

---

# 3F

## Information

### *Educator Preparation Committee*

### Update on the Teacher Residency Grant Programs

---

**Executive Summary:** This agenda item presents an update on the Teacher Residency Grant Programs. WestEd is conducting an evaluation of the Teacher Residency programs and will provide an overview of their findings to date.

**Recommended Action:** For information only

**Presenters:** Kristina Najarro, Consultant, Professional Services Division and Melissa Eiler White, Project Director, WestEd

#### **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 the Teacher Residency Grant Programs

---

## Introduction

This agenda item presents an update on the Teacher Residency Grant Programs, one of four grant programs administered by the Commission on Teacher Credentialing (Commission) and provides both the second round of data collection required by the request for proposals (RFPs) and information from the WestEd evaluation for Year Two of the California Teacher Residency Grant Programs.

## Background

The Teacher Residency Grant Programs—Capacity, Residency, and Expansion—were included in the 2018-19 state budget to support the development, implementation, and expansion of teacher residency programs. [Authorizing legislation](#) provided a total of \$75 million for competitive grants for local education agencies (LEAs) to work in partnership with institutions of higher education (IHEs) that offer Commission-approved teacher preparation programs to offer a teacher residency pathway to earn a teaching credential in special education, STEM, or bilingual education. The authorizing statute divided the \$75 million in the following way:

- \$50 million was allocated for the preparation of special education residents with grants up to \$20,000 per resident.
- \$25 million was allocated for the preparation of STEM and/or bilingual residents with grants up to \$20,000 per resident.
- \$1.5 million was allocated specifically for capacity grants up to \$50,000 per recipient.

Grant funding for all three program types is available for encumbrance through June 30, 2023.

In accordance with the provisions of the authorizing statute, the Teacher Residency Grant Programs:

- Address teacher shortages in special education, STEM, bilingual, and other shortage areas.
- Help to recruit and support the preparation of more individuals in the teaching profession.
- Promote and provide support for teacher residency program models.
- Support the induction of educators into the profession.

For the purposes of the Teacher Residency Grant Programs, a teacher residency program is defined in the authorizing legislation as a Local Education Agency (LEA)-based partnership between an LEA and an institution of higher education (IHE) that offers a Commission-approved 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.

Request for Proposals (RFP) for all three Teacher Residency Grant Programs —Capacity, Residency, and Expansion— were released in the following order:

- Teacher Residency Capacity Grant Program – RFP released August 2018 and proposals were due September 2018.
- Teacher Residency Expansion Grant Program – RFP released September 2018 and proposals were due November 2018.
- Teacher Residency Grant Program – RFP released October 2018 and proposals were due January 2019.

Twenty-three programs were awarded Teacher Residency Capacity Grants, five programs were awarded Teacher Residency Expansion Grants, and thirty-three programs were awarded Teacher Residency Grants. [Appendix A](#) includes the list of Capacity grantee LEAs, their partner IHE(s), as well as their planned residency focus area. [Appendix B](#) contains the list of Expansion and Residency Program LEA grant recipients, their IHE partner(s) with a Commission-approved preliminary teacher preparation program, and their residency credential areas.

This item has been separated into two sections. Section One presents Teacher Residency Capacity grantee data. Teacher Residency Capacity grant funds are designated for developing an LEA/IHE partnership and for planning a residency model, not implementing one. Section Two provides Teacher Residency Expansion and Teacher Residency grantee data which is reported together, as these are the two grant types that support residents through a teacher preparation pathway.

### **Section One - Teacher Residency Capacity Grant**

The Teacher Residency Capacity Grant was made available to provide awards up to \$50,000 per recipient 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 eligible for funding through this grant include:

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

### **Data Collection**

To analyze the impact of this state-funded grant program, Commission staff requested data as outlined in the RFP. The tables below present data from Teacher Residency Capacity Grant Programs submitted by June 30, 2021. Table 1 shows that the 23 LEA grantees have been funded to collectively develop their partnership capacity with IHEs to design and be prepared to implement 51 residency programs. Table 2 indicates the number of grantees that have completed all planning activities outlined in their proposals to the Commission. Table 3 shows the categories in which Capacity grantees have allocated funding.

**Table 1: Teacher Residency Capacity Grant – Pathways Being Planned**

| <b>Residency Area</b>                                  | <b>Programs Developing this Type of Pathway (n = 51)</b> | <b>Percent of total Residencies Being Planned</b> |
|--|--|---|
| Special Education                                      | 20   | 40%   |
| Special Education with Bilingual Authorization         | 4  | 8%  |
| STEM   | 10   | 20%   |
| STEM with Bilingual Authorization                      | 5  | 9%  |
| Multiple Subject with Bilingual Authorization          | 7  | 14%   |
| Single Subject (non-STEM) with Bilingual Authorization | 5  | 9%  |

**Table 2: Teacher Residency Capacity Grant – Planning Activities Completed**

| <b>Report Question: Has the LEA-IHE Partnership Completed All Activities Outlined in the Proposal?</b> | <b>Number of Grantees Selecting this Option (n = 23)</b> | <b>Percent of total Residencies Being Planned</b> |
|--|--|---|
| Yes  | 10   | 43%   |
| No   | 13   | 54%   |

**Table 3: Teacher Residency Capacity Grant – Grant and Matching Funds Spent**

| <b>Type of Funding</b>                           | <b>Grant Funds Spent (\$1,050,010 awarded)</b> | <b>Matching Funds Spent</b> | <b>Total</b>          |
|--|--|-----------------------------|-----------------------|
| LEA Personnel (Salaries)                         | \$104,198.00                                   | \$298,766.90                | \$402,964.90          |
| LEA Personnel (Stipends)                         | \$10,782.00                                    | \$5,500.00                  | \$16,282.00           |
| LEA Personnel (Release Time)                     | \$21,113.11                                    | \$14,651.00                 | \$35,764.11           |
| IHE Personnel (Salaries)                         | \$104,175                                      | \$183,347.40                | \$287,522.40          |
| IHE Personnel (Stipends)                         | \$25,627.98                                    | \$2,250.00                  | \$27,877.98           |
| IHE Personnel (Release Time)                     | \$14,493.64                                    | \$17,135.00                 | \$31,628.64           |
| Mentor Teacher Professional Development/Training | \$43,772.02                                    | \$10,500.00                 | \$54,272.02           |
| Mentor Teacher Stipends                          | \$50,527.37                                    | \$7,889.37                  | \$58,416.74           |
| Mentor Teacher Release Time                      | \$1,750  | \$7,189.83                  | \$8,939.83            |
| Travel for LEA Personnel                         | \$6,423.83                                     | \$2,508.87                  | \$8,932.70            |
| Travel for IHE Personnel                         | \$2,488.00                                     | \$369.00                    | \$2,857.00            |
| Program Administration                           | \$24,156.00                                    | \$22,907.28                 | \$47,063.28           |
| Other  | \$61,865.85                                    | \$95,581.40                 | \$157,447.25          |
| <b>Totals</b>                                    | <b>\$471,372.80</b>                            | <b>\$668,596.05</b>         | <b>\$1,139,968.85</b> |

## **Section Two - Teacher Residency Expansion and Teacher Residency Grants**

The remainder of this agenda item summarizes the partnerships Commission staff have with external organizations to support grant recipients and presents the data collected from Expansion and Residency grantees as of June 30, 2021.

### **Teacher Residency Lab and WestEd Evaluation**

In response to the award of state-funded grants to Teacher Residency Grant Programs, a group of philanthropic and advocacy organizations created the [California Teacher Residency Lab \(The Lab\)](#) to provide a system of support to accelerate the progress of teacher residencies. The [Californians Dedicated to Education \(CDE\) Foundation](#) coordinates The Lab to ensure a common vision of high-quality research-based professional development that will result in effective teacher residencies.

The Lab has formed an Advisory Committee that includes technical assistance providers, funders, advocacy organizations, the Lab convener, strategic advisors, and WestEd. Together, these organizations created The Lab, whose mission is to “Strengthen California’s capacity to provide equity-driven, clinically rich, teacher preparation and support” and reach the vision of “California’s powerfully prepared, diverse, and thriving teacher workforce advances educational equity and justice, providing the learning supports that ensure every student reaches their full potential.” In September 2020, the CDE Foundation published a [Statement of Strategic Direction for the California Teacher Residency Lab](#).

Over the last two years, Commission staff worked closely with leaders of The Lab and with WestEd to convene residency grant recipients to develop a community of practice to support and strengthen their residency development efforts. Funded by the Gates Foundation, WestEd is conducting a formative evaluation of the California Teacher Residency Grant Program. Through surveys, interviews, and focus groups with grantees, WestEd has examined how grantees are progressing towards the grant’s overarching goal of preparing diverse, well-prepared STEM, bilingual, and special education teachers who are hired and retained in high-need schools. A report of learnings from the grant’s first year of implementation, academic year 2019-20, is titled [Launching the California Teacher Residency Grant Program: Findings from Year 1 \(2019/20\)](#), and the most recent report is titled [Teacher Residency Program in California: Financial Sustainability Challenges and Opportunities](#).

### **Data Collection**

To analyze the impact of this state-funded grant program, Commission staff requested data as outlined in the RFP in the areas noted below. The 2019-20 school year represented Year One of the grant programs, and initial data was reported to the Commission in [December 2020](#). As the programs have now completed their second year of implementation, data is now available for all but one of the data elements requested by the RFP:

- The number of residents enrolled to be trained in each of the following areas: special education, STEM subjects, and bilingual education.
- The range of total financial support provided to residents, such as stipends or tuition support.
- The average per-resident costs of the program, including matching funds provided by

the grantee and sources of these funds.

- 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 program participants who complete the residency program and earn a Preliminary teaching 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 subjects within the grant recipient.
- The number and percentage of program graduates who teach in hard to staff schools, as determined by the grant recipient.
- 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 increase the diversity of the grant recipient's workforce, including the number and percentage of program graduates who are members of underrepresented groups.
- Teacher retention rates for program graduates within the grant recipient (data included in this item for the first year of employment and will continue to be gathered in subsequent years).
- Residency program graduate achievement on the Teaching Performance Assessment (TPA).
- The percentage of program participants who complete induction and earn a Clear teaching credential (this data will be available in subsequent years once residents complete their two-year induction programs).

WestEd collected the following additional data and will present their findings during the February 2022 Commission meeting:

- 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.
- Lessons learned to inform future investments in this type of program.

The results of data collected are described in the remainder of this item. As a reminder, the data represented is a combination of the Expansion and Residency grantee data as reported by grantee LEAs.

### **Teacher Residency Programs Enrollment**

It is important to note that not all teacher preparation programs begin in the fall and end in the spring, including Teacher Residency Programs. As a result, Teacher Residency Programs reported the following information regarding program start dates:

- Twenty-seven (27) grantees began a Teacher Residency Program in fall 2019;
- One (1) program began in January 2020;

- Three (3) programs began in May/June 2020;
- Six (6) grantees enrolled their first cohort in fall 2020; and
- One (1) grantee did not determine a start date and has since elected not to implement a Teacher Residency Program.

The following tables reflect the number of teacher residents enrolled at any time in the 2020-21 academic year, July through June.

### Number of Teacher Residents Enrolled by Credential Area and Clinical Placement

For Year Two of the Teacher Residency Grant Programs, LEAs reported a total of 359 teacher residents between July 2020 and June 2021. Table 4 indicates the number and percent of teacher residents by credential area and Table 5 shows the clinical placement.

**Table 4: Teacher Residents Enrolled in Special Education, STEM, and Bilingual Programs**

| Teacher Residency Programs<br>Credential Areas          | Program Year 2<br>(n = 359) | Percent |
|---|-----------------------------|---------|
| Special Education                                       | 149                         | 41%     |
| Multiple Subject with Bilingual<br>Authorization        | 74                          | 21%     |
| STEM  | 124                         | 34%     |
| STEM with Bilingual Authorization                       | 6                           | 2%      |
| Single Subject non-STEM with Bilingual<br>Authorization | 6                           | 2%      |

**Table 5: Clinical Placement of Enrolled Teacher Residents**

| Teacher Residents<br>Clinical Placement | Program Year 2<br>(n = 359) | Percent |
|---|-----------------------------|---------|
| Grades TK-2 Bilingual                   | 40                          | 11%     |
| Grades 3-5 Bilingual                    | 25                          | 7%      |
| Grades 6-8 Bilingual                    | 3                           | 1%      |
| Subject Specific Bilingual              | 11                          | 3%      |
| Math                                    | 58                          | 16%     |
| Science                                 | 50                          | 14%     |
| Special Education, Elementary           | 58                          | 16%     |
| Special Education, Secondary            | 47                          | 13%     |
| Special Education, Early Childhood      | 3                           | 1%      |
| Not reported                            | 64                          | 18%     |

### Number of Teacher Residents Enrolled by Race/Ethnicity and Gender

For the Year Two reporting cycle, LEA grantees reported the number of teacher residents by self-identified race, ethnicity, and gender. Tables 6 and 7 provide this information.

**Table 6: Race/Ethnicity of Enrolled Teacher Residents**

| Teacher Residents<br>Race/Ethnicity | Program Year 2<br>(n = 359) | Percent |
|-------------------------------------|-----------------------------|---------|
| Asian                               | 45                          | 13%     |
| Black/African American              | 16                          | 4%      |
| Hispanic/Latinx                     | 164                         | 46%     |
| White                               | 104                         | 29%     |
| Two or more races                   | 7                           | 2%      |
| Decline to state                    | 16                          | 4%      |
| Not Reported                        | 7                           | 2%      |

**Table 7: Gender of Enrolled Teacher Residents**

| Teacher Residents<br>Gender | Program Year 2<br>(n = 359) | Percent |
|-----------------------------|-----------------------------|---------|
| Female                      | 261                         | 73%     |
| Male                        | 86                          | 24%     |
| Non-binary                  | 3                           | 1%      |
| Decline to state            | 8                           | 2%      |
| Not Reported                | 1                           | < 1%    |

**Teacher Residency Programs Completers**

In addition to providing information about candidates enrolled in the Teacher Residency Programs, LEA grantees were required to provide data regarding the successful completion of the preparation program. Tables 8 and 9 provide data regarding the number of completers from programs that had a fall 2020 start date and reasons for residents who did not complete the program.

For review of this data, it is important to note that of the 33 Teacher Residency Programs with a fall start, 16 programs enrolled teacher residents pursuing an Education Specialist credential, and many Education Specialist preparation programs are longer than one academic year. Thus, these teacher residents will not be noted as completers until Year Three data is collected. Additionally, it is important to remember that the COVID-19 pandemic had an effect on residency programs' ability to assign field work placements at the beginning of the 2020-21 school year and has also impacted completion rates in educator preparation programs, including Teacher Residency Programs.



**Table 8: Teacher Residency Program Completers**

| Teacher Residency Program Completers  | Program Year 2 (n = 263) | Percent |
|---|--------------------------|---------|
| Residents Enrolled in Fall 2020   | 263                      | 100%    |
| Fall 2020 Enrollees Completed (Recommended for a preliminary teaching credential)         | 162                      | 62%     |
| Fall 2020 Enrollees Not Completed (Not recommended for a preliminary teaching credential) | 101                      | 38%     |

**Table 9: Teacher Residency Program, Reasons for Not Completing**

| Teacher Residents Gender   | Program Year 2 (n = 101) | Percent |
|--|--------------------------|---------|
| Education Specialist Program (18 month) or otherwise still enrolled in the teacher preparation program | 16                       | 16%     |
| Program Sponsored Variable Term Waiver (PS VTW)  | 13                       | 13%     |
| Exited Program   | 3                        | 3%      |
| Did Not Pass Required Exam (non-COVID related)   | 17                       | 17%     |
| Some (or all of the above)   | 9                        | 9%      |
| Other  | 27                       | 26%     |
| Unreported   | 16                       | 16%     |

**Teacher Residency Completers Ethnic and Racial Diversity Compared to LEA and State Data**

LEA grantees reported ethnic and racial diversity of completers, and WestEd compared this information to two sets of data: (1) the race/ethnicity of PK-12 teachers in the grantee LEA and statewide, and (2) the race/ethnicity of the PK-12 students in the grantee LEA and statewide. Tables 10 and 11 present these data.

**Table 10: Race/Ethnicity of Teacher Residency Program (TR) Year 2 Completers Comparison to PK-12 Teachers in Grantee LEA and Statewide Data**

| Race/Ethnicity         | TR Completers | Teachers in TR LEAs | Teachers Statewide |
|------------------------|---------------|---------------------|--------------------|
| Asian                  | 14%           | 8%                  | 6%                 |
| Black/African American | 2%            | 7%                  | 4%                 |
| Hispanic/Latinx        | 46%           | 31%                 | 21%                |
| Two or more races      | 2%            | 1%                  | 1%                 |
| White                  | 30%           | 45%                 | 61%                |
| Decline to state       | 7%            | 4%                  | 5%                 |

**Table 11: Race/Ethnicity of Teacher Residency Program (TR) Year 2 Completers Comparison to PK-12 Students in Grantee LEA and Statewide Data**

| Race/Ethnicity         | TR Completers | Students in TR LEAs | Students Statewide |
|------------------------|---------------|---------------------|--------------------|
| Asian                  | 14%           | 8%                  | 10%                |
| Black/African American | 2%            | 8%                  | 5%                 |
| Hispanic/Latinx        | 46%           | 65%                 | 55%                |
| Two or more races      | 2%            | 3%                  | 4%                 |
| White                  | 30%           | 12%                 | 22%                |
| Decline to state       | 7%            | 1%                  | 1%                 |

**Teacher Residency and Teacher Performance Assessment (TPA)**

Additional data required of the LEA grantees as outlined in the RFP include the results of Teacher Performance Assessment (TPA) pass rates for the 359 teacher residents enrolled in the 2020-21 academic year. Tables 12-14 provide this information.

For review of this data, it is important to note that teacher residents in Education Specialist credential programs are not currently required to take and pass a TPA. For purposes of this report, only Multiple Subject and Single Subject Bilingual and STEM teacher residents were required to take and pass the TPA as part of the credential requirement.

**Table 12: Teacher Performance Assessment (TPA) Pass Rates – CalTPA (n = 55)**

| CalTPA # of Attempts Made       | Passed | Postponed due to COVID | Not Passed |
|---------------------------------|--------|------------------------|------------|
| 0                               | NA     | 14                     | 9*         |
| 1                               | 19     | 7                      | 1          |
| 2                               | 0      | 0                      | 1          |
| Number of attempts not reported | 2      | 0                      | 2          |
| <b>Totals</b>                   | 21     | 21                     | 13         |

*\*Grantees reporting a figure in the not passed column when a TPA was not attempted indicates that residents did not attempt the TPA for various reasons including length of program, unforeseen extension of program, etc.*

**Table 13: Teacher Performance Assessment (TPA) Pass Rates – edTPA (n = 116)**

| edTPA # of Attempts Made        | Passed | Postponed due to COVID | Not Passed |
|---------------------------------|--------|------------------------|------------|
| 0                               | NA     | 15                     | 11*        |
| 1                               | 39     | 1                      | 9          |
| 2                               | 4      | 0                      | 0          |
| Number of attempts not reported | 11     | 16                     | 10         |
| <b>Totals</b>                   | 54     | 32                     | 30         |

*\*Grantees reporting a figure in the not passed column when a TPA was not attempted indicates that residents did not attempt the TPA for various reasons including length of program, unforeseen extension of program, etc.*

Table 14 indicates the number of Year 2 teacher residents enrolled in the Teacher Residency programs that require passage of the Fresno Assessment for Student Teacher (FAST) as well as those earning a credential for which a TPA is not required and the number of teacher residents for which TPA data was not reported. In reviewing these data, it is important to note that the two teacher residency programs that require participants to pass FAST are dual credential programs in which the Year 2 teacher residents have not yet reached the point in their enrollment to attempt the FAST.

**Table 14: Teacher Performance Assessment (TPA) Pass Rates – Fresno Assessment for Student Teachers (FAST), Not Applicable for this Credential Type, and Not Reported (n = 188)**

| <b>TPA Type</b>   | <b>Frequency of Response</b> |
|---|------------------------------|
| Year 2 residents that will attempt FAST beyond July 2021                  | 33                           |
| TPA not required for credential type being earned by the teacher resident | 101                          |
| TPA type not reported   | 54                           |

**Teacher Residency Program Costs**

The next set of the data required of the LEA grantees includes the range of total financial support provided to teacher residents, such as stipends or tuition support, and the average per-resident costs of the program including matching funds provided by the grantee and the sources of these funds.

Table 15 shows the types of financial support that the Teacher Residency Programs provided to residents and the overall costs of those supports. It is important to remember that the costs in Table 15 reflect grant and matching funds expended for residents who entered the program at any point in the 2020-21 academic year. Thus, not all spending on residents spanned an entire year. Additionally, not all spending was proposed for only Year Two; for example, many LEAs proposed matching funds in subsequent years for such supports as induction and signing bonuses, which is the reason that matching funds do not yet equal grant fund expenditures. Over \$8.5 million dollars of grant and matching funds were expended in Year Two of the Teacher Residency Grant Programs.

**Table 15: Teacher Residency Program: Year 2 Grant and Matching Funds Ranges of Financial Support**

| Type of Support  | Grant Funds        | Matching Funds     | Total              |
|--|--------------------|--------------------|--------------------|
| Teacher Preparation Costs (tuition, fees, etc.)          | \$623,648          | \$933,577          | \$1,557,225        |
| Salary/Stipends for Residents                            | \$2,816,728        | \$966,018          | \$3,782,746        |
| TPA and/or Other Exam Fees                               | \$9,394            | \$11,044           | \$20,438           |
| Other (signing bonuses, etc.)                            | \$6,288            | \$116,564          | \$122,852          |
| Master/Mentor Teacher Professional Development/Training  | \$284,174          | \$147,220          | \$431,394          |
| Master/Mentor Support/Stipend/Release Time               | \$460,214          | \$211,417          | \$671,631          |
| Faculty Stipends/Release Time                            | \$60,381           | \$210,431          | \$270,812          |
| Induction Support for Residents Who Complete the Program | \$11,314           | \$420,604          | \$431,918          |
| Program Administration                                   | \$259,699          | \$1,147,416        | \$1,407,115        |
| <b>Totals</b>  | <b>\$4,531,840</b> | <b>\$4,164,291</b> | <b>\$8,696,131</b> |

**Teacher Residency Year One Cohort Hiring Data**

The last of the 2020-21 data collected from the LEA grantees details the hiring data for Year One residents who completed a program during the 2019-20 academic year. Authorizing statute requires residents to serve in their residency LEA for four years after successfully completing their preparation program and earning a preliminary credential. Residents have five years to fulfill this four-year service commitment.

Table 16 shows the number of Year One residents who were hired as teachers of record at the time these data were collected in July 2021. It is important to note that many LEAs do not complete their hiring until late summer or have unexpected vacancies mid-year. Any updated Year One cohort employment data will be presented to the Commission in future reports from staff.

**Table 16: Employment Status of Year One Cohort Residents**

| Hiring Status of Teacher Residency Program Completers | Program Year 1 (n = 323) | Percent     |
|---|--------------------------|-------------|
| Hired   | 288                      | 89%         |
| Not Hired   | 31                       | 10%         |
| Not Reported  | 4                        | 1%          |
| <b>Totals</b>   | <b>323</b>               | <b>100%</b> |

The next three tables provide additional information about resident placements. Table 17 indicates whether a resident was hired by the LEA in which they completed their residency program or if they are fulfilling their service commitment in another California LEA. Tables 18

and 19 show the number of residents hired in hard to staff schools and in schools where 50% or more of pupils are eligible for free or reduced-price meals.

In reading these tables, it is important to note that candidates assisted by Teacher Residency grant funds have to fulfill a four-year teaching commitment in order to avoid having to repay all or a proportional part of the grant funds received by the candidate. However, it may happen that the candidate will need, for a variety of reasons and/or personal circumstances, to finish that four-year teaching commitment in a different California LEA than the grantee whose teacher residency program the candidate completed. In keeping with the intent of authorizing legislation to address California’s teacher shortage, if an LEA does not have a teaching position available for a teacher resident who participated in the LEA’s teacher residency program, the candidate may begin and/or complete the four-year teaching requirement in another California public school district, county office of education, or charter school. It is the responsibility of the LEA grantee to keep track of the employment of teacher residents whether employed in the grantee’s LEA or another California LEA and report such employment to the Commission in the required yearly reports.

**Table 17: Employment Status of Year One Cohort Residents – Same LEA as Residency Program**

| <b>Hiring Status of Teacher Residency Program Completers</b>            | <b>Program Year 1 (n = 288)</b> | <b>Percent</b> |
|---|---------------------------------|----------------|
| Hired in Grantee LEA at the Same School as Residency Placement          | 62                              | 22%            |
| Hired in Grantee LEA but at a Different School than Residency Placement | 182                             | 63%            |
| Hired in a Different California LEA                                     | 37                              | 13%            |
| Not Reported  | 7                               | 2%             |
| <b>Totals</b>   | <b>288</b>                      | <b>100%</b>    |

**Table 18: Employment Status of Year One Cohort Residents – Hard to Staff School**

| <b>Hiring Status of Teacher Residency Program Completers</b>  | <b>Program Year 1 (n = 288)</b> | <b>Percent</b> |
|---|---------------------------------|----------------|
| Hired in Grantee LEA at a Hard to Staff School                | 195                             | 68%            |
| Hired in a Different California LEA at a Hard to Staff School | 13                              | 4%             |
| Not Reported  | 80*                             | 28%            |
| <b>Totals</b>   | <b>288</b>                      | <b>100%</b>    |

*\*A significant portion of the data that was not reported is associated with teachers who have been hired outside of the grantee LEA; it has been challenging for programs to obtain this information from former residents.*

**Table 19: Employment Status of Year One Cohort Residents – 50% of Pupils Eligible for Free or Reduced-Price Meals (FRM)**

| Hiring Status of Teacher Residency Program Completers        | Program Year 1 (n = 288) | Percent     |
|--|--------------------------|-------------|
| Hired in Grantee LEA at a School with 50% FRM                | 198                      | 69%         |
| Hired in a Different California LEA at a School with 50% FRM | 20                       | 7%          |
| Not Reported   | 70*                      | 24%         |
| <b>Totals</b>  | <b>288</b>               | <b>100%</b> |

*\*A significant portion of the data that was not reported is associated with teachers who have been hired outside of the grantee LEA; it has been challenging for programs to obtain this information from former residents.*

### WestEd Evaluation Findings

WestEd conducted a formative evaluation of the California Teacher Residency Grant Program during Year One and has continued the evaluation in Year Two. The evaluation is designed to understand how grantees are progressing toward the grant’s overarching goal of preparing diverse, well-prepared STEM, bilingual, and special education teachers who take jobs in and are retained in high-need schools.

Findings from the second year of the Teacher Residency grant programs – during a global pandemic – will be presented to the Commission during the February 2022 meeting. This report will highlight 1) enrollment, completion and hiring findings from an analysis of data collected about the first two cohorts of residents and 2) share findings and recommendations from a newly released brief: [Teacher Residency Programs in California: Financial Sustainability Challenges and Opportunities](#), including the following:

1. Grantee programs have made progress toward key outcomes under challenging conditions including:
  - a) Residencies are supporting the development of a more diverse teaching workforce. Compared to the teachers in the LEAs’ existing workforce, residents better reflect the racial and ethnic diversity of the students they serve.
  - b) Residents intend to teach in their residency LEAs. Over 90 percent of residents indicated that they were extremely likely or likely to take a job in their placement LEA after completing their program.
  - c) Residents, mentor teachers, and partnership team members value their residency programs. Over 90 percent of residents, mentor teachers, and partnership team members would recommend their residency program to someone who wants to become a teacher.
  - d) Residents and mentor teachers highlight the importance of residencies’ rich yearlong clinical experience. This theme remained consistent despite the challenges of abruptly shifting to virtual learning during the 2020/21 school year.

2. Planning for future financial sustainability is essential to ensuring the success of the state investment. Key challenges have surfaced in data collected in Year 2:
  - a) Challenge 1: A majority of residents report experiencing financial hardships during their residency year, and residents of color are disproportionately impacted.
  - b) Challenge 2: Most residency programs are offering district-based employment opportunities to residents (such as having them serve as substitute teachers, paraprofessionals, or tutors), but fewer than half of residents are participating in these opportunities.
  - c) Challenge 3: Most programs are not yet broadening their funding sources and strategies to enable financial sustainability beyond the grant program.
  - d) Challenge 4: Many programs could strengthen their partnerships with partner LEAs and build their internal capacity to support sustainability.

### **Next Steps**

Staff will continue to monitor and provide support to Teacher Residency Capacity grantees that have not yet completed the activities outlined in their proposals to the Commission. Grant funding remains available to them for encumbrance through June 30, 2023. Grant recipients that have completed all planning activities have been notified of resources available to support them in pursuing residency implementation grant funding. Staff will present an update on Capacity grant data with the next annual update on Teacher Residency Programs.

Staff will continue to provide technical assistance to 2018 Teacher Residency grantees, work as partners with The Lab and with WestEd, and 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, 2022.

Staff has developed a timeline for the release of Request for Applications (RFAs) for the new Teacher Residency Grant competitions authorized by AB 130. The 2021 legislation provides additional funding and some new provisions for all three existing grant types. An item with this information will be presented to the Commission at the February 2022 meeting.

## Appendix A

### Teacher Residency Capacity Grant Recipients, IHE Partners, and Residency Focus Areas

#### Round 1 Capacity Grants

| LEA                | IHE  | Residency Focus  |
|--------------------|--|--|
| AchieveKids (NPS)  | Pacific Oaks College                                     | Special Education  |
| Davis Joint USD    | CSU Sacramento   | Special Education  |
| Fountain Valley SD | Chapman University                                       | Special Education  |
| Los Angeles USD    | CSU Dominguez Hills, CSU Los Angeles, and CSU Northridge | Special Education (including BILA and STEM (BILA))   |
|                    | CSU Long Beach and University of Southern California     | Special Education  |
|                    | UC Los Angeles   | STEM and Multiple Subjects with BILA   |
|                    | Loyola Marymount University                              | Special Education (including BILA) and Multiple Subjects with BILA   |
| Magnolia SD        | Chapman University                                       | Special Education  |
| Moreno Valley USD  | Brandman University                                      | Special Ed; Special Ed Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual |
| Napa Valley USD    | Sonoma State University                                  | Special Ed; Special Ed Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual |
| Patterson JUSD     | CSU Stanislaus   | STEM   |
| Poway USD          | Point Loma Nazarene University                           | Special Education  |
| Santa Ana USD      | UC Irvine  | STEM   |
| Stockton USD       | University of the Pacific                                | Special Education  |
| Sweetwater UHSD    | UC San Diego   | STEM; STEM Bilingual   |
|                    | San Diego State  | Special Ed; Special Ed Bilingual; STEM; STEM Bilingual; Single Subject Bilingual                             |
| Westside Union SD  | Brandman University, CSU Bakersfield                     | Special Education  |



**Round 2 Capacity Grants – IHEs and Residency Focus Areas**

| <b>LEA</b>            | <b>IHE</b>                           | <b>Residency Focus</b>   |
|-----------------------|--------------------------------------|--|
| Centinela Valley UHSD | UCLA                                 | Multiple Subject Bilingual; Single Subject Bilingual                                   |
| Santa Barbara COE     | UC Santa Barbara, Antioch University | Special Ed; STEM; STEM Bilingual, Multiple Subject Bilingual; Single Subject Bilingual |
| San Joaquin COE       | Teachers College of San Joaquin      | Special Ed; STEM   |
| Turlock USD           | CSU Stanislaus                       | Special Ed Bilingual; STEM   |
| Fairfield-Suisun USD  | University of San Francisco          | Special Ed; STEM; Single Subject Bilingual   |
| Monterey COE          | CSU Monterey Bay                     | Special Ed; STEM; Multiple Subject Bilingual   |
| Santa Ana USD         | CSU Fullerton                        | Special Ed   |
| Almanson Academy      | Pacific Oaks College, Pasadena       | Special Ed   |
| Oakland USD           | Loyola Marymount University          | Special Ed   |
| Elk Grove USD         | University of Pacific                | Special Ed   |

## Appendix B

### Teacher Residency Grant Recipients, IHE Partners, and Planned Residency Areas

| Local Education Agency (LEA)          | Institution of Higher Education (IHE) Partner(s) | Residency Focus  |
|---------------------------------------|--|--|
| AchieveKids                           | Pacific Oaks College                             | Special Education  |
| Bakersfield City School District*     | California State University, Bakersfield         | STEM; Multiple Subject Bilingual                                       |
| 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       |
| 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                    |

| <b>Local Education Agency (LEA)</b>              | <b>Institution of Higher Education (IHE) Partner(s)</b>                     | <b>Residency Focus</b>  |
|--|---|---|
|  |   | 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   |
| Oakland Unified School District*                 | California State University, East Bay<br>University of California, Berkeley | STEM  |
| 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  |
| Salinas Union High School District*              | California State University, Monterey Bay                                   |   |
| San Francisco Unified School District*           | San Francisco State University  | STEM  |
| San Francisco Unified School District*           | University of San Francisco<br>Stanford University                          | STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual  |
| San Joaquin County Office of Education           | Teachers College of San Joaquin   | Special Education; STEM   |
| Santa Ana Unified School District                | California State University, Fullerton<br>University of California, Irvine  | Special Education; STEM   |
| Stockton Unified School District                 | University of the Pacific<br>California State University, Stanislaus        | Special Education; Multiple Subject with Bilingual Authorization  |
| Sweetwater Union High School District            | San Diego State University<br>University of California, San Diego           | Special Education; Special Education with Bilingual Authorization; STEM; STEM with Bilingual Authorization;   |

| <b>Local Education Agency (LEA)</b>       | <b>Institution of Higher Education (IHE) Partner(s)</b>                     | <b>Residency Focus</b>   |
|---|---|--|
|   |   | 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<br>University of California, Berkeley | STEM   |

\*Teacher Residency Expansion LEA grantee