
4B

Information

Educator Preparation Committee

Update on the Residency Grant Programs

Executive Summary: This agenda item presents an update on the Teacher Residency Grant Program funded by 2018, 2021, and 2022 legislation, and on the Statewide Residency Technical Assistance Center and School Counselor Residency Programs authorized by 2022 legislation. WestEd is conducting an evaluation of the Teacher Residency programs authorized by the 2018 state budget and will provide an overview of their findings to date.

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 the Residency Grant Programs

Introduction

This agenda item presents an update on the Teacher Residency Grant Program funded by 2018, 2021, and 2022 legislation, and on the Statewide Residency Technical Assistance Center and School Counselor Residency Programs authorized by 2022 legislation. The item has been separated into three sections. Section 1 presents the third round of data collection required from the Teacher Residency grantees funded by the 2018 legislation. Section 2 details information about the 2021 Teacher Residency grant funded programs awarded to date and includes initial program data from these grantees. Section 3 provides an update on the Statewide Residency Technical Assistance Center and the School Counselor Residency Programs authorized by 2022 legislation.

Section 1: Teacher Residency Programs Authorized by 2018 Legislation

This section of the agenda item provides brief background on the Teacher Residency Programs—Capacity, Residency, and Expansion—authorized by 2018 legislation. The section provides an update on 2018 Teacher Residency Capacity Grant Programs, Teacher Residency program partners, data related to Teacher Residency grant program enrollment for 2021-22 (Year 3), as well as retention and other related data to Teacher Residency cohorts in 2019-20 (Year 1) and 2020-21 (Year 2).

Section 1A: Background on Teacher Residency Programs Authorized by 2018 Legislation

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) with Commission-approved teacher preparation programs to offer a teacher residency pathway to earn a teaching credential in special education, STEM, or bilingual education. 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.

Twenty-three programs in total were awarded Teacher Residency Capacity Grants between [Round 1](#) and [Round 2](#), five programs were awarded [Teacher Residency Expansion Grants](#), and thirty-three programs were awarded [Teacher Residency Grants](#). Commission staff has reported

on the progress of the Teacher Residency Grant programs at the [February 2022](#), and [December 2020](#), and [April 2019](#) Commission meetings.

Section 1B: 2018 Teacher Residency Capacity Grant Data

Section 1B of this agenda item presents data on the 2018 Teacher Residency Capacity Grant Program. Teacher Residency Capacity grant funds are designated for developing an LEA/IHE partnership and for planning a residency model, not implementing one. Commission staff requested data as outlined in the Request for Proposals (RFP), and the tables below present data from Teacher Residency Capacity Grant Programs as of July 15, 2022. Twenty-three LEA grantees have been funded to collectively develop their partnership capacity with IHEs to design and be prepared to implement 51 residency programs. Table 1.1 indicates the number of grantees that have completed all planning activities outlined in their proposals to the Commission. Table 1.2 shows the categories in which Capacity grantees spent grant funds during the 2021-22 fiscal year. Of the 23 grant recipients, three did not submit their expenditure reports by the July 2022 due date or after multiple reminders.

Table 1.1: 2018 Teacher Residency Capacity Grant – Planning Activities Completed as of July 2022

| Report Question: Has the LEA-IHE Partnership Completed All Activities Outlined in the Proposal? | Number of Grantees Selecting this Option (n = 23) | Percent |
|--|--|----------------|
| Yes | 11 | 48% |
| No | 12 | 52% |

Table 1.2: 2018 Teacher Residency Capacity Grant – Grant and Matching Funds Spent in the 2021-22 Fiscal Year

| Type of Funding | Grant Funds (\$1,050,010 awarded) | Matching Funds |
|--|--|-----------------------|
| LEA Personnel (Salaries) | \$86,912.85 | \$324,299.76 |
| LEA Personnel (Stipends) | \$5,200 | \$5,500 |
| LEA Personnel (Release Time) | \$7,527 | \$14,651 |
| IHE Personnel (Salaries) | \$104,175 | \$421,766 |
| IHE Personnel (Stipends) | \$6,106.87 | \$10,250 |
| IHE Personnel (Release Time) | \$9,876.13 | \$16,135 |
| Mentor Teacher Professional Development/Training | \$55,541.88 | \$28,125 |
| Mentor Teacher Stipends | \$141,289.68 | \$20,644.11 |
| Mentor Teacher Release Time | \$22,048 | \$27,487.83 |
| Travel for LEA Personnel | \$16,706.71 | \$5,974.87 |
| Travel for IHE Personnel | \$2,538 | \$2,419 |
| Program Administration | \$20,810.95 | \$19,487.28 |
| Other | \$370,123.94 | \$123,963.42 |
| Totals | \$848,857.01 | \$1,030,705.27 |

Section 1C: Teacher Residency Grant Program Partners

Section 1C of this agenda item summarizes the partnerships Commission staff have with external organizations to support grant recipients.

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 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,” reaching 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 February 2022, The Lab published a concept paper, [Building Strong Residency Partnerships: Challenges and Opportunities in the CA Teacher Residency Grant](#), and offer a variety of resources to residency program leaders on their [website](#).

Over the last three years, Commission staff worked with leaders of The Lab and with WestEd to convene residency grant recipients and 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. Several reports of learnings from the grant’s first years of implementation, are available on [WestEd’s Teacher Residency Project Page](#) and a summary of the findings from Year 3 will be presented when this item is heard by the Commission. In late 2022, WestEd launched the [Teacher Residency Grant Program Dashboard](#), a tool used to understand the preparation and retention of diverse teachers in shortage areas funded by the Teacher Residency Grant Program. The dashboard is available on both the [WestEd](#) and [Commission](#) websites.

Section 1D: 2018 Teacher Residency and Expansion Grant Data

Section 1D of this agenda item presents data on the 2018 Teacher Residency and Expansion Grant Programs. To analyze the impact of this state-funded grant program, Commission staff requested data as outlined in the RFP. The 2019-20 academic year represented Year 1 of the grant programs and initial data was reported to the Commission in [December 2020](#) and Year 2 (2020-21), data was presented at the Commission’s [February 2022](#) meeting. As the programs have now completed their third year of implementation, data is now available for all data elements requested by the RFP which are listed in [Appendix A](#).

The results of data collected about residents enrolled in Year 3 (2021-22) for all 2018 Teacher Residency and Expansion grantees are described below. As a reminder, the data represented is a combination of the Expansion and Residency grantee data as reported by grantee LEAs. Two of the 38 Teacher Residency grantees did not report data for the 2021-22 academic year by the July 2022 due date or after multiple reminders.

2018 Teacher Residency Programs Enrollment

To understand the ebb and flow of educator preparation programs, it is important to note that not all 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-six (26) grantees enroll residents in August or September;
- Three (3) programs enroll residents in January;
- Seven (7) programs enroll residents in May-July;
- One (1) grantee enrolled two cohorts of residents then subsequently elected not to continue the residency program because of local constraints; 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 2021-22 academic year, July through June.

Number of Year 3 (2021-22) Teacher Residents Enrolled by Credential Area and Clinical Placement

For Year 3 (2021-22) of the 2018 Teacher Residency Grant Programs, LEAs reported a total of 317 teacher residents between July 2021 and June 2022. Table 1.3 indicates the number and percent of teacher residents by credential area and Table 1.4 shows the clinical placement.

Table 1.3: Year 3 (2021-22) Teacher Residents Enrolled in Special Education, STEM, and Bilingual Programs

| Teacher Residency Programs Credential Areas | 2021-22 Cohort (n = 317) | Percent |
|--|-----------------------------|---------|
| Special Education | 136 | 42.9% |
| Special Education with Bilingual Authorization | 7 | 2.21% |
| Multiple Subjects with Bilingual Authorization | 77 | 24.29% |
| STEM | 84 | 26.5% |
| STEM with Bilingual Authorization | 4 | 1.26% |
| Single Subjects non-STEM with Bilingual Authorization | 9 | 2.84% |

Table 1.4: Year 3 (2021-22) Clinical Placement of Enrolled Teacher Residents

| Teacher Residents Clinical Placements | 2021-22 Cohort (n = 317) | Percent |
|--|-----------------------------|---------|
| TK/2 Bilingual | 55 | 17.35% |
| 3/5 Bilingual | 21 | 6.62% |
| 6/8 Bilingual | 7 | 2.21% |
| Subject Specific Bilingual | 9 | 2.84% |
| Math | 49 | 15.46% |
| Science | 36 | 11.36% |
| Special Education, Elementary | 81 | 25.55% |
| Special Education, Secondary | 51 | 16.09% |
| Special Education, Early Childhood | 3 | .95% |
| Other | 3 | .95% |
| Missing Data from Program Reports | 1 | .32% |

Number of Year 3 (2021-22) Teacher Residents Enrolled by Race/Ethnicity and Gender
For Year 3 (2021-22) of the 2018 Teacher Residency Grant Program reporting cycle, LEA grantees reported the number of teacher residents by self-identified race, ethnicity, and gender. Tables 1.5 and 1.6 provide this information.

Table 1.5: Race/Ethnicity of Enrolled Year 3 (2021-22) Teacher Residents

| Teacher Residents Race/Ethnicity | 2021-22 Cohort (n = 317) | Percent |
|--|-----------------------------|---------|
| American Indian or Alaska Native | 1 | .32% |
| Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, Hmong) | 34 | 10.73% |
| Black/African American | 17 | 5.36% |
| Hispanic/Latinx (of any race) | 157 | 49.53% |
| Native Hawaiian or Pacific Islander | 2 | .63% |
| White | 64 | 20.19% |
| Two or more races | 11 | 3.47% |
| Decline to state | 16 | 5.05% |
| Not Reported | 15 | 4.73% |

Table 1.6: Gender of Enrolled Year 3 (2021-22) Teacher Residents

| Teacher Residents Gender | 2021-22 Cohort (n = 317) | Percent |
|-----------------------------|-----------------------------|---------|
| Female | 250 | 78.86% |
| Male | 54 | 17.03% |
| Non-binary | 4 | 1.26% |

| Teacher Residents Gender | 2021-22 Cohort (n = 317) | Percent |
|-----------------------------------|--------------------------|---------|
| Decline to state | 9 | 2.84% |
| Missing Data from Program Reports | 0 | 0% |

Number of Year 3 (2021-22) Teacher Residents Enrolled by Credential Program and Race/Ethnicity

At the February 2022 meeting, Commission members requested that staff provide data related to enrollment by race/ ethnicity and credential type. Table 1.7 presents Year 3 (2021-22) teacher residency enrollment by credential type and race/ethnicity for the 317 residents enrolled in the 2021-22 academic year.

Table 1.7: Number of Year 3 (2021-22) Teacher Residents Enrolled by Credential Program and Race/Ethnicity (n = 317)

| Credential Program Type | Asian | Hispanic/ Latinx | Black or African American | White | Other Race/ Ethnicity | Decline to State Race/ Ethnicity |
|---|-------|------------------|---------------------------|-------|-----------------------|----------------------------------|
| Special Education | 14 | 27 | 9 | 43 | 6 | 76 |
| Special Education with Bilingual Authorization | 1 | 5 | 0 | 0 | 1 | 0 |
| Multiple Subjects with Bilingual Authorization | 4 | 57 | 0 | 0 | 16 | 0 |
| STEM | 14 | 31 | 6 | 21 | 6 | 0 |
| STEM with Bilingual Authorization | 1 | 2 | 0 | 0 | 1 | 0 |
| Single Subjects non-STEM with Bilingual Authorization | 0 | 5 | 2 | 0 | 1 | 1 |
| Totals | 34 | 157 | 17 | 64 | 31 | 14 |

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 317 teacher residents enrolled in the 2021-22 academic year. Table 1.8 provides the TPA passage figures. LEA grantees reporting that a TPA was not attempted by a resident indicates that the TPA was postponed because of the length of program or as a result of an unforeseen extension of the program.

For review of this data, it is important to note that teacher residents in Education Specialist credential programs were not required to take and pass a Teacher Performance Assessment (TPA) in 2021-22. 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. Of the 317 residents enrolled in Teacher Residency programs in 2021-22, LEA grantees report that 108 residents were working toward credentials for which TPA passage was not required. There were an additional 12 residents for which TPA data was either not reported or where reporting inconsistencies existed. Table 1.8 presents data for the remaining 197 residents that were required to take and pass a TPA to be recommended for a preliminary teaching credential.

Table 1.8: Year 3 (2021-22) Teacher Performance Assessment (TPA) Pass Rates (n = 197)

| Number of Residents required to take each TPA Type | Residents that have not yet attempted the TPA | Residents that passed the TPA on the first attempt | Residents that passed the TPA on the second attempt | Residents that did not pass the TPA on first or second attempt |
|---|--|---|--|---|
| CalTPA – 37 residents | 5 | 22 | 4 | 6 |
| EdTPA – 101 residents | 15 | 71 | 12 | 3 |
| FAST -59 residents | 59* | 0 | 0 | 0 |
| Totals | 79 | 93 | 16 | 9 |

**Three grantees require residents to take and pass the Fresno Assessment of Student Teachers (FAST) before being recommended for a preliminary teaching credential. All three programs enroll residents in May to begin their placement as a mentor’s classroom the following year. The FAST pass rates for these programs will be reported to the Commission with the 2022-23 data once those residents have attempted the TPA.*

Teacher Residency Programs Completers

In addition to providing information about the residents enrolled in the Teacher Residency Programs and the TPA pass rates, LEA grantees were required to provide data regarding the successful completion of the preparation program. Tables 1.9 and 1.10 provide data regarding the number of completers from programs that had a fall 2021 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 Four data is collected. Additionally, it is significant to remember that the COVID-19 pandemic had an effect on residency programs 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 1.9: Year 3 (2021-22) Teacher Residency Program Completers, Recommended for a Preliminary Credential

| Teacher Residency Program Completers | 2021-22 Cohort (n = 227) | Percent |
|--------------------------------------|--------------------------|---------|
| Yes | 115 | 50.66% |
| Yes, with RICA Code | 3 | 1.32% |
| Yes, with TPA Code | 3 | 1.32% |
| Yes, with TPA and RICA Codes | 1 | .44% |
| No | 89 | 39.21% |
| N/A – Variable Term Waiver Applied | 2 | .88% |
| Not Reported | 14 | 6.17% |

Table 1.10: Year 3 (2021-22) Teacher Residency Program, Reasons for Not Completing

| Teacher Residents Gender | 2021-22 Cohort (n = 89) | Percent |
|--|-------------------------|---------|
| Education Specialist Program (18 month) or otherwise still enrolled in the teacher preparation program | 27 | 30.34% |
| Exited Program | 1 | 1.12% |
| Did Not Pass Multiple Exams | 19 | 21.34% |
| Did not pass the RICA exam | 15 | 16.85% |
| Did not meet Subject Matter Requirement | 2 | 2.24% |
| Did not pass the TPA | 3 | 3.37% |
| Other | 12 | 13.48% |
| Unreported (programs submitting incomplete data) | 10 | 11.24% |

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

LEA grantees reported the 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 1.11 and 1.12 below present these data.

Table 1.11: Year 3 (2021-22) Race/Ethnicity of Teacher Residency Program (TR) Completers Comparison to PK-12 Teachers in Grantee LEA and Statewide Data

| Race/Ethnicity | TR Completers | Teachers in TR LEAs | Teachers Statewide |
|------------------------|---------------|---------------------|--------------------|
| Asian | 10.66% | 7.93% | 6% |
| Black/African American | 5.74% | 7.92% | 4% |
| Hispanic/Latinx | 45.08% | 29.66% | 21% |
| Two or more races | 6.56% | 0.97% | 1% |
| White | 23.77% | 45.75% | 60% |
| Other | 0% | 3.22% | 3% |
| Decline to state | 8.19% | 4.55% | 5% |

Table 1.12: Year 3 (2021-22) Race/Ethnicity of Teacher Residency Program (TR) Completers Comparison to PK-12 Students in Grantee LEA and Statewide Data

| Race/Ethnicity | TR Completers | Students in TR LEAs | Students Statewide |
|------------------------|---------------|---------------------|--------------------|
| Asian | 10.66% | 8% | 10% |
| Black/African American | 5.74% | 8% | 5% |
| Hispanic/Latinx | 45.08% | 63% | 56% |
| Two or more races | 6.56% | 4% | 4% |
| White | 23.77% | 13% | 21% |
| Other | 0% | 3% | 3% |
| Decline to state | 8.19% | 1% | 1% |

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 matching funds provided by the grantee and the sources of these funds.

Table 1.13 shows the types of financial support that the Teacher Residency Programs provided to residents enrolled in the 2021-22 academic year and the overall costs of those supports. It is important to remember that the costs in Table 1.13 reflect grant and matching funds expended for residents who entered the program at any point in the 2021-22 academic year. Thus, not all spending on residents spanned an entire year. Additionally, not all program spending is earmarked for residents in only the residency year; 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 \$8.4 million dollars of grant and matching funds have been expended in Year 3 of the Teacher Residency Grant Programs.

Table 1.13: Year 3 (2021-22) Teacher Residency Program: Grant and Matching Funds Ranges of Financial Support

| Type of Support | Grant Funds | Matching Funds |
|---|----------------|----------------|
| Teacher Preparation Costs (tuition, fees, etc.) | \$962,695.19 | \$612,392.14 |
| Salary/Stipends for Residents | \$2,463,353.57 | \$692,818.14 |

| Type of Support | Grant Funds | Matching Funds |
|--|-----------------------|-----------------------|
| TPA and/or Other Exam Fees | \$189,380.05 | \$16,720.90 |
| Other (signing bonuses, etc.) | \$71.57 | \$400,364.73 |
| Master/Mentor Teacher Professional Development/Training | \$286,833.80 | \$154,854.71 |
| Master/Mentor Support/Stipend/Release Time | \$421,829.51 | \$385,083.29 |
| Faculty Stipends/Release Time | \$66,128.38 | \$177,936.20 |
| Induction Support for Residents Who Complete the Program | \$397,20.00 | \$60,646.58 |
| Program Administration | \$148,647.81 | \$1,344,553.20 |
| Totals | \$4,578,659.88 | \$3,845,369.89 |

Section 1E: Teacher Residency Year 2 (2020-21) Cohort Hiring Data

Section 1E of this agenda item revisits the 2020-21 (Year 2) cohort of residents. Table 1.14 shows the number of Year 2 (2020-21) residency program completers who were hired as teachers of record for the 2021-22 academic year. 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 2 cohort employment data will be presented to the Commission in future reports from staff.

Table 1.14: Year 2 (2020-21) Cohort Employment Status

| Employment Status of Teacher Residency Program Completers | 2020-21 Cohort (n = 342) | Percent |
|---|--------------------------|-------------|
| Hired | 273 | 80% |
| Not Hired | 34 | 10% |
| Not Yet Completed the Program | 35 | 10% |
| Totals | 342 | 100% |

The next two tables provide additional employment data for 273 residents that completed their residency in Year 2 (2020-21) of the program and were hired as teachers of record for the 2021-22 academic year. Table 1.15 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. Table 1.16 shows the number of residents hired as teachers of record 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 residents assisted by Teacher Residency grant funds must fulfill a four-year teaching commitment in order to avoid having to repay all or a proportion of the grant funds received. It may happen that the resident 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 LEA. In keeping with the intent of authorizing legislation to address California's teacher shortage, if an LEA does not have employment

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 1.15: Year 2 (2020-21) Cohort Employment Status of – Hired for the 2021-22 Academic Year in the Same LEA as Residency Program

| Employment Status of Teacher Residency Program Completers | 2020-21 Cohort (n = 273) | Percent |
|---|---------------------------------|----------------|
| Hired in Grantee LEA at the Same School as Residency Placement | 77 | 28% |
| Hired in Grantee LEA at a Different School than Residency Placement | 162 | 60% |
| Hired in a Different California LEA | 28 | 10% |
| Missing Data from Program Reports | 6 | 2% |
| Totals | 273 | 100% |

Table 1.16: Year 2 (2020-21) Cohort Employment Status of – Hired for the 2021-22 Academic Year in Hard to Staff Schools and Schools in which 50% of Pupils are Eligible for Free or Reduced-Price Meals (FRM)

| Employment Status Teacher Residency Program Completers (n = 273) | Hard to Staff School | Percent | 50% Eligible for FRM | Percent |
|---|-----------------------------|----------------|-----------------------------|----------------|
| Hired in Grantee LEA at a Hard to Staff School | 216 | 80% | 220 | 81% |
| Hired in a Different California LEA at a Hard to Staff School | 16 | 5% | 22 | 8% |
| Missing Data from Program Reports | 41* | 15% | 31* | 11% |
| Totals | 273 | 100% | 273 | 100% |

**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.*

Number of Year 2 (2020-21) Residents Hired by Race/Ethnicity

In their February 2022 meeting, Commissioners requested that staff provide further analysis of the cohort hiring data by race and ethnicity. Table 1.17 presents the numbers of Year 2 (2020-21) teacher residency program completers hired as teachers of record for the 2021-22 academic year data by race/ethnicity.

Table 1.17: Year 2 (2020-21) Cohort Employment Status Hired in the 2021-22 Academic Year by Race/Ethnicity

| Hire Status | Asian | Hispanic/ Latinx | Black or African American | White | Other Race/ Ethnicity | Decline to State Race/ Ethnicity |
|---------------------------------|-------|---------------------|---------------------------------|-------|-----------------------------|---|
| Hired | 34 | 129 | 10 | 77 | 16 | 7 |
| Not Yet Hired | 5 | 14 | 1 | 6 | 2 | 6 |
| Not Yet Completed Program | 1 | 13 | 2 | 6 | 11 | 2 |
| Totals | 40 | 156 | 13 | 89 | 29 | 15 |

Section 1F: Teacher Residency 2019-20 (Year 1) Cohort Retention Data

Section 1F of this agenda item revisits the 2019-20 (Year 1) cohort of residents. Many residency program completers from the first cohort have now been teachers of record for two full school years making them eligible to have completed a teacher induction program and to have been recommended for a clear teaching credential. Table 1.18 presents the number of Year 1 (2019-20) residents who have completed a new teacher induction program and Table 1.19 includes the number of Year 1 (2019-20) residents who have been recommended for a clear credential. While reviewing Tables 1.18 and 1.19, it is important to keep in mind the myriad reasons why a resident may not have completed an induction program or been recommended for a clear credential. These reasons include: the high percentage of residents enrolled in an 18-month education specialist credential program who were not eligible for a preliminary teaching credential after just one academic year, residents having other (non-induction) related requirements to complete before an induction program can recommend a candidate for a clear credential, residents leaving grantee LEAs making it difficult for the LEAs to have accurate data, local induction program enrollment caps or procedures, etc. Table 1.20 provides an update on the retention data of the first cohort.

Table 1.18: Year 1 (2019-20) Cohort Teacher Induction Completion as of July 2022

| Teacher Induction Completion Status of 2019-20 Teacher Residency Program Completers | 2019-20 Cohort (n = 300) | Percent |
|---|-----------------------------|---------|
| Teacher induction program completed | 83 | 28% |
| Teacher induction program NOT completed | 162 | 54% |
| Missing data from program reports | 55 | 18% |
| Totals | 300 | 100% |

Table 1.19: Year 1 (2019-20) Cohort Clear Credential Recommendations as of July 2022

| Clear Credential Recommendation Status of 2019-20 Teacher Residency Program Completers | 2019-20 Cohort (n = 300) | Percent |
|---|---------------------------------|----------------|
| Residency program completers that have been recommended for a clear credential | 51 | 17% |
| Residency program completers that have NOT been recommended for a clear credential | 107 | 36% |
| Missing data from program reports | 142 | 47% |
| Totals | 300 | 100% |

Table 1.20: Year 1 (2019-20) Cohort Retention Status

| Retention Status of 2019-20 Teacher Residency Program Completers | 2019-20 Cohort (n = 300) | Percent |
|--|---------------------------------|----------------|
| Hired as a teacher of record in California for both 2020-21 and 2021-22 academic years | 246 | 82% |
| Never hired as a teacher of record in California | 26 | 9% |
| Hired as a teacher of record in California for 2020-21 but not 2021-22 | 9 | 3% |
| Hired as a teacher of record in California for 2021-22 academic year but not 2020-21 | 19 | 6% |
| Totals | 300 | 100% |

In the February 2022 meeting, Commission members requested that staff provide further analysis of teacher residency retention data by race and ethnicity. Table 1.21 presents Year 1 (2019-20) cohort retention data by race and ethnicity.

Table 1.21: Year 1 (2019-20) Cohort Retention Status by Race/Ethnicity

| Hire Status | Asian | Hispanic/Latinx | Black or African American | White | Other Race/Ethnicity | Decline to State Race/Ethnicity |
|--|--------------|------------------------|----------------------------------|--------------|-----------------------------|--|
| Hired as a teacher of record in California for both 2020-21 and 2021-22 academic years | 30 | 120 | 8 | 55 | 9 | 24 |
| Never hired as a teacher of record in California | 2 | 13 | 1 | 7 | 9 | 2 |
| Hired as a teacher of record in California for 2020-21 but not 2021-22 | 1 | 3 | 1 | 4 | 0 | 0 |

| Hire Status | Asian | Hispanic/ Latinx | Black or African American | White | Other Race/ Ethnicity | Decline to State Race/ Ethnicity |
|--|-------|---------------------|---------------------------------|-------|-----------------------------|---|
| Hired as a teacher of record in California for 2021-22 academic year but not 2020-21 | 2 | 11 | 1 | 5 | 0 | 0 |
| Totals | 35 | 147 | 11 | 71 | 10 | 26 |

Section 1G: WestEd Evaluation Findings

WestEd conducted a formative evaluation of the California Teacher Residency Grant Program (TRGP) during Years 1 and 2 and has continued the evaluation in Year 3. The evaluation is designed to understand how grantees are progressing toward the grant’s overarching goal of preparing diverse, well-prepared teachers who take jobs in and are retained in high-need subjects and schools.

Findings from the third year of the Teacher Residency grant programs will be presented to the Commission during the February 2023 meeting. This presentation will highlight enrollment, completion, hiring, and retention findings from an analysis of data collected about the first three cohorts of residents. In addition to being shared during the presentation, these data are featured in the [Teacher Residency Grant Program dashboard](#). WestEd will also share findings and recommendations from a newly released brief: *Building Strong Residency Partnerships: Challenges and Opportunities in the CA Teacher Residency Grant*, focusing on the early challenges and successes of grant-funded teacher residencies to build strong and sustainable partnerships across residency programming, host local education agencies (LEAs), and partner institutions of higher education (IHEs).

Section 2: Teacher Residency Programs Authorized by 2021 Legislation

This section of the agenda item provides background on the Teacher Residency Programs (i.e., Capacity, Residency, and Expansion) authorized by 2021 legislation, information regarding the release of Requests for Applications (RFAs), and initial data for both 2021 Teacher Residency Capacity grants and 2021 Teacher Residency Expansion grants.

Section 2A: Background on Teacher Residency Programs Authorized by 2021 Legislation

The Teacher Residency Grant Programs (i.e., Capacity, Implementation, and Expansion) were authorized by the 2021-22 state budget to support the development, implementation, and expansion of teacher residency programs. For the purposes of the Teacher Residency Grant Programs, a teacher residency program is defined in the authorizing legislation as an LEA-based partnership between an LEA and an IHE with 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.

[Authorizing legislation](#) provided a total of \$350 million in funding for competitive grants to support a collaborative partnership between an eligible Local Education Agency (LEA) or a

consortium of LEAs partnering with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE). The authorizing statute divided the \$350 million in the following way:

- \$325 million was allocated for the preparation of residents with grants up to \$25,000 per resident.
- \$25 million was allocated specifically for capacity grants up to \$250,000 per recipient.

Grant funding for all three program types is available for encumbrance through June 30, 2026.

Grant funding may be used to establish new teacher residency programs that address designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten; and/or local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community's diversity. In addition, according to the authorization statute, teacher residency programs are meant to:

- Encourage more individuals to enter the teaching profession,
- Promote and provide support for teacher residency program models, and
- Support the induction of educators into the profession.

Section 2B: 2021 Teacher Residency Capacity Grant Program

The Teacher Residency Capacity Request for Applications (RFA) for Round 1 was released in November 2021, and applications were due February 2022. Forty-one programs were awarded Teacher Residency Capacity Grants totaling \$9,670,051. [Appendix B](#) includes the list of Capacity grantee LEAs, including partner IHE(s), grant award amounts, as well as planned residency focus areas.

The RFA for Round 2 was released in August 2022, and applications were due November 2022. Fifteen programs were awarded Teacher Residency Capacity Grants totaling \$3,420,629. [Appendix B](#) includes the list of Capacity grantee LEAs, including partner IHE(s), grant award amount, as well as planned residency focus areas. Grantees are just beginning to receive their grant funds, so no reporting data is available yet.

The total of Teacher Residency Capacity grant funds awarded to date is \$13,090,680, or 52% of available funds.

For 2021 Round 1 Teacher Residency Capacity reporting, grantees submitted preliminary data on the spending for the first seven months of the project period, as shown in Table 2.1. Two grantees reported completing grant activities. The remaining reporting grantees indicated being on track to complete the grant funded planning activities. Three grantees reported not being on track to meet recruitment goals and will need additional time to meet their target number of residents. The remaining reporting grantees indicated an intent to adhere to the implementation timelines outlined in the approved grant applications. Of the 41 grantees, seven grantees did not submit expenditure reports for the 2021-22 academic year by the December 2022 due date or after multiple reminders.

Table 2.1: 2021 Round 1 Teacher Residency Capacity Grant – Grant and Matching Funds Expended (April 2022 – November 2022)

| Type of Funding | Grant Funds (\$9,670,051 awarded) | Matching Funds |
|--|-----------------------------------|-----------------------|
| LEA Personnel (Salaries) | \$509,563.78 | \$792,883.34 |
| LEA Personnel (Stipends) | \$49,500 | \$235,086.10 |
| LEA Personnel (Release Time) | \$10,654.58 | \$10,036.98 |
| IHE Personnel (Salaries) | \$2014.28 | \$146,131.10 |
| IHE Personnel (Stipends) | \$1,500 | \$0.00 |
| IHE Personnel (Release Time) | \$1,135.07 | \$4,242.00 |
| Mentor Teacher Professional Development/Training | \$71,574.30 | \$57,000 |
| Mentor Teacher Stipends | \$19,513.92 | \$15,135.00 |
| Mentor Teacher Release Time | \$12,700.00 | \$8,300 |
| Travel for LEA Personnel | \$10,596.92 | \$3493.97 |
| Travel for IHE Personnel | \$3091.09 | \$0.00 |
| Consultants/Technical Support Provider | \$96,885.87 | \$6380.00 |
| Program Administration | \$59,631.47 | \$101,952.68 |
| Other | \$25,148.30 | \$30,519.63 |
| Totals | \$873,509.58 | \$1,411,110.80 |

Section 2C: 2021 Teacher Residency Implementation Grant Program

The Teacher Residency Implementation RFA was released in July 2022, and proposals were due October 2022. Forty-two programs were awarded Teacher Residency Implementation Grants totaling \$65,714,674, which is 20% of available grant funds for both Implementation and Expansion Grant Programs. [Appendix C](#) includes the list of Implementation grantee LEAs, including partner IHE(s), as well as the planned residency focus areas. Commission staff will request a full annual report from Implementation Grantees until an academic year after the cohort has begun.

Section 2D: 2021 Teacher Residency Expansion Grant Program

The RFA for Round 1 was released on March 11, 2022, and applications were due April 15, 2022. Eighteen programs were awarded Teacher Residency Expansion Grants totaling \$36,299,999, which is 11% of available grant funds for both Implementation and Expansion Grant Programs. [Appendix D](#) includes the list of Expansion grantee LEAs, including partner IHE(s), as well as the planned residency focus areas.

The RFA for Round 2 was released on October 14, 2022, and applications were due January 27, 2023. Applications are currently being evaluated by Commission staff.

2021 Round 1 Teacher Residency Expansion grantees submitted preliminary data on their resident enrollment for the first grant funded cohort, as shown in Table 2.2. Preliminary data reflects enrollment in teacher residency programs that address designated shortage fields including special education, bilingual education, computer science, science, technology,

engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten; and/or local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community’s diversity. The sum of enrollment numbers forecasted for the 2022-23 academic year in grant applications was 446, and 309 residents supported by grant funding are either currently enrolled or projected to be enrolled in the Spring of 2023. Of the 16 grantees who responded with enrollment figures, 12 reported that their Fall 2022 enrollment did not meet projections stated in their application. Reasons provided included: insufficient financial support, candidates pursuing internship programs rather than residency placements, concerns about the four-year service requirement, and limited time for recruitment after receiving grant funds. For the projected spring enrollments, seven grantees did not anticipate recruiting for a spring start as their residency program only has cohorts starting in the fall. Of the remaining grantees, six anticipate meeting recruitment goals, and four do not. For those who did not anticipate meeting spring recruiting goals, grantees reported a need to complete/increase recruitment efforts and expand credential areas with future grant opportunities. Of the 18 grantees, one grantee did not submit the enrollment report by the December 2022 due date or after multiple reminders.

Table 2.2: Teacher Residents Enrolled in Special Education, STEM, and Bilingual Programs

| Teacher Residency Programs Credential Areas | Enrolled Fall 2022 | Projected Spring 2023 |
|---|---------------------------|------------------------------|
| Special Education | 43 | 15 |
| Special Education with Bilingual Authorization (BILA) | 0 | 0 |
| Single Subject STEM | 17 | 0 |
| Single Subject with Bilingual Authorization | 0 | 0 |
| Single Subject Non-Stem BILA | 2 | 0 |
| Multiple Subject, with TK/K | 4 | 26 |
| Multiple Subject BILA | 0 | 0 |
| Dual Credential | 0 | 0 |
| Diversify Special Education | 15 | 0 |
| Diversify Multiple Subject | 67 | 46 |
| Diversify Single Subject | 56 | 19 |
| Total | 204 | 106 |

Section 3: Statewide Residency Technical Assistance Center and School Counselor Residency Programs Authorized by 2022 Legislation

This section of the agenda item provides background on both the Statewide Residency Technical Assistance Center and the School Counselor Residency Programs authorized by 2022 legislation.

Section 3A: Background on Statewide Residency Technical Assistance Center Authorized by 2022 Legislation

The Statewide Residency Technical Assistance Center Grant Program was included in the 2022-23 state budget to be used to establish a statewide support network for successful residency program implementation and sustainability. [Authorizing legislation](#) provided \$20 million for a statewide technical assistance center to support teacher and school counselor residency programs. Per statute, the framework and technical assistance should leverage and build upon existing technical assistance offerings disseminated by Local Education Agencies (LEAs), nonprofit organizations, institutions of higher education (IHEs), and foundations.

Grant funding is available for encumbrance through June 30, 2029.

In accordance with the provisions of the authorizing statute, technical assistance offered shall include all of the following, but is not limited to providing information:

- to the field regarding the benefits of establishing residency programs to teacher candidates, LEAs, and teacher preparation programs,
- about best practices in recruitment of residents, particularly residents that represent the diversity of the state's pupil population,
- about minimizing cost burden to residents, including leveraging Golden State Teacher Grant Program funding,
- about best practices in partnership and administration of successful residency programs between LEAs and Commission-approved IHE-based teacher preparation programs, and
- about scaling up and sustaining successful residency programs.

The Request for Application (RFA) for the Statewide Residency Technical Assistance Center Grant Program is currently open and applications are due March 10, 2023.

Section 3B: Background on School Counselor Residency Authorized by 2022 Legislation

Funding for school counselor residency grants was included in the 2022-23 state budget to support the development of school counselor residency programs. [Authorizing legislation](#) provided a total of \$184 million to augment the Teacher Residency Grant Program to support teacher and school counselor residency programs. Additionally, the 2022 Budget Act appropriated \$66 million to the Superintendent of Public Instruction for transfer to the Commission to supplement the Teacher Residency Grant Program pursuant to this legislation. In total, a combined \$250 million was allocated to support teacher and school counselor residency grant programs.

- Authorizing statute allocated up to \$25,000 per school counselor resident.

Per statute, up to \$10 million of the appropriated amount may be allocated to competitive capacity grants for Local Education Agencies (LEAs) to work in partnership with institutions of

higher education (IHEs) to create residency programs that lead to more credentialed school counselors that reflect a local educational agency community's diversity.

- A maximum of \$250,000 per eligible applicant is available for capacity grants.

Grant funding is available for encumbrance through June 30, 2027.

In accordance with the provisions of the authorizing statute, school counselor residency grants:

- Support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor workforce that reflects a local educational agency community's diversity.

For the purposes of the School Counselor Residency Grant Program, a school counselor 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 Pupil Personnel Services (PPS) preparation program specializing in school counseling, and in which a prospective school counselor works at least one-half time alongside a school counselor of record, who is designated as the mentor school counselor, for at least one full school year while engaging in initial preparation coursework.

The Request for Application (RFA) for the School Counselor Residency Capacity Grant Program is currently in development and is expected to be released in February 2023.

Next Steps

The Commission's grant team staff will continue to monitor, collect data from, and provide technical assistance to Teacher Residency Capacity grantees who have not yet completed the activities outlined in their proposals to the Commission. Capacity grant recipients who complete all planning activities will be notified of resources available to support them in pursuing additional teacher residency grant funding and program implementation.

The grants team will continue to provide support to all Teacher Residency Implementation and Expansion grantees and provide regular updates to the Commission regarding these state-funded grant programs. Continued monitoring includes, but is not limited to, creating tools for data collection, collecting, analyzing and reporting data, participating in outreach activities, connecting grantees to relevant resources, and maintaining ongoing communication with grantees and providing technical assistance as needed. A final report on the 2018 Teacher Residency grant program is due from the Commission to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

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

The grants team has released the RFA for the Statewide Residency Technical Assistance Center (TA Center) with a due date of March 10, 2023. Once the TA Center grant has been awarded,

staff will work with the grantee to disseminate to the field information regarding the benefits of establishing residency programs, best practices, strategies to minimize costs, leveraging other grant funding opportunities, and ensuring program sustainability. Commission staff and TA Center staff will work together to provide regular updates to the Commission on this grant program.

Staff has developed a timeline for the release of RFAs for the School Counselor Residency Grant competitions authorized by AB 185. Upon release of the School Counselor Residency Capacity Grant Program RFA, staff will review submitted applications and expect to announce grant awards in May 2023. Staff will administer funds, monitor grant activities, provide technical support along with the Statewide Residency Technical Assistance Center to School Counselor Residency Capacity grantees, and provide regular updates to the Commission regarding this state-funded grant program.

Appendix A

Data Elements Required by the 2018 Teacher Residency and Expansion Grant Requests for Proposals

1. The number of residents enrolled to be trained in each of the following areas: special education, STEM subjects, and bilingual education.
2. The range of total financial support provided to residents, such as stipends or tuition support.
3. The average per-resident costs of the program, including matching funds provided by the grantee and sources of these funds.
4. 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.
5. The percentage of program participants who complete the residency program and earn a Preliminary teaching credential.
6. The extent to which program graduates are teaching in high-need subjects and locations.
7. The number and percentage of program graduates who teach in special education, bilingual education, and STEM subjects within the grant recipient.
8. The number and percentage of program graduates who teach in hard to staff schools, as determined by the grant recipient.
9. 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.
10. 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.
11. 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).
12. Residency program graduate achievement on the Teaching Performance Assessment (TPA).
13. The percentage of program participants who complete induction and earn a Clear teaching credential.

WestED collected the following data and will present their findings during the February 2023 Commission meeting:

14. Best practices found to be effective in implementing the residency program.
15. Factors promoting or hindering program implementation.
16. Lessons learned to inform future investments in this type of program.

Appendix B

2021 Teacher Residency Capacity Grant Recipients, IHE Partners, Award Amounts, and Residency Focus Areas

Round 1 Capacity Grants

Forty-one proposals are being funded for Round 1 of the 2021 Teacher Residency Capacity Grants Program, for a total of \$9,670,051. A second round of 2021 Teacher Residency Capacity Grants is expected to be opened in August 2022.

| LEA | Partner IHE(s) | Amount | Residency Focus |
|---|---|-----------|---|
| Bakersfield City School District | California State University, Bakersfield | \$250,000 | Special Education |
| Camino Nuevo Charter Academy | Loyola Marymount University | \$145,000 | Diversify Workforce |
| Ceres Unified School District | California State University, Stanislaus | \$83,429 | Bilingual, Diversify Workforce, Special Education, STEM, TK/K |
| Davis Joint Unified School District | California State University, Sacramento | \$250,000 | Special Education |
| Del Norte County Office of Education | California Polytechnic University, Humboldt | \$250,000 | Bilingual, Diversify Workforce, STEM |
| El Dorado County Office of Education | Alder Graduate School of Education | \$248,000 | Diversify Workforce, Special Education, STEM |
| Elk Grove Unified School District | University of the Pacific | \$238,218 | Diversify Workforce, Special Education |
| Fresno County Superintendent of Schools | California State University, Fresno, West Hills College – Coalinga, Reedley College | \$250,000 | TK/K |
| Humboldt County Office of Education | California Polytechnic University, Humboldt | \$250,000 | TK/K |
| Inglewood Unified School District | California State University, Dominguez Hills | \$87,028 | Bilingual, Computer Science, Diversify Workforce, STEM, TK/K |
| Kern High School District | California State University, Bakersfield | \$250,000 | Diversify Workforce |
| Merced County Office of Education | University of California, Merced, University of California, Los Angeles, University of California, Berkeley | \$250,000 | TK/K |

| LEA | Partner IHE(s) | Amount | Residency Focus |
|---|--|---------------|---|
| Monterey County Office of Education | California State University, Monterey Bay | \$250,000 | Diversify Workforce, Special Education, STEM, TK/K |
| Mt. Diablo Unified School District | St. Mary's College of California | \$250,000 | Diversify Workforce |
| Mt. Pleasant School District | San Jose State University | \$249,931 | TK/K |
| North Humboldt Unified High School District | California Polytechnic University, Humboldt | \$250,000 | Computer Science, Diversify Workforce, STEM, TK/K |
| Napa Valley Unified School District | Sonoma State University | \$250,000 | Bilingual, TK/K |
| Oak Grove School District | San Jose State University | \$250,000 | Diversify Workforce, Special Education |
| Oakland Unified School District | CalStateTEACH | \$250,000 | TK/K |
| Oxnard School District | California State University, Channel Islands | \$249,700 | Bilingual, Special Education, TK/K |
| Palm Springs Unified School District | Alder Graduate School of Education | \$250,000 | Diversify Workforce, Special Education, STEM |
| Petaluma City Schools | Sonoma State University | \$250,000 | Bilingual, Diversify Workforce, Special Education, TK/K |
| Sacramento City Unified School District | California State University, Sacramento | \$250,000 | Diversify Workforce |
| Sacramento County Office of Education | National University, Pacific Oaks College | \$250,000 | Special Education, TK/K |
| San Diego Unified School District | University of San Diego, University of California, San Diego | \$246,072 | Diversify Workforce |
| San Francisco Unified School District | Stanford University, San Francisco State University | \$141,250 | Diversify Workforce, Special Education, STEM |
| San Joaquin County Office of Education | Teachers College of San Joaquin | \$250,000 | Diversify Workforce, Special Education, STEM, TK/K |
| San Marcos Unified School District | California State University, San Marcos | \$250,000 | Bilingual, Diversify Workforce, Special Education, STEM, TK/K |

| LEA | Partner IHE(s) | Amount | Residency Focus |
|---|--|---------------|---|
| San Mateo County Office of Education | Alder Graduate School of Education, San Mateo Community College District | \$250,000 | Special Education, TK/K |
| San Rafael City Schools | Alder Graduate School of Education | \$250,000 | Diversify Workforce |
| Santa Barbara County Education Office | University of California, Santa Barbara | \$240,819 | Bilingual, Diversify Workforce, Special Education, STEM |
| Santa Clara County Office of Education | San Jose State University, Alder Graduate School of Education | \$250,000 | TK/K |
| Santa Maria Bonita School District | California Lutheran University | \$250,000 | Diversify Workforce |
| Santa Paula Unified School District | California State University, Channel Islands | \$248,100 | Special Education |
| Santa Rosa City Schools | Sonoma State University | \$247,605 | STEM |
| Simi Valley Unified School District | California Lutheran University | \$250,000 | Bilingual, Diversify Workforce, Special Education, STEM, TK/K |
| Torrance Unified School District | Alder Graduate School of Education | \$250,000 | Diversify Workforce, Special Education, STEM, TK/K |
| Tulare County Office of Education | California State University, Fresno | \$244,899 | Diversify Workforce, STEM |
| West Contra Costa Unified School District | Holy Names University | \$250,000 | Diversify Workforce |
| West San Gabriel Valley SELPA | Alder Graduate School of Education | \$250,000 | Diversify Workforce, Special Education |
| Wonderful College Prep Academy | Loyola Marymount University | \$250,000 | Bilingual, STEM, TK/K |

Round 2 Capacity Grants

Fifteen proposals are being funded for Round 2 of the 2021 Teacher Residency Capacity Grant Program for a total of \$3,420,629. A third round of 2021 Teacher Residency Capacity Grant Request for Applications (RFA) is expected to be released in March 2023.

| LEA | Partner IHE(s) | Award Amount | Residency Focus |
|--|---|--------------|--|
| Castro Valley Unified School District* | California State University, East Bay | \$192,224 | Diversify Workforce, Special Education, STEM |
| Citizens of the World Charter School Silver Lake* | California State University, Los Angeles | \$250,000 | Diversify Workforce, Special Education, STEM |
| Cotati-Rohnert Park Unified School District | California State University, Sonoma | \$250,000 | Diversify Workforce, Special Education, TK/K |
| East Side Union High School District | California State University, San Jose | \$250,000 | Bilingual, Diversify Workforce |
| High Tech High | High Tech High Graduate School of Education | \$250,000 | Diversify Workforce |
| CHIME Institute's Schwarzenegger Community School* | California State University, Northridge | \$250,000 | Diversify Workforce, Special Education |
| Larchmont Charter School* | California State University, Northridge | \$250,000 | Diversify Workforce, Special Education |
| Marysville Joint Unified School District* | University of Massachusetts Global | \$250,000 | Diversify Workforce, Special Education, STEM |
| Monterey County Office of Education* | Alder Graduate School of Education | \$247,964 | Diversify Workforce, Special Education, STEM |
| New Heights Charter School | Mount Saint Mary's University, Los Angeles | \$213,276 | Diversify Workforce |
| Pittsburg Unified School District | Alder Graduate School of Education | \$250,000 | Diversify Workforce, Special Education, STEM, TK/K |
| Salinas City Elementary School District* | CalStateTEACH | \$250,000 | Diversify Workforce |
| Salinas Union High School District* | University of California, Santa Cruz | \$17,165 | STEM |
| Sausalito Marin City School District* | CalStateTEACH | \$250,000 | Diversify Workforce |
| Wilder's Preparatory Academy Charter School* | CalStateTEACH | \$250,000 | Diversify Workforce |

* Conditionally funded pending receipt of additional information.

Appendix C

2021 Teacher Residency Implementation Grant Recipients, IHE Partners, and Residency Focus Areas

Forty-two proposals are being funded for Round 1 of the 2021 Teacher Residency Implementation Grant Program.

| LEA | Partner IHE(s) | Residency Focus |
|---|--|---|
| Alameda County Office of Education | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |
| Anaheim Union High School District | California State University, Fullerton; University of California, Irvine | Bilingual, STEM |
| Aspire Benjamin Holt College Preparatory Academy | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| Aspire Berkley Maynard Academy | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| Aspire Los Angeles | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| Bakersfield City School District | California State University, Bakersfield | Special Education |
| Camino Nuevo Charter Academy | Loyola Marymount University | Diversify Workforce, TK/K |
| Ceres Unified School District | California State University, Stanislaus | Bilingual, Diversify Workforce, Special Education, STEM, TK/K |
| Clovis Unified School District | California State University, Fresno | Diversify Workforce, Special Education |
| Elk Grove Unified School District | University of the Pacific | Special Education |
| Gabriella Charter Schools | Alder Graduate School of Education | Diversify Workforce, Special Education, TK/K |
| High Tech High | High Tech High Graduate School of Education | Diversify Workforce |
| ICEF (Inner City Education Foundation) Vista Middle Academy/Alder Los Angeles WIDE (Work to Increase Diversity in Education) Consortium | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| KIPP (Knowledge is Power Program) Bridge Academy Consortium | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |

| LEA | Partner IHE(s) | Residency Focus |
|--|---|---|
| KIPP (Knowledge is Power Program) Promesa Prep Consortium | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |
| Los Angeles Unified School District | California State University, Northridge | Diversify Workforce, Special Education |
| Los Angeles Unified School District | University of California, Los Angeles | STEM |
| Los Angeles Unified School District | University of Southern California | Diversify Workforce |
| Madera Unified School District | California State University, Fresno | Bilingual |
| Merced County Office of Education | University of California, Berkeley; University of California, Merced; University of California, Los Angeles | TK/K |
| Milpitas Unified School District/Multiple Subject Bilingual Consortium | California State University, San Jose | Bilingual, Diversify Workforce |
| Ontario-Montclair School District | University of Redlands | Special Education, TK/K |
| Palm Springs Unified School District | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |
| PUC (Partnerships to Uplift Communities) Community Charter Middle and Early College High Schools | Loyola Marymount University | Diversify Workforce, Special Education, STEM |
| Petaluma City Elementary/Joint Union High School District | California State University, Sonoma | Bilingual, Diversify Workforce, Special Education, TK/K |
| Sacramento County Office of Education | Pacific Oaks College | Special Education, TK/K |
| Saddleback Valley Unified School District | University of California, Irvine | Bilingual |
| Sanger Unified School District | California State University, Fresno | Diversify Workforce |
| Santa Barbara County Education Office | University of California, Santa Barbara | Bilingual, Diversify Workforce, Special Education, STEM |
| Santa Maria Bonita School District | California Lutheran University | Bilingual, Diversify Workforce, TK/K |
| Santa Rosa City Schools/North Bay STEM | California State University, Sonoma | STEM |

| LEA | Partner IHE(s) | Residency Focus |
|--|--|---|
| San Juan Unified School District | Alder Graduate School of Education | Bilingual, Diversify Workforce, Special Education, STEM, TK/K |
| San Lorenzo Unified School District | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| San Rafael City Schools | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |
| South Bay Consortium/Torrance Unified School District | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |
| Tulare County Office of Education | California State University, Bakersfield | Diversify Workforce |
| Twin Rivers Unified School District – Sacramento Metro Special Education Teacher Residency | California State University, Sacramento | Special Education |
| USC Hybrid High School | University of Southern California | Diversify Workforce, Special Education |
| Victor Elementary School District – High Desert Consortium | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |
| West Contra Costa Unified School District | Holy Names University | Diversify Workforce |
| West San Gabriel Valley SELPA | Alder Graduate School of Education | Diversify Workforce, Special Education |
| Wonderful College Prep Academy | Loyola Marymount University | Diversify Workforce, Special Education, STEM, TK/K |

Appendix D

2021 Teacher Residency Expansion Grant Recipients, IHE Partners, and Residency Focus Areas

Eighteen proposals are being funded for Round 1 of the 2021 Teacher Residency Expansion Grant Program. A second round of 2021 Teacher Residency Expansion Grant Request for Applications (RFA) is expected to be released in August 2022.

| LEA | Partner IHE(s) | Residency Focus |
|--|---|---|
| Fresno Unified School District | California State University, Fresno, Fresno Pacific University, National University, and CalState TEACH | Bilingual, Diversify Workforce, Special Education, TK/K |
| Hemet Unified School District | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| ICEF Vista Middle Academy | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| Kern High School District | California State University, Bakersfield | Diversify Workforce |
| Lighthouse Community Charter School | Alder Graduate School of Education | Diversity Workforce, Special Education, STEM |
| Lindsay Unified School District | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM, TK/K |
| Los Angeles Unified School District | Alder Graduate School of Education | Diversify Workforce |
| Los Angeles Unified School District | University of California, Los Angeles | Diversify Workforce |
| Lynwood Unified School District | Alder Graduate School of Education | Diversify Workforce, Special Education |
| Making Waves Academy | Alder Graduate School of Education | Diversify Workforce |
| Monterey Peninsula Unified School District | Alder Graduate School of Education | Diversify Workforce |
| Oak Grove School District | San Jose State University | Diversify Workforce, Special Education |
| Oakland Unified School District | CalState TEACH | Diversify Workforce |
| Oxnard School District | California State University, Channel Islands | Special Education, STEM, TK/K |
| Pasadena Unified School District | Alder Graduate School of Education | Diversify Workforce, Special Education, STEM |
| Salinas Union High School District | California State University, Monterey Bay | Diversify Workforce, Special Education, STEM |
| San Mateo County Office of Education | Alder Graduate School of Education | Diversify Workforce, Special Education |

| LEA | Partner IHE(s) | Residency Focus |
|---|---------------------------------------|------------------------|
| West Contra Costa Unified School District | California State University, East Bay | Special Education |