



## Commission on Teacher Credentialing

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### Additional Guidance for Teacher Residency Grants Program Grantees: Commitment of LEA Grantees and Teacher Residents beyond the Teacher Residency Year

The purpose of this document is to provide additional guidance to Teacher Residency Grants Program—Capacity, Expansion, and Residency—grantees regarding the commitment of LEA grantees and teacher residents beyond the teacher residency year.

It is the intent of authorizing legislation for the Teacher Residency Grants Program to support the expansion of an existing or the development of a new teacher residency program to increase the number of special education, STEM, and bilingual teachers, and to address the California teacher shortage. Grant recipients should note there are provisions of the authorizing statute that outline obligations of both the teacher residents participating in the grant program and the Local Education Agency (LEA) grantees.

Authorizing legislation requires that teacher residents who benefit from grant funding are employed by the LEA grantee as an education specialist or a bilingual education, science, technology, engineering, or mathematics teacher for a period of at least four school years after the teacher resident completes the residency program and earns the appropriate teaching credential. A candidate who fails to earn a preliminary credential or complete the period of placement shall reimburse the LEA grantee the amount of grant funding invested in the teacher resident. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the teacher resident taught at least one year, but less than four years. The teacher resident has five years to complete this commitment.

If a teacher resident is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:

1. The teacher resident has completed at least one-half year of the school year.
2. The employer deems the candidate to have fulfilled his or her contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
3. The teacher resident was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the next succeeding school year.
4. The teacher resident has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2611 et seq.) or similar state law.
5. The teacher resident was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

As stated above, 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 employment available for a teacher resident who participated in the LEA's teacher residency program, the candidate may begin and/or may 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.

Grantees should refer to the full text of the authorizing statute, as included in the grant award letter email, for additional information.