

California Commission on Teacher Credentialing



Request for Applications For Teacher Residency Capacity Grants

Available Funding

Teacher Residency Capacity Grant awards of up to a maximum of \$250,000 per applicant are available 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) to expand, strengthen, improve access to, or create teacher residency programs. The funding may be used to establish new teacher residency programs that support either of the following: (a) designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (b) 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. Applicants should note that this funding is intended to supplement and not supplant any existing LEA and IHE teacher residency programs and efforts. A total of \$25 million is available for Capacity Grants.

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Capacity Grants are LEAs that either have an existing partnership or are establishing a new partnership with one or more IHEs to operate a teacher residency pathway within the IHE's Commission-approved teacher preparation program to prepare residents in one of the designated shortage areas and/or diversification efforts identified above. Eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory eighty percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or an in-kind match. An eligible LEA shall partner with any regionally accredited IHE with a Commission-approved teacher preparation program to develop and operate a student-teaching based teacher residency program pathway.

Project Period

Up to five years, through June 30, 2026.

Due Date for Receipt of Applications at the Commission Office

February 14, 2022 by 5:00 p.m. PDT

Applications received after that date and time will not be accepted or considered.

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Request for Applications

Teacher Residency Capacity Grants

Section I: Introduction

Introduction

This Request for Applications (RFA) is to provide grant awards of up to a maximum of \$250,000 per grant to eligible Local Education Agencies (LEAs) to support a collaborative partnership between the LEA and one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to develop the partnership's capacity to design and implement a teacher residency program within the applicant LEA for (a) special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten residents and/or (b) recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community's diversity.

Eligible LEAs must have a CD/CDS code issued by the California Department of Education and be one or more, or any combination - including a consortium - of the following:

- (a) a school district,
- (b) a county office of education,
- (c) a charter school,
- (d) a regional occupational center or programs operated by a joint powers authority or a county office of education.

The intent of the Teacher Residency Capacity Grant is to support building capacity in the collaborative LEA-IHE partnership and prepare the partnership and its members to implement and operate an effective teacher residency program within the applicant LEA or consortium. Offering a teacher residency program requires careful collaborative planning and supportive infrastructure within and between the LEA and the IHE to assure that the LEA sites that will host teacher residents are fully ready to implement this type of teacher preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor teacher residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium. Funding from this grant may be used to support these types of activities.

Local Education Agencies (LEAs) awarded state Teacher Residency grant funds may build capacity to support (a) residents earning a credential in designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (b) 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 Teacher Residency Capacity grant must be used to support the applicant LEA or consortium and its partner IHE in developing a program that addresses all preparation requirements for the

target teaching credential(s) as well as preparation for teaching within the specific district/school context where the resident is placed. As required by the Commission's adopted [Teacher Preparation Program Standards](#), the program should prepare the resident to teach the State Board-adopted academic content standards, using the content pedagogy addressed within the California frameworks. In addition, the teacher residency program should take into consideration the state's efforts regarding serving all students in the Least Restrictive Environment, applying Multi-Tiered Systems of Support, the Global California 2030 initiative, and the recent California Department of Education Statewide Literacy Initiative, as appropriate for the residency program that will be developed.

Allowable Activities and Use of Funds

The 2021-22 Budget Act legislation ([Appendix A](#)) authorizes the Commission to allocate up to \$25 million for capacity grants that shall not exceed \$250,000 per grant recipient. Per statute, the grant funds must be matched by the grantee LEA or consortium on an eighty cent (\$.80) to one dollar (\$1) basis. Matching funds may be actual dollars or in-kind services. Funding is available through June 30, 2026.

Sample activities that can be funded through the Teacher Residency Capacity Grants include but are not limited to: (a) planning and development of a new, collaborative LEA-IHE teacher residency program; (b) planning to expand an existing LEA-IHE collaborative teacher residency; (c) developing the LEA's/consortium's and IHE's capacity to effectively offer a teacher residency program within its local school(s); (d) developing the IHE's capacity to support a cohort model for residents in the program; and (e) developing the collaborative LEA-IHE partnership's capacity to apply for future grant funding to operate the intended teacher residency program.

Applicants should indicate their expected starting year for implementation of the teacher residency program resulting from the capacity building process in their responses to the selection criteria, as explained below.

Additional Information for Applicants

In making these grants available, it is the Commission's intention that grantees use these funds efficiently and effectively so that they will be prepared to implement the expanded or new teacher residency program in the applicant LEA or consortium. In addition, the partnership should consider in their planning how they will address and incorporate the key characteristics and components of effective residencies ([Appendix I](#)). Applicants may also use these funds to support their readiness to develop a funding proposal for a teacher residency program in the applicant LEA or consortium under an upcoming Teacher Residency Grant competition.

The Teacher Residency Capacity grants are intended to prepare the LEA applicant and their IHE partner to apply for the full residency grant program. The Teacher Residency Capacity grant funding period, and the approved grant activities, may extend through June 30, 2026. Grantees who also apply for other Teacher Residency grant funding may continue to operate their Teacher Residency Capacity Grant and spend funds from both grants concurrently until the June 30, 2026, cutoff date in order to complete the planned activities described in the response to the selection criteria.

Authorizing legislation allocated \$350 million over a five-year project period for all Teacher Residency Grant Programs. As such, Commission staff anticipates that funds will remain after the 2021-22 fiscal year RFA process and that the Commission will offer future residency grant competitions. The remaining funding competitions for the 2021-22 fiscal year will occur in the following order:

1. The Teacher Residency Expansion Grant RFA: for LEAs currently working in partnership with one or more regionally accredited IHE and are operating a teacher residency pathway within the IHE Commission-approved teacher preparation program. These grant funds may be used to expand, strengthen, or improve access to existing teacher residency programs. This RFA is expected to be released by the end of the 2021 calendar year.
2. The Teacher Residency Grant RFA: for LEAs working in partnership with one or more regionally accredited IHE to establish a new teacher residency program to operate within the IHE Commission-approved teacher preparation program. This RFA is expected to be released in early 2022.

Note: The Teacher Residency and Expansion grant competitions offered in the 2021-22 fiscal year are intended for programs that are currently prepared to implement a new or expand an existing residency pathway and need not have been previously awarded a capacity grant. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for additional residency funds in competitions offered during the 2022-23 fiscal year or in future years.

In addition to being prepared to address their readiness to implement a residency program that exhibits the key characteristics listed in [Appendix I](#), LEA/IHE partnerships interested in responding to a Teacher Residency and/or Expansion RFA should be prepared to provide:

- a. A plan to provide new teacher induction support at no cost to residents once they are hired as a teacher of record. [\(Per authorizing legislation, see \(g\)\(3\) on Appendix A.\)](#)
- b. A plan for program sustainability. Additional information on best practices for teacher residency sustainability can be found in this [report](#) published by Bank Street and the Learning Policy Institute.
- c. A plan for developing innovative strategies that provide financial supports to residents.

Key Dates in the Application Process

Date	Activity
November 2, 2021	Request for Applications (RFA) issued
December 6, 2021	Written questions about the RFA due to the Commission
December 13, 2021	Intent to Apply due (optional)
December 20, 2021	Responses to written questions posted and distributed
February 14, 2022	RFAs must be received by the Commission by 5:00 p.m. PDT
February 15-25, 2022	Review of applications
February 28, 2022	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit an Intent to Apply ([Appendix B](#)) via email to TeacherResGrants@ctc.ca.gov by **December 13, 2021**. The purpose of

this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with “Teacher Residency Capacity Grant Questions” in the subject line **by December 6, 2021** to: TeacherResGrants@ctc.ca.gov. Questions submitted after **December 6, 2021** may not be answered.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website on the [Teacher Residency Grants](#) reference page.

Section II: How to Respond to this RFA

Definitions of Terms as Used in this Request for Applications (in alphabetical order)

Term	Definition as Used in this RFA
Cohort	A group of teacher residents who share common experiences in coursework and/or other support services while participating in a teacher residency program
Encumbrance	A planned expenditure of grant funds
Experienced Mentor Teacher	<p>An “experienced mentor teacher” for purposes of the Teacher Residency Capacity Grant Program is an educator who meets all of the following requirements:</p> <ul style="list-style-type: none"> (A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring. (B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years. (C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors. (D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.
Matching Funds	Actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources

Term	Definition as Used in this RFA
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA or consortium.
Service Obligation	A requirement for Teacher Residency Grant participants to teach for the grantee LEA or consortium for a specified amount of time consistent with the applicable provisions of the Teacher Residency Grant legislation.
Teacher Residency Program	A “teacher residency program” is a program that partners an eligible LEA or consortium 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.
Teacher Residency Capacity Grant Program	A state grant program authorized under the provisions of EC §44415 and §44415.5 that provides funding for the development of teacher residency programs.

Components to be Addressed in the Applicant’s Response

LEAs/consortiums interested in applying for a Teacher Residency Capacity Grant must provide a narrative response to this Request for Applications (RFA) as described in the selection criteria below. In order to be considered, responses must include all of the components indicated. The response by each applicant will be evaluated based on the selection criteria detailed below. Responses to this RFA must be received by the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **5:00 p.m. PDT on February 14, 2022**.

The following information provides guidance to applicants for organizing a complete response to the Selection Criteria of this RFA.

Responses must include an **Application Cover Page** ([Appendix C](#)) and **Program Summary (pages 1 and 2)** ([Appendix D](#)) that identifies two contact persons at the applicant entity, along with contact information by telephone and email, and the signature of the superintendent/chief executive officer of the applicant entity.

Important note: *The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.*

Following the cover page, applicants must provide a **Table of Contents** indicating where in the application each of the required responses can be found.

Selection Criteria for Applicant Responses

Directions: Provide a narrative response to each of the following selection criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant’s proposed Teacher Residency Capacity Grant Program addresses the specified criteria.

Note: *In responding to this section of the criteria, applicants should carefully review the Key Characteristics of an Effective Residency Program ([Appendix I](#)) as well as other resources relating to designing and implementing teacher residency programs to help inform the capacity building plans described within the response to the Selection Criteria. Applicants may also refer to the additional references regarding effective teacher residency approaches available on the [Teacher Residency Grants](#) reference page on the Commission’s website.*

1. Provide an Overview of the Teacher Residency Partnership to be Developed between the Applicant LEA(s) and the Collaborating IHE(s) (10 points)

Provide an overview of the collaborative partnership to be developed under the Teacher Residency Capacity Grant program. A complete response will address all of the following:

- a) The LEA or consortium’s rationale for applying for a Teacher Residency Capacity Grant, and
- b) The LEA or consortium’s intended IHE partner(s) that has a Commission-approved

educator preparation program in the targeted credential area and the reasons for selecting the identified IHE(s). This reasoning may include factors such as geographic location, building upon existing partnerships, a description of how the LEA and IHE will reciprocally support each other with existing needs, etc.

2. Describe the Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversify the Teacher Workforce of the LEA(s) to Match the LEA(s) Community's Diversity (10 points)

Describe and provide data to support the local need for planning and implementing a teacher residency program that (a) supports residents in one of the designated shortage fields including special education, bilingual education, computer science, STEM, TK, or kindergarten and/or (b) meets local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects the LEA community's diversity. Descriptions may include but are not limited to (1) a description of prior efforts to meet local needs; (2) current needs; and (3) the specific needs to be addressed in the proposed Teacher Residency Capacity Grant Program, including:

- a) The number of special education, STEM, bilingual education, computer science, TK and/or kindergarten teachers currently serving on less than a preliminary teaching credential.
- b) The target number of residents to be served annually.
- c) The schools in which residents would potentially be placed.
- d) The rationale for the selection of the identified target schools.
- e) Demographic gaps between student and teachers within the LEA.

3. Describe the Components of the Capacity Building Process to be Implemented Through the Teacher Residency Capacity Grant Program (20 points)

Describe each of the following:

- a) How the partnership will design, develop the capacity for, and be ready to implement an expanded or new Teacher Residency Program in the applicant LEA or consortium. Applicants may provide a table indicating the range of planning/capacity building activities and the participants from the LEA and the IHE as applicable to each planned capacity building activity in response to this criterion. This design should include activities that will result in a deep partnership and a sustainable model such as: a shared vision, a recruitment strategy that will increase the LEA's resident teacher retention rates, an MOU between the LEA and IHE, a plan for program evaluation, a vision of an effective program completer, a financial model, recruitment/selection plans, etc. Additional information on best practices for teacher residency sustainability can be found in this [report](#) published by Bank Street and the Learning Policy Institute.
- b) The plan for creating new or building upon existing structures to recruit, select, and train mentors while maintaining consistency with the Commission's program standards. This plan may include expanding the current process for selecting mentors to support student

teachers, borrowing elements from a new teacher induction program, utilizing existing specialist/coach support models, including teachers certified by the National Board for Professional Teaching Standards, etc.

- c) How the teacher residency program would assure that residents have opportunities to work with students in an experienced [mentor teacher's](#) classroom.
- d) The plan for designing a cohort model approach within the Teacher Residency Program.
- e) The plan to determine how the existing Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education will be modified to work specifically with the partner LEA(s), or how the new Teacher Residency Program at the IHE will be tailored to work specifically with the partner LEA(s), as applicable. Plans may also include, but are not required to incorporate, strategies to eliminate duplicative coursework for competencies that are met during the residency placement, development of Integrated Undergraduate Teacher Preparation pathways, etc.

4. Key Program Personnel and Shared Program Governance (15 points)

Provide a chart or graphic that identifies the management staff from both the LEA or consortium and the IHE(s) who will be responsible for the shared overall management of the Teacher Residency Capacity Grant, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which staff will be responsible (a) for the overall management of the Teacher Residency Capacity Grant, (b) for the fiscal management of the program, and (c) for assuring that the Teacher Residency Capacity Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s).

Identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the Teacher Residency Capacity Grant Program. For example, these other key staff could include individuals serving within the planned program such as mentor teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are or will be critical to the successful implementation of the planned Teacher Residency program. Broad stakeholder involvement during capacity building is encouraged and is a best practice as LEA and IHE partnerships consider the sustainability of a teacher residency program. Representatives from stakeholder groups such as Human Resources staff, LEA leadership, site administrators, union leadership, etc. should participate in designing an innovative staffing plan that includes hiring of residents and a plan to retain them. (Per authorizing legislation, [see \(i\)\(j\) of Appendix A.](#))

5. Timelines and Assurances (10 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide support for capacity building in preparation for implementing a teacher residency pathway within the applicant LEA or consortium as well as for applying for a Teacher Residency Grant in an upcoming Teacher Residency Grant competition.

Applicants must provide assurance that, if funded, they will respond to the Commission’s requirements to collect and submit data as required. Data requests include but are not limited to credential areas explored, successes, challenges, lessons learned, and potential to apply for residency grants.

Applicants should indicate the expected timelines for:

- a) Completion of the planning and capacity building process;
- b) Readiness to apply for a Teacher Residency grant in upcoming competitions;
- c) Recruitment of the initial cohort of Residents for the Teacher Residency Program;
- d) Enrollment of the initial cohort of Residents in the IHE Teacher Residency preparation pathway; and
- e) The starting school year for the first cohort of Residents (e.g., 2022-23, 2023-24).

Note: Applicants may submit a table of expected timelines in response to this criterion.

6. Budgets and Budget Narratives for the Capacity Grant, including Matching Funds (25 points)

Provide a Budget Summary ([Appendix G](#)) for the proposed Teacher Residency Capacity Grant. In addition, applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Teacher Residency Capacity Grant when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

7. Statutory Priority Points (up to 10 points total)

Applicants must fill out and submit the Statutory Priority Points form ([Appendix F](#)).

Summary Review of the Selection Criteria

Application Component	Maximum Points
1. Overview of the Teacher Residency Partnership to be Developed Between the Applicant LEA(s) and the Collaborating IHE(s)	10
2. Local Need	10
3. Components of the Planned Capacity Development Process	20
4. Key Program Personnel and Shared Program Governance	15
5. Timelines and Assurances	10
6. Budgets and Budget Narratives for the Capacity Grant	25
7. Statutory Priority Points	10
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Teacher Residency Capacity Grant must submit **ALL** of the following:

1. An electronic copy of the entire grant application
2. Two paper copies of the entire grant application

All applications (both electronic and paper) must be received by the Commission office by 5:00 p.m. PDT on February 14, 2022. Applications received or postmarked after this time will not be accepted, reviewed, or evaluated.

Email an electronic copy to: TeacherResGrants@ctc.ca.gov

OR

Mail or Deliver the two paper copies to:

Cara Mendoza
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Application

Applications may be in digital or hardcopy form and must be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of an application narrative is not more than 30 double-spaced or 15 single-spaced pages, not including required appendices, forms, and budget information. Conciseness and brevity are appreciated to the extent possible.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members and rated according to the scoring criteria provided in this RFA.

A recommendation for awarding the grants will be made to the Commission's Executive Director. Selected grantees will receive a grant award letter from the Commission and grant acceptance conditions to be signed and returned to the Commission. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

Grantees will be expected to make appropriate progress in implementing the program planning process according to the operational plan provided in the funded application. Additionally, grantees will be expected to provide data when annual reports are requested by the Commission. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments. Upon approval of the application, the first payment will be 90 percent (90%) of the total budget amount, and the second payment will be 10 percent (10%) of the total budget amount. The second payment will be provided to grantees after the program has completed its activities.

Appendix A Authorizing Legislation

Section 45:

Section 44415.5 is added to the Education Code, to read:

44415.5.

(a) For purposes of this section, the following definitions apply for the Teacher Residency Grant Program:

(1) “Experienced mentor teacher” means an educator who meets all of the following requirements:

(A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.

(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

(C) Receives specific training for the mentor teacher role, and engages in ongoing professional learning and networking with other mentors.

(D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.

(2) “Teacher residency program” is 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.

(b) For the 2021–22 fiscal year, the sum of three hundred fifty million dollars (\$350,000,000) is hereby appropriated from the General Fund to the commission for the Teacher Residency Grant Program to support teacher residency programs that recruit and support the preparation of teachers pursuant to this section. This funding shall be available for encumbrance until June 30, 2026.

(c) (1) The commission shall make one-time grants to grant applicants to establish new teacher residency programs, or expand, strengthen, or improve access to existing teacher residency programs that support either of the following:

(A) 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.

(B) Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity.

(2) Grant recipients shall work with one or more commission-accredited teacher preparation programs and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident teachers who will be supported through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

(A) A school district.

(B) A county office of education.

(C) A charter school.

(D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(d) Grants allocated pursuant to subdivision (c) shall be up to twenty-five thousand dollars (\$25,000) per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the grant amount received per participant, as described in subdivision (f). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

- (1) Teacher preparation costs.
- (2) Stipends for mentor teachers, including, but not limited to, housing stipends.
- (3) Residency program staff costs.
- (4) Mentoring and beginning teacher induction costs following initial preparation.

(e) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(f) A grant recipient shall provide a match of grant funding in the form of one or both of the following:

- (1) Eighty cents (\$0.80) for every one dollar (\$1) of grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (d).
- (2) An in-kind match of program director personnel costs, mentor teacher personnel costs, or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(g) Grant recipients shall do all of the following:

- (1) Ensure that candidates are prepared to earn a preliminary teaching credential that will authorize the candidate to teach either in a designated shortage field or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) upon completion of the program.
- (2) Ensure that candidates are provided instruction in all of the following:
 - (A) Teaching the content area or areas in which the teacher will become certified to teach.
 - (B) Planning, curriculum development, and assessment.
 - (C) Learning and child development.
 - (D) Management of the classroom environment.
 - (E) Use of culturally responsive practices, supports for language development, and supports for serving pupils with disabilities.
 - (F) Professional responsibilities, including interaction with families and colleagues.
- (3) Provide each candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate.
- (4) Prepare candidates to teach in a school within the jurisdiction of the grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.
- (5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and ensure candidates are enrolled in a teaching school or professional development program that is organized to support a high-quality teacher learning experience in a supportive work environment.

(h) To receive a grant, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(i) When selecting grant recipients, the commission shall do both of the following:

- (1) Require applicants to demonstrate a need for teachers in one or more designated shortage fields or for the purposes described in subparagraph (B) of paragraph (1) of subdivision (c), and to propose to establish a new, or expand, strengthen, or improve access to an existing, teacher residency program that recruits, prepares, and supports teachers to teach in either one or more such fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) in a school within the jurisdiction of the sponsoring grant applicant.
- (2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined

in Section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

- (A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.
- (B) A school that is located in either a rural location or a densely populated region.

(j) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. A candidate who fails to earn a preliminary credential or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year teaching commitment.

(k) If a candidate 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 candidate has completed at least one-half of the school year.
- (2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
- (3) The candidate 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 succeeding school year.
- (4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
- (5) The candidate 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.

(l) For purposes of administering the grant program pursuant to subdivision (c), the commission shall do all of the following:

- (1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.
- (2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.
- (3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (j).

(m) If the commission determines or is informed that a sponsored candidate failed to earn a preliminary credential or meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at the sponsoring grant recipient.

(n) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (m), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall

notify the Controller of the local educational agency where the candidate taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(o) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (n) shall be deposited into the Proposition 98 Reversion Account.

(p) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential or complete the period of placement the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.

(q) Grant recipients shall not charge a teacher resident a fee to participate in the Teacher Residency Grant Program.

(r) (1) Notwithstanding subdivision (c), the commission may allocate up to twenty-five million dollars (\$25,000,000) of the amount appropriated pursuant to subdivision (b) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to expand, strengthen, improve access to, or create teacher residency programs that lead to more credentialed teachers to teach either in shortage fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c).

(2) (A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Individual capacity grants shall not exceed two hundred fifty thousand dollars (\$250,000) per grant recipient.

(s) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (b) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2020–21 fiscal year.

SEC. 46.

Section 44417.5 is added to the Education Code, to read:

44417.5.

The commission shall conduct an evaluation of the Teacher Residency Grant Program described in Section 44415.5 to determine the effectiveness of this program in recruiting, developing support systems for, and retaining teachers prepared to teach either in commission-designated shortage areas or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) of Section 44415.5, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2027.

**Appendix B
Intent to Apply for a
Teacher Residency Capacity Grant (Optional)**

[Link to Appendix B](#)

**Appendix C
Application Cover Page
Teacher Residency Capacity Grant**

[Link to Appendix C](#)

**Appendix D
Program Summary
Teacher Residency Capacity Grant
Appendix D – 2 Pages**

[Link to Appendix D](#)

Appendix E
Partnership Agreements
Appendix E Partnership Agreements

[Link to Appendix E](#)

Appendix F
Statutory Priority Points
Teacher Residency Capacity Grant

[Link to Appendix F](#)

Appendix G
Budget Summary and Budget Narrative
Teacher Residency Capacity Grant

[Link to Appendix G](#)

Appendix H Budget Definitions

Directions: For each of the line-item budget categories on the Budget Form, provide a Budget Narrative that details how the total was calculated. Below are clarifications of what type of information should be included for each line item.

LEA Personnel (Salaries): Use this line item for any salary costs for LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

LEA Personnel (Stipends): Use this line item for any stipends paid to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

LEA Personnel (Release Time): Use this line item for the costs of providing release time to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

IHE Personnel (Salaries): Use this line item for any salary costs for IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

IHE Personnel (Stipends): Use this line item for any stipends paid to IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

IHE Personnel (Release Time): Use this line item for the costs of providing release time to IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

Mentor Teacher Professional Development/Training: Use this line item for costs relating to training and/or providing professional development to prepare teachers to serve as Master/Mentor teachers to the Residents who will be co-teaching in their classrooms.

Mentor Teacher Stipends: Use this line item for costs relating to providing stipends to Master/Mentor teachers to help prepare them to serve as Master Teachers/Mentors to the Residents who will be co-teaching in their classrooms.

Mentor Teacher Release Time: Use this line item for costs relating to providing release time to Master/Mentor teachers to help prepare them to serve as Master Teachers/Mentors to the Residents who will be co-teaching in their classrooms.

Travel for LEA Personnel: Use this line item for travel costs for LEA personnel relating to participating in the activities of the Teacher Residency Capacity Grant Program.

Travel for IHE Personnel: Use this line item for travel costs for IHE personnel relating to participating in the activities of the Teacher Residency Capacity Grant Program.

Consultants/Technical Support Provider: Use this line item for the costs of working with expert consultants to help plan and design the expanded or new teacher residency program, assist with providing training or other professional development to staff, and assist with other capacity-building related activities to help develop the capacity of the LEA-IHE partnership to implement the planned teacher residency program.

Program Administration: Use this line item for costs relating to management and administration of the Teacher Residency Capacity Grant. The 5% restriction on program administration does not apply to the Teacher Residency Capacity Grants.

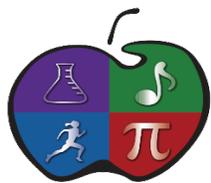
Actual Matching Funds are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.

In-Kind Matching Funds are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

Appendix I

Key Characteristics of an Effective Residency Program



CALIFORNIA TEACHER
RESIDENCY LAB

The [California Teacher Residency Lab](#) (Lab), hosted by the [CDE Foundation](#), is a learning community where clinically rich teacher residency program grantees learn from one another and experts, strengthen their intra-program partnerships, and engage in formal and informal networking to support continuous improvement.

The foundation of The Lab's work is rooted in the support teacher residency programs receive in research-based characteristics necessary to create and maintain high-quality and sustainable teacher residency programs.

The Lab is open to all CTC teacher residency grantees, including residency, expansion, and capacity grants. Contact residencylab@cdefoundation.org to learn more.

Characteristics of an Effective California Teacher Residency Program

1. Equity and justice are defined and advanced at all levels of residency work.
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations (e.g., collective bargaining entities and community organizations) are included.
3. The residency system is financially sustainable.
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the district's and community's unique diversity.
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.
8. All residents are mentored by accomplished mentor teachers who reflect their district's and community's unique diversity.
9. Clusters of mentors and residents support and learn from one another at residency partners "teaching schools."
10. Residency graduates are supported to continue their professional learning and develop as leaders.

*These characteristics are informed by research conducted by the [Learning Policy Institute](#) and the [National Center for Teacher Residencies](#).