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Information

Educator Preparation Committee

Update on the 2021-22 State-Funded Grant Programs

Executive Summary: This agenda item presents an update on and timelines for the release of Request for Applications (RFAs) for the four 2021-22 state-funded grant programs: 1) Teacher Residency Programs (Capacity, Expansion, and Implementation), 2) Classified School Employee Teacher Credentialing Grant Program, 3) Computer Science Supplementary Authorization Incentive Grant, and 4) Dyslexia Grants to Teacher Preparation Programs.

Recommended Action: For information only

Presenter: Cara Mendoza, Administrator, Professional Services Division

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 2021-22 State-Funded Grant Programs

Introduction

This agenda item presents an update on and timelines for the release of Request for Applications (RFAs) for the four 2021-22 state-funded grant programs administered by the Commission on Teacher Credentialing (Commission).

Background

[Assembly Bill 130](#) budgeted \$492 million dollars of state funds to expand two state-funded grants administered by the Commission and to establish a new grant program. The Teacher Residency Program and the Classified School Employee Teacher Credentialing Program are current state-funded grant programs focused on teacher development, recruitment, retention, and support. The Computer Science Supplementary Authorization Incentive Grant Program is a new grant opportunity focused on increasing the number of current teachers to teach Computer Science.

[Budget Bill AB 128](#) provided \$2 million dollars of state funds for the Dyslexia Grants to Teacher Preparation Programs to support teacher preparation programs to update curriculum course offerings to align with the common trunk Teacher Performance Expectations and the updated Education Specialist Teacher Performance Expectations and include pedagogy on dyslexia.

An overview of each of these state-funded grant programs is provided below, including the anticipated timelines for release of the Request for Applications (RFAs) for each grant program.

Teacher Residency Program

The Legislature approved \$350 million over a five-year period for Teacher Residency Programs including Capacity, Expansion, and Implementation. This amount of state funds is an increase of \$275 million from the \$75 million earmarked for this grant program in the 2018-19 fiscal year.

Per authorizing legislation, Teacher Residency Program grants are available to eligible local education agencies (LEAs) which may be one or more, or any combination of the following: a school district, county office of education, charter school, regional occupational center or program operated by a joint powers authority, or a county office of education. For the purposes of the grant funds, legislation defines a Teacher Residency Program as *“a grant applicant-based program that partners with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education 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.”* Furthermore, grant funding is designed to establish new or expand existing teacher residency programs in “designated shortage fields” including special education, bilingual education, science, computer science, technology, engineering, mathematics,

Transitional Kindergarten, or Kindergarten, and any other fields identified by the Commission based on an annual analysis of hiring and vacancy data, and/or for recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community's diversity.

Two matters to consider when pursuing a state-funded Teacher Residency Program grant are related to partnerships and staffing. First, within the partnership between the LEA and the IHE, the LEA assumes responsibility for managing the grant funds, and the IHE assumes responsibility for recommending the preliminary credential upon completion of the program. Shared roles should include joint completion of reporting requirements and recruiting efforts. For staffing, potential grantee LEAs should consider Teacher Residency Programs to address staffing needs in Transitional Kindergarten classrooms. Commencing in the 2022-23 academic year, Education Code section 48000(g)(2) requires that Transitional Kindergarten (TK) classrooms have a one to twelve (1:12) adult to student ratio and a class size of twenty-four TK students; commencing in the 2023-24 academic year, and for each year thereafter, a ratio of one to ten (1:10) adults to students is required. Teacher Residency Programs would be ideal to help fill this need because, by design, the teacher resident would be the additional adult/educator in the room while they complete their teacher preparation program.

Of the \$350 million, \$25 million is set aside for Teacher Residency Capacity Grants. In the 2018-19 budget year, \$1.5 million was earmarked for Teacher Residency Capacity Grants; this year's funding is an increase of \$23.5 million. Grant awards may be up to \$250,000 for eligible LEAs, which is an increase of \$200,000 per grant award from the 2018-19 fiscal year. Teacher Residency Capacity Grants are intended to support a collaborative partnership between eligible LEAs with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to expand, strengthen, improve access to, or create a teacher residency program.

The remaining \$325 million is set aside for Teacher Residency Expansion and/or Implementation grants. Per authorizing legislation, grantees may receive up to \$25,000 per participating teacher resident each year, which is an increase of \$5,000 from the previous grant funding. It is expected that grantees provide matching or in-kind funds of \$0.80 per every dollar of grant funds. Grant recipients shall not use more than five (5) percent of a grant award for program administrative costs. Grant program funding shall be used for, but is not limited to, teacher preparation costs, stipends for mentor teachers, including but not limited to, housing stipends, residency program staff costs, and mentoring and beginning teacher induction costs following initial preparation. As in accordance with previous authorizing legislation, it is expected that a candidate in the grant-funded teacher residency program will teach in a school within the grantee LEA for a period of at least four school years. Priority consideration will be given to schools where 50% or more of the enrolled pupils are eligible for free or reduced-price meals and schools that are either in a rural location or densely populated region.

Teacher Residency Program Request for Applications (RFA) Timeline 2021-22

Table 1 displays the anticipated release dates and due dates for the Teacher Residency Request for Applications for the 2021-22 fiscal year. Given the anticipated demand for all the state-funded grants, as well as concerns about LEAs having sufficient time and resources to apply, the Commission is anticipating multiple submission opportunities.

Table 1: Teacher Residency Program RFA Timeline for 2021-22 and 2022-23 Fiscal Years

Name of Grant	Anticipated RFA Release Dates	Anticipated RFA Due Dates
Teacher Residency Capacity	November 2, 2021 August 2022 January 2023	February 14, 2022 November 2022 April 2023
Teacher Residency Expansion	February 2022 March 2022 September 2022 February 2023	March 2022 June 2022 December 2022 May 2023
Teacher Residency Implementation	February 2022 September 2022 February 2023	May 2022 December 2022 May 2023

Grant competitions will be offered through multiple application windows each year until the 2025-26 fiscal year or until the \$350 million has been awarded.

Classified School Employee Teacher Credentialing Program

The Legislature approved \$125 million over a five-year period for the Classified School Employee Teacher Credentialing Program (Classified Grants). This amount of state funds is an increase of \$80 million from the \$45 million earmarked for this grant program in the 2018-19 fiscal year.

Per authorizing legislation, Classified School Employee Teacher Credentialing Program grants are available to eligible LEAs to recruit and support current classified staff who already hold an associate or higher degree to complete a bachelor’s degree and earn a teaching credential. Grantees may use funding to plan, expand and/or develop a new program to recruit and support classified staff in any position, including expanded learning and preschool program staff seeking a credential to serve in Transitional Kindergarten or above. As with Teacher Residency Program grants, potential grantee LEAs could consider Classified Grants to help address new staffing needs in transitional kindergarten classrooms. With lower teacher to student ratios needed in the 2022-23 academic year and subsequent years, participants in teacher education programs supported by the Classified Grants program could serve as the additional required adult/educator in the TK classroom.

Eligible LEA grantees may receive up to \$24,000 per participating teacher resident over the five-year grant period, which is an increase of \$4,000 per participant from the 2018-19 grant funding. The intent of the legislation is to support 5,208 new participants on a path to earn a

teaching credential, which is an increase of 3,020 individuals. Grant recipients may not use more than ten (10) percent of the grant award for program administrative costs, and there is no matching funds requirement for this grant. Participating classified employees must commit to complete one school year of classroom instruction in the eligible LEA grantee for each year that he/she/they receive assistance for books, fees, and tuition while attending an institution of higher education under the program. Priority is given to LEAs that have not previously received Classified Grant funds or that have a higher shared of unduplicated pupils (i.e., English learner, homeless, and foster youth).

Classified School Employee Teacher Credentialing Program Request for Applications (RFA) Timeline 2021-22

Table 2 displays the anticipated release dates and due dates for the Classified School Employee Teacher Credentialing Program Request for Applications. Given the anticipated demand for all the state-funded grants, as well as concerns about LEAs having sufficient time and resources to apply, the Commission is anticipating multiple submission opportunities.

Table 2: Classified School Employee Teacher Credentialing Program RFA Timeline 2021-22 and 2022-23 Fiscal Years

Name of Grant	Anticipated RFA Release Dates	Anticipated RFA Due Dates
Classified School Employee Teacher Credentialing Program	February 2022 July 2022 February 2023	May 2022 October 2022 May 2023

Grant competitions will be offered twice a year until the 2025-26 fiscal year or until the \$125 million has been awarded.

Computer Science Supplementary Authorization Grant Program

One of two new grant programs authorized by the Legislature for the 2021-22 fiscal year is the Computer Science Supplementary Authorization Grant Program for LEAs with the intent to provide \$15 million over a five-year period to support the preparation of credentialed teachers to earn a supplementary authorization in computer science and to provide instruction in computer science coursework in settings authorized by the underlying credential. Per authorizing legislation, Computer Science Supplementary Authorization Grant Program grants are available to eligible LEAs defined as a school district, county office of education, county superintendent of schools, state-operated education program including a state special school, an education program providing instruction in kindergarten or any of grades 1 to 12, inclusive, that is offered by a state agency, including the Department of Youth and Community Restoration and the State Department of Developmental Services, or a regional occupational center or program operated by a joint powers authority or county office of education.

Eligible LEA grantees may receive up to \$2,500 per participating teacher to support participants to earn a supplemental authorization in computer science with funds for coursework, books, fees, and tuition. LEAs must match grant funds via a dollar-for-dollar match to be used in a

manner consistent with grant costs such as coursework, books, fees, and tuition or in-kind release time including substitute teacher costs. Priority is given to schools and/or LEAs within a rural district and/or that have a higher share of unduplicated pupils.

Computer Science Supplementary Authorization Incentive Grant Program Request for Applications (RFA) Timeline 2021-22

Table 3 displays the anticipated release dates and due dates for the Computer Science Supplementary Authorization Incentive Grant Program Request for Applications.

Table 3: Computer Science Supplementary Authorization Incentive Grant Program RFA Timeline 2021-22

Name of Grant	Anticipated RFA Release Date	Anticipated RFA Due Date
Computer Science Supplementary Authorization Incentive Grant Program	February 2022	May 2022

Once the first round of each grant competition has been awarded, the Commission will release the RFA schedule for the 2022-23 fiscal year. Grant competitions will be offered twice a year until the 2025-26 fiscal year or until the \$15 million has been awarded.

Dyslexia Grants to Preparation Programs

The second of the two new grant programs administered by the Commission and authorized by [Budget Bill AB 128](#) is the Dyslexia Grants to Preparation Programs. One-time funds of \$2 million are available to support Commission-approved institutions of higher education or eligible local education agencies preliminary teacher preparation programs to update program curriculum and course offerings to align with the common trunk Teacher Performance Expectations and the updated Education Specialist Teacher Performance Expectations and include pedagogy on dyslexia for both general and special education programs.

Eligible recipients include Commission-approved preliminary Multiple Subject, Single Subject, Education Specialist programs, or any combination dual general and special education credential programs. Staff is currently in the process of determining possible grant award amounts and that information will be available shortly and outlined in the Request for Application (RFA). Eligible grantees may use grant funds to update curriculum and course offerings in an effort to implement the updates no later than the 2023-24 academic year. There is no matching funds requirement for this grant.

Dyslexia Grants to Preparation Programs Request for Applications (RFA) Timeline 2021-22

Table 4 displays the anticipated release dates and due dates for the Dyslexia Grants to Preparation Programs Request for Applications.

Table 4 Dyslexia Grants to Preparation Programs RFA Timeline 2021-22

Name of Grant	Anticipated RFA Release Date	Anticipated RFA Due Date
Dyslexia Grant to Preparation Programs	February 2022	April 2022

Once the first round of each grant competition has been awarded, the Commission will release the RFA schedule for the 2022-23 fiscal year if funds are still available. Grant competitions will continue to be offered until the \$2 million has been awarded.

Next Steps

Commission staff will continue drafting RFAs as outlined in this agenda item. Once RFAs are released, staff will manage the grant application process including answering questions from the field, reading all applications, calibrating and monitoring readers, and determining grantee awards. Once grantees have been determined, staff will work with Fiscal Business Services to ensure that grant funds are disseminated to grantees in a timely fashion.

In addition to managing the RFA process for new grant opportunities, Commission staff will continue to monitor the previously funded grant programs: Local Solutions to the Shortage of Special Education Teachers Grants, Integrated Undergraduate Teacher Preparation Grants, 2016 Classified School Employee Teacher Credentialing Program, Round 2, and the 2018 Teacher Residency Grant Programs. Continued monitoring of the 171 programs associated with these grants includes, but is not limited to, creating tools for data collection, collecting, analyzing, and reporting data, participating in outreach activities, maintaining ongoing communication with grantees, and providing technical assistance as needed.