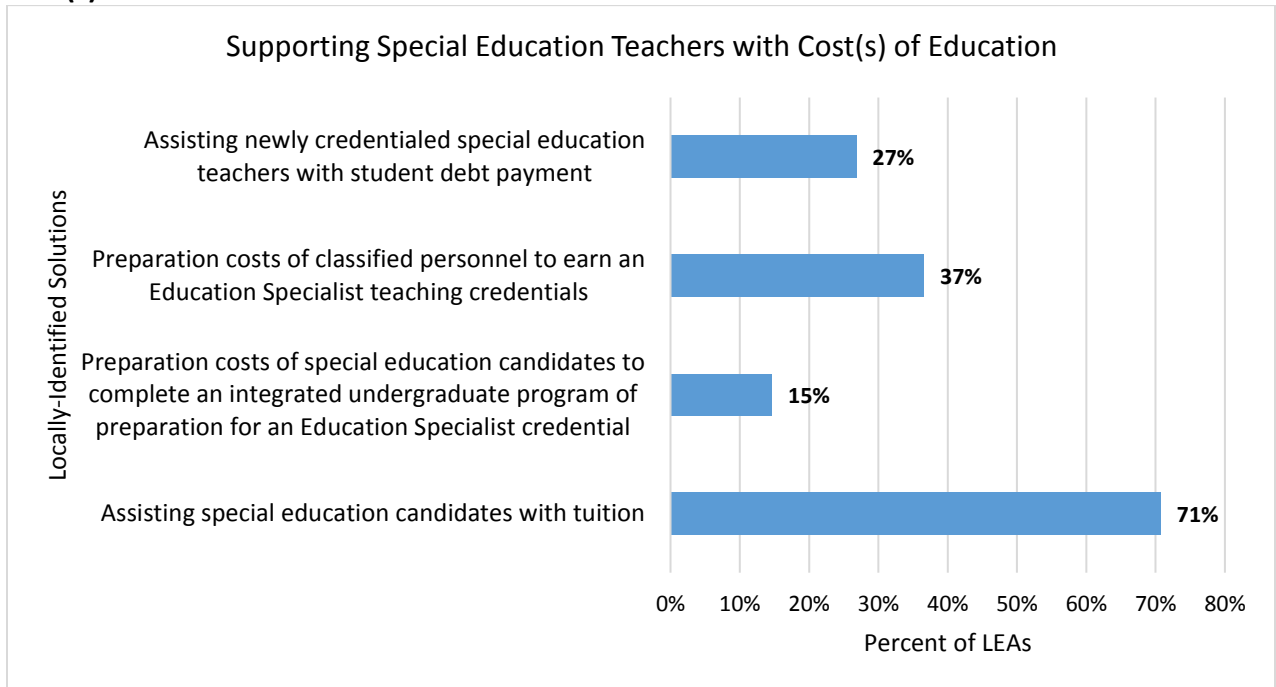


Figure 2: Locally-Identified Solutions Related to Supporting Special Education Teachers with Benefits Other than Salary

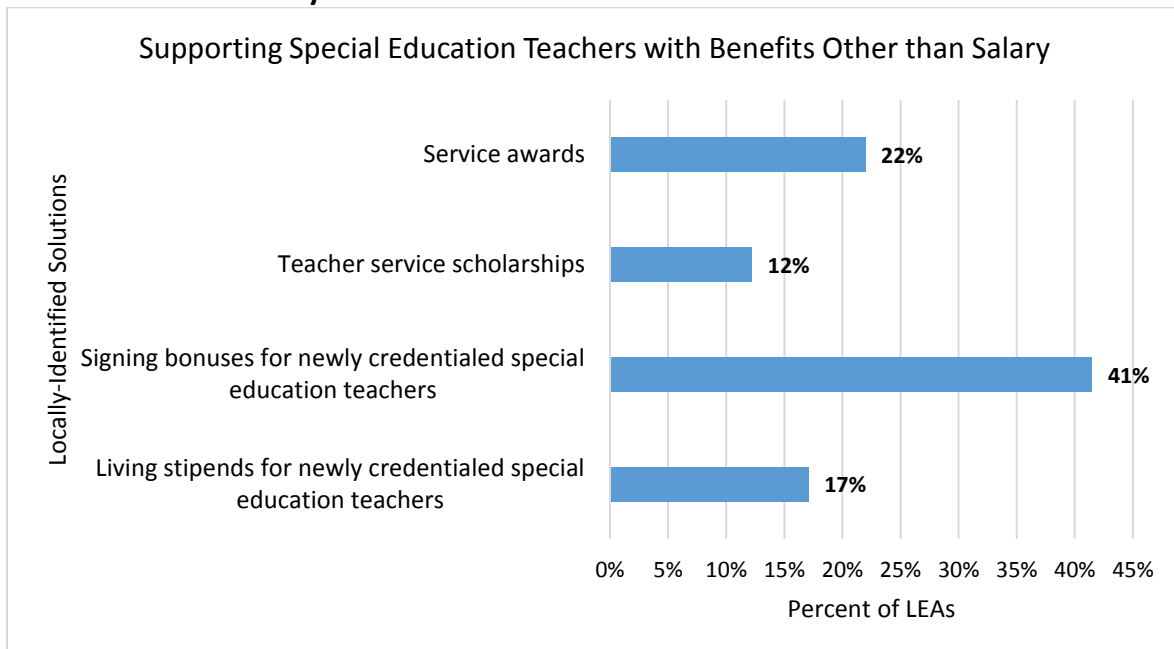
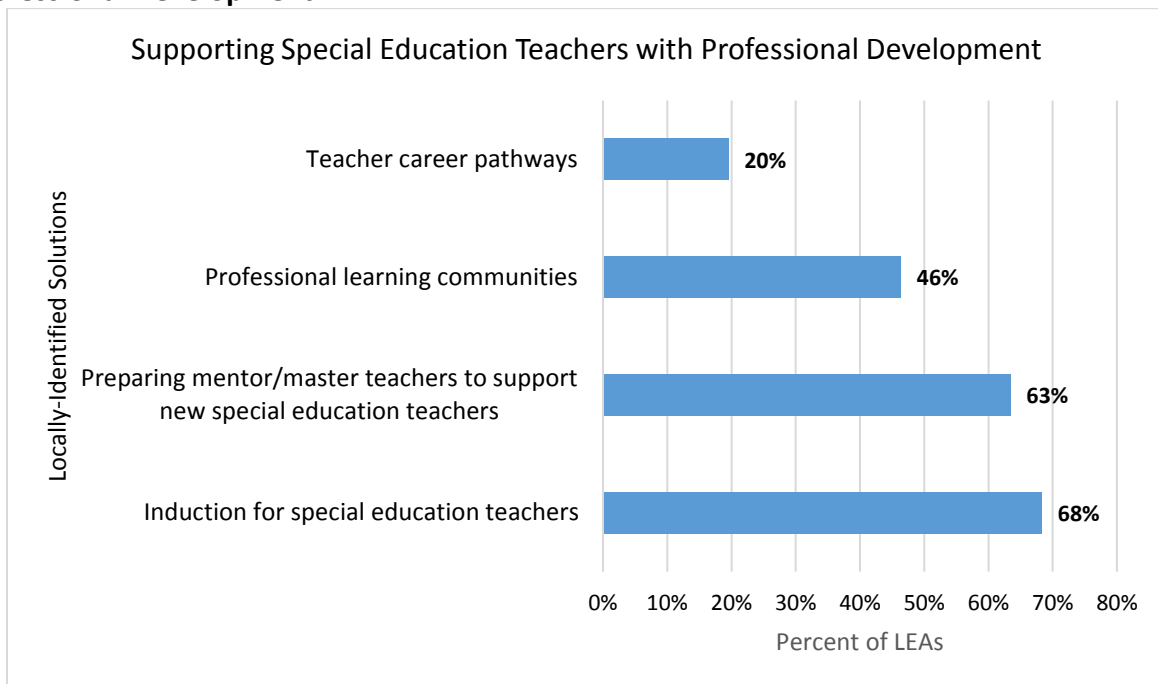


Figure 3: Locally-Identified Solutions Related to Supporting Special Education Teachers with Professional Development



Local Solution grantees will be required to submit an annual report to the Commission noting the number of teachers participating in each type of local solutions activities, the percent of funding allocated to each of the local solutions activities, information regarding the effectiveness of the program including reduction in teacher turnover rates, the number of special education teachers serving on intern credentials, permits, or waivers, best practices, challenges, and lessons learned in implementing the program. Staff will present regular updates to the Commission regarding this state-funded grant program. A final report from the Commission is due to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

Teacher Residency Programs

The 2018-19 state budget included funding to support the development and implementation of teacher residency programs. A total of \$75 million was provided for competitive grants for LEAs to work in partnership with IHEs with Commission-approved programs to offer a teacher residency pathway to earn a teaching credential in special education, STEM, or bilingual education. Of the \$75 million, \$50 million has been allocated for the preparation of special education residents and \$25 million is allocated for the preparation of STEM and/or bilingual residents.

For the purposes of this Teacher Residency Grant Program, a teacher residency program is defined in the authorizing legislation as an LEA-based partnership between an LEA and an Institution of Higher Education (IHE) with a Commission-approved preliminary teacher preparation program, and in which a prospective teacher teaches at least one-half time

alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

The Commission released four separate Requests for Proposals (RFPs) for Teacher Residency grants in 2018-19: Teacher Residency Capacity Grant, Rounds One and Two, Teacher Residency Expansion, and Teacher Residency.

Teacher Residency Capacity Grant (Rounds One and Two)

For the Teacher Residency Capacity Grant, a total of \$1.5 million was available to provide grant awards of up to a maximum of \$50,000 per grant to eligible LEAs to support a collaborative partnership between the LEA and an IHE that offers a Commission-approved teacher preparation program for special education, STEM, and/or bilingual residents. Sample activities that could have been funded through this grant include:

- a. Planning and development of a new, collaborative LEA-IHE teacher residency program;
- b. Planning to expand an existing LEA-IHE teacher residency program;
- c. Developing the LEA’s capacity to effectively offer a teacher residency program;
- d. Developing the IHE’s capacity to support a cohort model for teacher residents; and
- e. Developing the collaborative LEA-IHE partnership capacity to apply for future grant funding to operate the intended teacher residency program.

Per statute, grant funds were required to be matched by the grantee LEA or consortium on a dollar-for-dollar basis, which may be actual dollars or in-kind.

The RFP for Round One of this grant was posted on August 21, 2018, and the RFP for Round Two was posted on October 1, 2018. Proposals for Rounds One and Two were due on September 24 and November 5, 2018, respectively. Round One grantees were announced on October 15, 2018; Round Two grantees were announced on November 19, 2018.

A combined total of twenty-one LEAs were awarded Capacity Grants for Rounds One and Two. Table 2 shows the complete list of grant recipients for this program, the grantees’ IHE partners, the amount of grant funding, and their planned residency area(s).

Table 2: Teacher Residency Capacity Grant Rounds One and Two Recipients, IHE Partners, Amount of Grant Funding, and Planned Residency Area(s)

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Amount	Residency Area(s)
AchieveKids (NPS) ¹	Pacific Oaks College	\$27,975	Special Education
Centinela Valley Union High School District ²	University of California, Los Angeles	\$25,000	Multiple Subject Bilingual; Single Subject Bilingual
Davis Joint Unified School District ¹	California State University, Sacramento	\$48,782	Special Education
Elk Grove Unified School District ²	University of the Pacific	\$50,000	Special Education

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Amount	Residency Area(s)
Fairfield-Suisun Unified School District ²	University of San Francisco	\$50,000	Special Education; STEM
Fountain Valley School District ¹	Chapman University	\$50,000	Special Education
Los Angeles Unified School District ¹	California State University, Dominguez Hills California State University, Long Beach California State University, Los Angeles California State University, Northridge Loyola Marymount University University of California, Los Angeles University of Southern California	\$50,000	Special Education; Special Education Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual
Magnolia School District ¹	Chapman University	\$50,000	Special Education
Monterey County Office of Education ²	California State University, Monterey Bay	\$50,000	Special Education; STEM; Multiple Subject Bilingual
Moreno Valley Unified School District ¹	Brandman University	\$50,000	Special Education; Special Education Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
Napa Valley Unified School District ¹	Sonoma State University	\$50,000	Special Education; Special Education Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
Oakland Unified School District ²	Loyola Marymount University	\$50,000	Special Education
Patterson Joint Unified School District ¹	California State University, Stanislaus	\$50,000	STEM
Poway Unified School District ¹	Point Loma Nazarene University	\$50,000	Special Education
Santa Ana Unified School District ²	California State University, Fullerton	\$50,000	Special Education
Santa Ana Unified School District ¹	University of California, Irvine	\$50,000	STEM

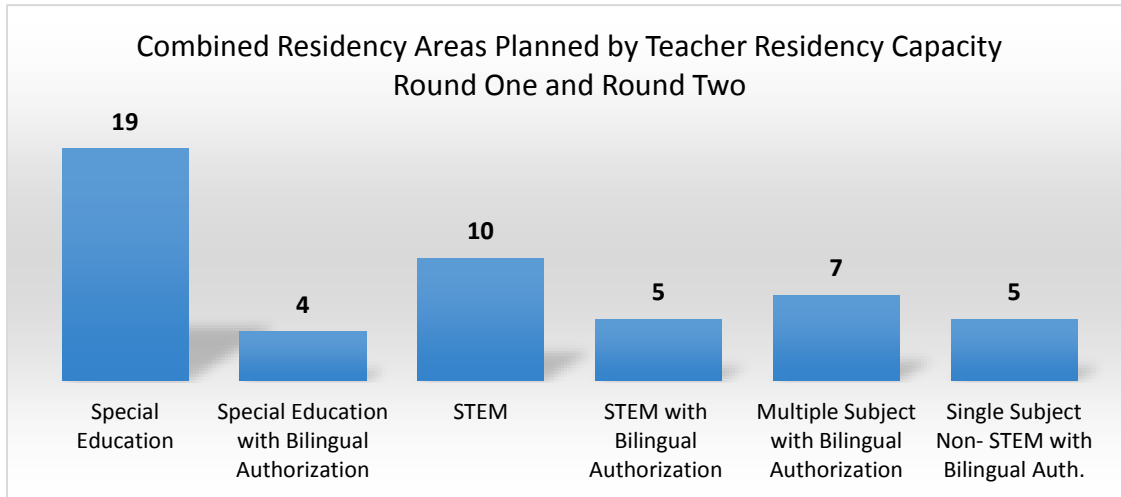
Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Amount	Residency Area(s)
San Joaquin County Office of Education ²	Teachers College of San Joaquin	\$50,000	Special Education; STEM
Santa Barbara County Education Office ²	University of California, Santa Barbara Antioch University	\$50,000	Special Education; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
Stockton Unified School District ¹	University of the Pacific	\$49,973	Special Education
Turlock Unified School District ²	California State University, Stanislaus	\$50,000	Special Education; Multiple Subject Bilingual
Sweetwater Unified High School District ¹	University of California, San Diego San Diego State University	\$49,805	Special Education; Special Education Bilingual; STEM; STEM Bilingual; Single Subject Bilingual
Westside Union School District ¹	Brandman University, California State University, Bakersfield	\$23,875	Special Education

¹ Indicates LEA grantees for Round One; ² indicates LEA grantees for Round Two

As illustrated in Figure 4 below, twenty-one LEA grantees are collectively developing their partnership capacity with the IHEs to design and be prepared to implement fifty teacher residency programs. Of the twenty-one awarded LEA grantees:

- Nineteen are focusing on Special Education;
- Four are focusing on Special Education with a Bilingual Authorization;
- Ten are focusing on STEM;
- Five are focusing on STEM with a Bilingual Authorization;
- Seven are focusing on Multiple Subject with a Bilingual Authorization; and
- Five are focusing on Single Subject Non-STEM with a Bilingual Authorization

Figure 4: Combined Residency Areas Planned by Teacher Residency Capacity Grant Recipients Round One and Round Two



Grantees will be required to submit an annual fiscal report to the Commission indicating expenditures for capacity building toward developing and implementing a Teacher Residency Program. Staff will present regular updates to the Commission regarding this state-funded grant program. A final report from the Commission is due to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

Teacher Residency Grants

Teacher Residency Expansion Grants

This grant provides awards of up to \$20,000 per resident participating in the Teacher Residency Expansion Grant Program for the purpose of expanding existing LEA-IHE partnerships that are currently operating a Commission-approved program. Expansion Grant funding may be used to expand existing teacher residency pathways in special education, STEM, and/or bilingual education in the applicant LEA(s). Legislation requires grant recipients to provide a 100-percent match of grant funding to support, complement, or enhance the residency program, and the match may be one dollar for every dollar of grant funding and/or an in-kind match. Additionally, in an effort to provide a maximum of direct services and/or related services that directly benefit the teacher residents, the authorizing legislation capped the expenditure of grant funds for program administration at five percent.

The RFP for this Teacher Residency Expansion grant was posted on September 14, 2018, and grant applications were due on November 15, 2018. The grant awards were announced on December 17, 2018. Table 3 shows the four LEAs that were funded for the Teacher Residency Expansion Grants.

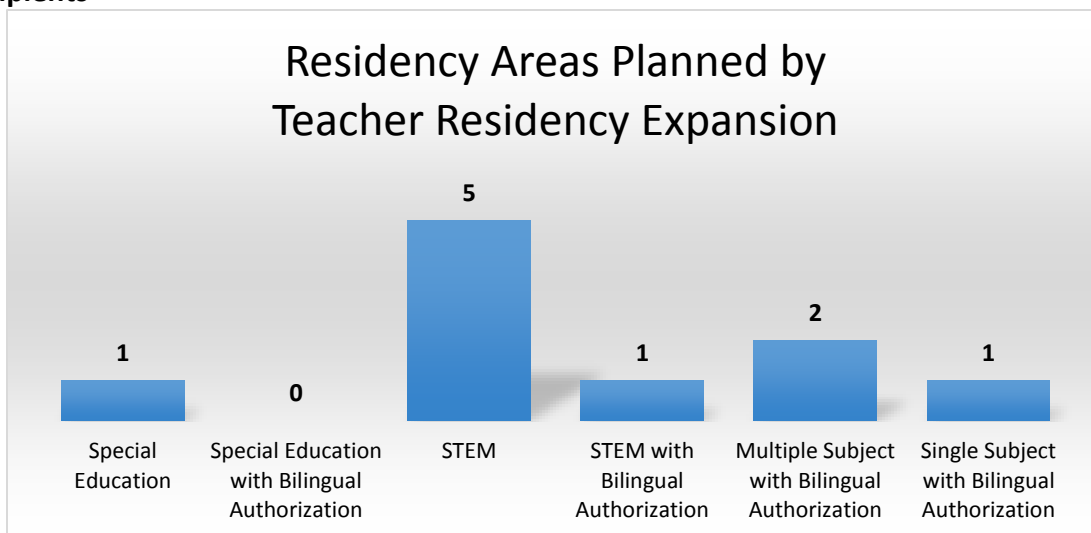
Table 3: Teacher Residency Expansion Grant Recipients, IHE Partners, Amount, and Planned Residency Area(s)

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Amount	Residency Area(s)
Bakersfield City School District	California State University, Bakersfield	\$300,000	STEM; Multiple Subject Bilingual
Oakland Unified School District	California State University, East Bay University of California, Berkeley	\$240,000	STEM
Salinas Union High School District	California State University, Monterey Bay	\$120,000	STEM; Special Education
San Francisco Unified School District	San Francisco State University	\$160,000	STEM
San Francisco Unified School District	University of San Francisco, Stanford University	\$400,000	STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual

As illustrated in Figure 5 below, the four LEA grantees are continuing their partnership with local IHEs to expand current teacher residency programs. Of the four awarded LEA grantees:

- One is focusing on Special Education;
- Five are focusing on STEM;
- One is focusing on STEM with a Bilingual Authorization;
- Two are focusing on Multiple Subject with a Bilingual Authorization; and
- One is focusing on Single Subject Non-STEM with a Bilingual Authorization

Figure 5: Combined Residency Areas Planned by Teacher Residency Expansion Grant Recipients



Teacher Residency Grants

This grant provides awards of up to \$20,000 per resident participating in the Teacher Residency Grant Program for the purpose of developing a new residency pathway with an IHE that has a Commission-approved teacher preparation program or expanding existing LEA-IHE partnerships currently operating a Commission-approved teacher residency pathway. Legislation requires grant recipients to provide a 100-percent match of grant funding to support, complement, or enhance the program’s efforts, and the match may be one dollar for every dollar of grant funding and/or an in-kind match. Additionally, in an effort to provide a maximum of direct services and/or related services that directly benefit the teacher residents, the authorizing legislation capped the expenditure of grant funds for program administration at five percent.

The RFP for this grant was posted on October 15, 2018, with grant applications due on January 15, 2019. Grant awards were announced on March 8, 2019.

Table 4 shows the twenty-nine LEAs that were funded for the Teacher Residency Grant. This funding will support LEAs to develop and implement LEA-IHE Teacher Residency partnerships to prepare special education, STEM, and/or bilingual residents.

Table 4: Teacher Residency Grant Recipients, IHE Partners, and Planned Residency Area(s)**

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Residency Focus
AchieveKids*	Pacific Oaks College	Special Education
Clovis Unified School District*	California State University, Fresno	Special Education
Davis Joint Unified School District*	California State University, Sacramento	Special Education
Elk Grove Unified School District*	University of the Pacific	Special Education
Franklin McKinley School District*	San Jose State University	Special Education; STEM
Fresno Unified School District*	California State University, Fresno	Special Education; STEM; Multiple Subject with Bilingual Authorization
Humboldt County Office of Education*	Humboldt State University	Special Education
Kern High School District	California State University, Bakersfield	STEM
La Mesa-Spring Valley School District*	San Diego State University	Special Education; STEM; Multiple Subject with Bilingual Authorization
Los Angeles Unified School District*	California State University, Dominguez Hills	Special Education; Multiple Subject with Bilingual Authorization

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Residency Focus
Los Angeles Unified School District*	California State University, Los Angeles	Special Education; STEM
Los Angeles Unified School District*	California State University, Northridge	Special Education; STEM
Los Angeles Unified School District*	University of California, Los Angeles	STEM; Multiple Subject with Bilingual Authorization
Madera Unified School District*	California State University, Fresno	Multiple Subject with Bilingual Authorization
Monterey County Office of Education*	California State University, Monterey Bay	Special Education; STEM; Multiple Subject with Bilingual Authorization
Multicultural Learning Center	California State University, Northridge	Multiple Subject with Bilingual Authorization
Napa Valley Unified School District*	Sonoma State University	Special Education; Special Education with Bilingual Authorization; STEM; STEM with Bilingual Authorization; Multiple Subject with Bilingual Authorization; Single Subject Non-STEM with Bilingual Authorization
Oakland Unified School District	Loyola Marymount University	Special Education
Oxnard School District*	California State University, Channel Islands	Special Education; Multiple Subject with Bilingual Authorization
Pasadena Unified School District*	California State University, Los Angeles	Special Education
Patterson Joint Unified School District	California State University, Stanislaus	STEM
Partnerships to Uplift Communities (PUC) Schools*	Loyola Marymount University	Special Education; STEM
Sacramento City Unified School District*	California State University, Sacramento	STEM
San Joaquin County Office of Education*	Teachers College of San Joaquin	Special Education; STEM
Santa Ana Unified School District*	California State University, Fullerton University of California, Irvine	Special Education; STEM

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Residency Focus
Stockton Unified School District*	University of the Pacific California State University, Stanislaus	Special Education; Multiple Subject with Bilingual Authorization
Sweetwater Union High School District*	San Diego State University University of California, San Diego	Special Education; Special Education with Bilingual Authorization; STEM; STEM with Bilingual Authorization; Single Subject Non-STEM with Bilingual Authorization
Tracy Joint Unified School District*	Notre Dame de Namur University	Special Education
Turlock Unified School District	California State University, Stanislaus	Special Education; Multiple Subject with Bilingual Authorization
Upland Unified School District	California Polytechnic State University, Pomona	Special Education
Vista Hill Stein Education Center*	San Diego State University	Special Education
West Contra Costa Unified School District	California State University, East Bay	Special Education
West Contra Costa Unified School District*	California State University, East Bay University of California, Berkeley	STEM

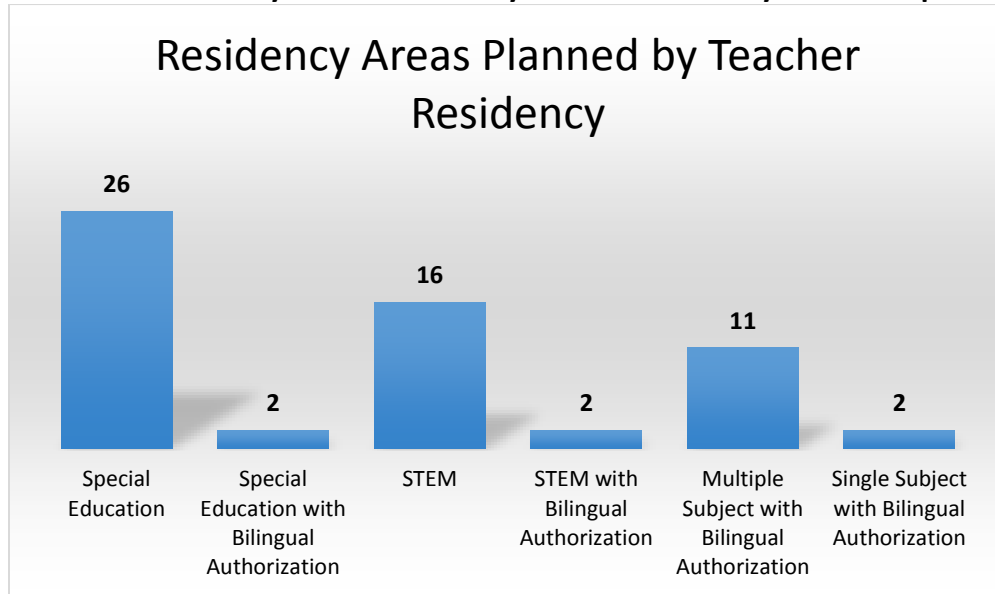
*Conditionally funded pending receipt of additional information.

**As the Commission is continuing to negotiate funding to grantees, the amount of grant funding has been omitted until all fund amounts have been determined.

Of the twenty-nine LEAs awarded grant funding, thirteen also had submitted an application and were funded for a Teacher Residency Capacity Grant. As illustrated in Figure 6 below, of the twenty-nine awarded LEA grantees:

- Twenty-six are focusing on Special Education;
- Sixteen are focusing on STEM;
- Two are focusing on Special Education with a Bilingual Authorization;
- Two are focusing on STEM with a Bilingual Authorization;
- Eleven are focusing on Multiple Subject with a Bilingual Authorization; and
- Two are focusing on Single Subject Non-STEM with a Bilingual Authorization

Figure 6: Combined Residency Areas Planned by Teacher Residency Grant Recipients



Evaluation of the Residency Grants

All Residency grantees will be required to submit an annual report to the Commission noting:

- The number of residents trained in each of the proposed areas;
- The range of total financial support provided to residents;
- Information regarding the effectiveness of the Teacher Residency Grant Program in recruiting, developing support systems for and retaining special education, bilingual education, and STEM teachers;
- The percentage of completers and who earned a preliminary credential;
- The extent to which program graduates are teaching in high-need subjects and locations;
- The number and percentage of program graduates who teach in special education, bilingual education, and STEM within in the LEA;
- The number and percentage of program graduates who teach in hard to staff schools;
- The number and percentage of program graduates who teach in a school where 50 percent or more of the enrolled pupils are eligible for free or reduced price meals;
- The extent to which program graduates have increased the diversity of the LEA's workforce;
- Teacher retention rates for program graduates;
- Residency program graduate achievement on the Teaching Performance Assessment (TPA);
- The percentage of program participants who complete induction and earn a clear credential;
- Results from candidate and program graduate surveys of the quality of preparation they received;
- Best practices found to be effective in implementing the program;
- Factors promoting or hindering program implementation; and
- Lessons learned.

Staff will provide regular updates to the Commission regarding this state-funded grant program. A final report is due from the Commission to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

Next Steps

Staff will be providing technical assistance to all grantees as needed, and will also be involved in additional assistance and networking opportunities to grantees offered through additional resources such as ConsultEd and the S.D. Bechtel, Jr. Foundation. On April 30, 2019, interested LEA grantees and their IHE partners have been invited to a convening at California State University, Sacramento, sponsored through these additional resources, and Commission staff will be in attendance to support Teacher Residency partnerships as they work together to address the teacher shortage and provide qualified teachers for California’s public schools.