

California Commission on Teacher Credentialing



Request for Proposals Teacher Residency Grants

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Grants are Local Education Agencies (LEAs) currently working in partnership with institutions of higher education (IHEs) that are operating a teacher residency pathway within their Commission-approved teacher preparation program and LEAs that are beginning a new partnership with a Commission-accredited IHE that has an approved teacher preparation program, to offer a teacher residency program. Applicants should note that there is a 100 percent match requirement for each grant dollar received. Matching funds may be actual funds and/or in-kind match.

Available Funding

Grant awards of up to \$20,000 per resident participating in the Teacher Residency Grant Program are available for the purpose of developing a new residency pathway with an IHE that has a Commission-approved teacher preparation program or expanding existing LEA-IHE partnerships currently operating a Commission-approved teacher residency pathway. LEAs should note that funds from a Local Solutions Grant that the LEA might also apply for and receive under the Local Solutions Grant competition cannot be used to support the same teacher candidates participating in a program supported by an award from the Teacher Residency Grant Program. Applicants should also note that this funding is intended to supplement and not supplant existing LEA and IHE teacher residency programs and efforts.

Project Period

Up to five years, from 2018-19 through June 30, 2023, with reporting requirements as specified by the Commission on Teacher Credentialing (Commission). Funding is provided for an initial program year of 2019-20, and is potentially renewable contingent on availability of state funding and adequate yearly progress in program implementation.

Due Date for Receipt of Proposals at the Commission Office

~~Thursday~~**Tuesday**, January 15, 2019 by 5 p.m. PST

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

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Request for Proposals

Teacher Residency Grants

Section I: Introduction

Introduction

This Request for Proposals (RFP) is to provide grant awards of up to \$20,000 per teacher candidate in the residency program of the jurisdiction of the grant recipient. Grant applicants (LEAs) must consist of one or more, or any combination of the following: school districts, county offices of education, charter schools, regional occupational center or programs operated by a joint powers authority, and a nonpublic, nonsectarian school, as defined in Education Code Section 56034. Eligible LEAs must currently work in partnership with one or more IHEs operating a Commission-approved teacher residency pathway or must develop an LEA-IHE partnership with an IHE that has a [Commission-approved teacher preparation program](#) to establish a teacher residency program for purposes of this grant program. *Note: nonpublic nonsectarian schools may apply for a Teacher Residency Grant to develop a special education-focused teacher residency program only.*

The intent of the Teacher Residency Grant is to support the expansion of an existing or the development of a new teacher residency program. Residencies funded by Teacher Residency Grant funds may support residents earning a credential in any of the following credential areas:

- Any of the Preliminary Education Specialist content areas;
- Any general education or special education teaching credential earned concurrently with a Bilingual Authorization;
- Single Subject: Foundational-Level Mathematics;
- Single Subject: Mathematics;
- Single Subject: Industrial and Technology Education;
- Single Subject Science: Foundational-Level General Science;
- Single Subject Science: Biological Sciences;
- Single Subject Science: Chemistry;
- Single Subject Science: Geosciences; and/or
- Single Subject Science: Physics.

The Teacher Residency Grant must support the applicant LEA in developing a new and/or expanding an existing residency 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 must also 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 must be aligned with the state's efforts regarding serving all students in the Least Restrictive Environment,

Multi-Tiered System of Support, and the Global California 2030 initiative, as appropriate for the residency program that will be developed and/or expanded.

This funding is available for encumbrance through June 30, 2023. The 2018-19 Budget Act legislation ([Appendix A](#)) authorizes the Commission to provide competitive grants to eligible entities for Teacher Residency Grants. Per statute, the grant funds must be matched by the grantee LEA or consortium on a dollar-for-dollar basis. Matching funds may be actual dollars or in-kind. *Note: Each resident participating in a Teacher Residency Grant Program may receive a maximum of \$20,000 in one-time, non-renewable grant-funded support.*

Allowable Activities and Use of Funds

In making these grants available, it is the Commission's intention that the grantees use these funds efficiently and effectively to develop a new or expand an existing residency program to serve special education, STEM, and/or bilingual residents in the applicant LEA or consortium. Grant funding may be used for, but is not limited to, any of the following: teacher preparation costs, stipends for mentor teachers, stipends for teacher candidates, and mentoring and beginning teacher induction costs following initial preparation.

Applicants developing a new teacher residency program may apply to include any or all of the three statutory areas in the proposed program— special education, STEM, and/or bilingual education. Applicants currently operating a teacher residency program may expand the current program to increase the number of residents enrolled in the program and/or expand the program to include any or all of the three allowable areas.

Additional Information for Applicants

Applicants should note the following provisions of the authorizing statute with respect to the obligations of teachers participating in the Teacher Residency Grant Program. In addition, applicants should refer to the full text of the authorizing statute with respect to their monitoring and fiscal obligations if awarded a Teacher Residency Grant.

Section 44415(j): A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (b) shall agree in writing to either (1) work as an education specialist serving a caseload of pupils who receive special education services in a special education setting or (2) be placed in a bilingual education, science, technology, engineering, or mathematics assignment, in a school within 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 the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year teaching commitment.

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 his or her 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 next 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.

Key Dates in the Application Process

| Date | Activi |
|---------------------------------------|---------------------------------------------------------|
| October 15, 2018 | RFP issued |
| November 2, 2018 | Written questions about the RFP due to the Commission |
| November 9, 2018 | Intent to Apply due (optional) |
| November 9, 2018 | Responses to written questions posted and distributed |
| January 15, 2019 by 5 p.m. PST | RFP Proposals must be received by the Commission |
| January 16-February 28, 2019 | Review of proposals |
| March 8, 2019 | Announcement of Grant Awards |

Notice of Intent to Apply

Entities with an interest in responding to this RFP are encouraged to submit a Notice of Intent to Apply ([Appendix B](#)) via email to TeacherResGrants@ctc.ca.gov by **November 9, 2018**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFP 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 a proposal, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting a proposal in response to this RFP.

How to Submit Written Questions about this RFP

Applicants who have questions about information contained in this RFP may submit questions via email with “Teacher Residency Grant Questions” in the subject line **by November 2, 2018** to: TeacherResGrants@ctc.ca.gov. Applicants may also review the [Questions submitted regarding the Teacher Residency Expansion Grant RFP](#) for reference.

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.

Section II: How to Respond to this RFP

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

| Term | Definition as Used in this RFP |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 Grant Program is an educator who meets all of the following requirements:</p> <p>(A) Has at least three years of teaching experience and a clear credential authorizing instruction of special education, or bilingual education, science, technology, engineering, or mathematics pupils, in the subject in which he or she will be mentoring.</p> <p>(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.</p> <p>(C) Receives specific training for the mentor teacher role, and engages in ongoing professional learning and networking with other mentors.</p> <p>(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.</p> |
| Liquidation | Full and final expenditure of all grant funds received. |
| Matching Funds | Actual dollars or the in-kind value of services or other expenditures from the grantee’s own resources. |
| 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. |
| Service Obligation | A requirement for Teacher Residency Grant participants to teach for the grantee LEA for a specified amount of time consistent with the applicable provisions of the Teacher Residency Grant legislation. |
| Special Education | Refers to all of the special education credentials, including the seven specialty content areas leading to a preliminary teaching credential. |
| STEM | Refers to “Science, Technology, Engineering, and Mathematics.” For purposes of the Teacher Residency Grants, the applicable STEM credentials are all of the science credentials, including Foundational-Level Science; the mathematics credentials, including Foundational- |

| Term | Definition as Used in this RFP |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Level Mathematics; and Industrial and Technology Education. |
| Teacher Residency Program | A “teacher residency program” is a grant applicant-based program that partners with one or more teacher preparation programs accredited by the Commission 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. |
| Teacher Residency Grant Program | A state grant program authorized under the provisions of EC §44415 that provides funding for teacher residency programs. |

Components to be Addressed in the Applicant’s Response

Applicants must provide a narrative response to this Request for Proposals (RFP) 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 below. Responses to this RFP must reach the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **5 p.m. PST on ~~Thursday~~Tuesday, January 15, 2019.**

The following information provides guidance to applicants for organizing a complete response to the RFP.

Responses must include a **Cover Page** ([Appendix C](#)) that identifies a contact person at the applicant entity, along with contact information by telephone fax, 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 criteria. Responses should be focused, concise, as brief as possible, and provide sufficient but not overly extensive information to substantiate how the applicant’s current or proposed teacher residency program addresses the specified criteria.

1. Overview of the Teacher Residency Partnership between the Applicant LEA and the Eligible Collaborating IHE(s) (15 points)

Provide an overview of the proposed teacher residency program to be operated by the LEA in partnership with the eligible collaborating IHE(s). Describe how the local partnership is to be organized, what the roles of the applicant LEA and the IHE(s) are within the partnership, and the factors that will make the partnership effective in operating a residency program. If applying to expand an existing program, provide evidence of the success of the currently operational residency program. *Note: Partner IHEs must have a Commission-approved teacher preparation program in the credential area(s) which the proposed Teacher Residency Grant Program will address.*

2. Local Need for Special Education, STEM, and/or Bilingual Education Teachers (10 points)

Describe and provide data to support the local need to develop a new residency program or expand on a current residency program in order to prepare new special education teachers, STEM teachers, and/or bilingual teachers. Your response should include, but not be limited to, a description of prior efforts to meet local shortage needs for special education, STEM, and/or bilingual teachers, current needs for special education, STEM and/or bilingual teachers, and the specific needs to be addressed in the proposed Teacher Residency Grant Program, including:

- a) The number of special education, STEM, and/or bilingual education teachers currently serving on less than a preliminary teaching credential;
- b) The target number of residents for special education, STEM, and/or bilingual education residencies;
- c) The schools in which residents would potentially be placed;
- d) The rationale for the selection of the identified target schools; and
- e) The extent to which the teacher residency program would help address the unmet needs for special education, STEM, and/or bilingual education teachers in the applicant LEA or consortium.

3. Description of the Teacher Residency Program to be Implemented (15 points)

Describe each of the following:

- a) Who the target candidates for participation in the Teacher Residency Grant Program would be and how they would be recruited and enrolled in the Teacher Residency Grant Program;
- b) How the proposed or expanded Teacher Residency Grant Program would build on/supplement but not supplant either the current teacher residency program if applicable, or any current local/IHE efforts; and
- c) If applicable, any modifications and/or improvements to the currently operating teacher residency program that would be implemented within the Teacher Residency Grant Program, and the rationale for these modifications/improvements. If this is a new residency program to be developed through the grant, applicants may indicate “not applicable” in response to this criterion.

Note: In responding to this section of the criteria, applicants should review the Key Program Factors and Components Checklist form ([Appendix E](#)).

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

- a) Provide a chart that identifies the management staff who will be responsible for the shared management of the Teacher Residency Grant Program, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which staff will be responsible (1) for the overall management of the Teacher Residency Grant Program, (2) for the fiscal management of the program, (3) for assuring that the Teacher Residency Grant Program functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s), and (4) for providing the required program data indicated in Criterion 5 below.
- b) Identify other key staff who may not have direct program administration responsibilities but who will be playing important roles in implementing the Teacher Residency Grant Program. For example, these other key staff could include individuals serving within the planned program such as mentor/master teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are critical to the successful implementation of the program. Describe any professional development/training that will be provided to other key staff who will be working directly with the target program participants in order to effectively implement the Teacher Residency Grant Program. For example, the program may include providing specific training to individuals who may be serving as mentors to newly-credentialed special education teachers to help them understand and implement their roles more effectively.
- c) Explain the relationship and governance of the Teacher Residency Grant Program within the grantee LEA in terms of internal institutional oversight, management, and reporting.
- d) Identify key staff at the institution of higher education(s) who will work with the LEA, including who will be monitoring all credential requirements and who will be submitting the recommendations for the preliminary credentials.

5. Data Collection and Evaluation Reporting (15 points)

Applicants should describe their current or future processes to collect, analyze, report, and use data regarding the outcomes of their current or developing teacher residency program(s).

The list below of evaluation criteria is provided for information purposes only.

Applicants must provide an assurance that, if funded, they will respond to the Commission's requirements for data collection, evaluation, and reporting, as listed below and as required by statute. *Note that these data types may change as a result of any future legislation concerning the Teacher Residency grants.*

- A. The number of residents enrolled to be trained in each of the following

- areas: special education, STEM subjects, and bilingual education;
- B. The range of total financial support provided to residents, such as stipends or tuition support;
 - C. The average per-resident costs of the program, including matching funds provided by the grantee and sources of these funds;
 - D. 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;
 - E. The percentage of program participants who complete the residency program and earn a preliminary teaching credential;
 - F. The extent to which program graduates are teaching in high-need subjects and locations;
 - G. The number and percentage of program graduates who teach in special education, bilingual education, and STEM subjects within the grant recipient
 - H. The number and percentage of program graduates who teach in hard to staff schools, as determined by the grant recipient;
 - I. 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;
 - J. 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;
 - K. Teacher retention rates for program graduates within the grant recipient;
 - L. Residency program graduate achievement on the Teaching Performance Assessment (TPA);
 - M. The percentage of program participants who complete induction and earn a clear teaching credential;
 - N. Results from candidate and program graduate surveys of the quality of preparation they received;
 - O. Best practices found to be effective in implementing the program;
 - P. Factors promoting or hindering program implementation; and
 - Q. Lessons learned in order to inform future investments in this type of program.

6. Budgets and Budget Narratives including Matching Funds (30 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide funding based on a total allowable grant-funded expenditure of \$20,000 per participating resident. The funds are intended to provide a maximum of direct services and/or related services that directly benefit the participating residents. For that reason, the authorizing legislation capped the expenditure of grant funds for program administration purposes at five percent (5%). No additional grant funds expenditures for program

administration purposes will be allowed. Applicants may, however, choose to use their matching funds to provide for additional program administration services under the budget category of “Program Administration/Indirect Costs” if additional funding is needed for this purpose.

Directions for Responding to the Budget Criterion

Provide a budget for the proposed Teacher Residency Grant Program, using [Appendix F](#) for grant funds and [Budget Form F1](#) for local matching funds. 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 Grant Program 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 4 points total)

Applicants must complete and submit the Statutory Priority Points form ([Appendix D](#))

Summary Review of the Selection Criteria

| Proposal Component | Maximum Points |
|----------------------------------------------------------------------|-----------------------|
| 1. Overview of the Teacher Residency Partnership | 15 |
| 2. Local Need for Special Education, STEM, and/or Bilingual Teachers | 10 |
| 3. Teacher Residency Program to be Implemented | 15 |
| 4. Key Program Personnel and Shared Program Governance | 15 |
| 5. Data Collection and Evaluation Reporting | 15 |
| 6. Budgets and Budget Narratives for the First Program Year | 30 |
| 7. Statutory Priority Points | 4 |
| Total Points Possible | 104 |

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 Grant must submit **ALL** of the following:

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

All Proposals (both electronic and paper) must reach the Commission office by 5:00 p.m. PST on Tuesday, January 15, 2019. Proposals received after this time will not be accepted, reviewed or evaluated.

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

Mail or Deliver the four paper copies to:

Phyllis Jacobson
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Proposal

Proposals should 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 a proposal is not more than 30 double spaced or 15 single spaced pages. 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 RFP.

A recommendation for awarding the grants will be made to the Executive Director and will result in a grant award letter from the Commission and grant acceptance conditions to be signed and returned by each grantee. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

The grantee will be expected to make appropriate progress in implementing the program according to the operational plan provided in the funded application. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data as specified in the RFP.

Funds to grantees will be distributed in two total payments. The first payment will be 90 percent of the total budget amount, distributed in the spring, and the second payment will be the remaining 10 percent of the budget amount, distributed after the program submits its final data report.

Note: the Commission anticipates funding will be available for subsequent program years. Grantees may apply for funding for another cohort of residents. However, each resident may only receive a maximum of a one-time \$20,000 support from the grant funds. LEAs not funded in the initial round of the Teacher Residency Grant competition may apply for funding in subsequent years, depending on availability of state funds for this purpose.

Appendix A Authorizing Legislation

Section 39: Article 16. Teacher Recruitment, Retention, and Support Grant Programs

44415.

- (a) (1) For the 2018–19 fiscal year, the sum of seventy-five million dollars (\$75,000,000) is hereby appropriated from the General Fund to the commission to establish the Teacher Residency Grant Program. This funding shall be available for encumbrance until June 30, 2023.
- (2) Of the amount appropriated in paragraph (1), fifty million dollars (\$50,000,000) shall be expended to provide one-time competitive grants to grant applicants to develop new, or expand existing, teacher residency programs that recruit and support the preparation of special education teachers.
- (3) Of the amount appropriated in paragraph (1), twenty-five million dollars (\$25,000,000) shall be expended to provide one-time competitive grants to grant applicants to develop new, or expand existing, teacher residency programs that recruit and support the preparation of bilingual education, science, technology, engineering or mathematics teachers.
- (b) (1) The commission shall make one-time grants to grant applicants to establish new or expand existing teacher residency programs. 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.
- (2) 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.
 - (E) A nonpublic, nonsectarian school, as defined in Section 56034.
- (c) Grants allocated pursuant to subdivision (b) shall be up to twenty thousand dollars (\$20,000) per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient on a dollar-for-dollar basis. Grant program funding shall be used for, but is not limited to, any of the following: teacher preparation costs, stipends for mentor teachers, stipends for teacher candidates, and mentoring and beginning teacher induction costs following initial preparation.
- (d) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.
- (e) A grant recipient shall provide a 100-percent match of grant funding in the form of one or both of the following:
- (1) One dollar (\$1) for every one dollar (\$1) of grant funding received that is to be used in a manner consistent with allowable grant activities pursuant to subdivision (c).

(2) An in-kind match of mentor teacher personnel costs or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(f) For purposes of this section, the following terms have the following meanings:

(1) “Teacher residency program” is a grant applicant-based program that partners with one or more teacher preparation programs accredited by the commission 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.

(2) An “experienced mentor teacher” for purposes of the Teacher Residency Grant Program is an educator who meets all of the following requirements:

(A) Has at least three years of teaching experience and a clear credential authorizing instruction of special education, or bilingual education, science, technology, engineering, or mathematics pupils, in the subject in which he or she 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.

(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 special education, or bilingual education, science, technology, engineering, or mathematics 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 his or her first years of teaching.

(4) Prepare candidates to teach at the same 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 place candidates in teaching schools or professional development programs that are 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 special education, or bilingual education, science, technology, engineering, or mathematics, teachers and to propose to establish a new, or expand an existing, teacher residency program that recruits, prepares, and supports teachers to teach special education, or bilingual education, science, technology, engineering, or mathematics, in a school within the jurisdiction of the sponsoring grant applicant.
 - (2) Give priority consideration to grant applicants with one or more schools that exhibit one or more of the following characteristics:
 - (A) A school where 50 percent or more of the enrolled pupils are eligible for free and reduced-price meals.
 - (B) A school where at least 5 percent of the teachers are misassigned, as determined by the commission, or working on a short-term staffing permit, a provisional intern permit, or a waiver.
 - (C) A school that is located in either a rural location or a densely populated region.
 - (D) A school with a cumulative voluntary teacher attrition rate that exceeded 20 percent over the three preceding school years.
- (j) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (b) shall agree in writing to either (1) work as an education specialist serving a caseload of pupils who receive special education services in a special education setting or (2) be placed in a bilingual education, science, technology, engineering, or mathematics assignment, in a school within 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 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 his or her 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 next 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 (b), 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 his or her 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 his or her 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 a program operated by a joint powers authority that does not receive 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 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 paragraphs (2) and (3) of subdivision (a), the commission may allocate up to one million five hundred thousand dollars (\$1,500,000) of the amount appropriated pursuant to subdivision (a) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, described in subparagraphs (A) to (D), inclusive, of paragraph (2) of subdivision (b), partnering with institutions of higher education to expand or create teacher residency programs that lead to more credentialed special education, or bilingual education, science, technology, engineering, or mathematics, teachers.

(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 seventy-five thousand dollars (\$75,000) 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 (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2017–18 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 2017–18 fiscal year.

44417.

The commission shall conduct an evaluation of the Teacher Residency Grant Program established in Section 44415 and the Local Solutions Grant Program established in Section 44416 to determine the effectiveness of these programs in recruiting, developing support systems for, and retaining special education, and bilingual education, science, technology, engineering, and mathematics, teachers and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

44418.

This article shall remain in effect only until January 1, 2027, and as of that date is repealed

Appendix B

Intent to Apply for a Teacher Residency Grant (Optional)

As indicated by the signature of the Superintendent or authorized administrator below, it is the intent of the institution identified below to apply for a Teacher Residency Grant to address the shortage of special education, STEM, and/or Bilingual Education teachers. The institution understands that this optional Intent to Apply must be received by the Commission **by November 9, 2018** and that submission of this form does not require or otherwise obligate the institution to submit a proposal to the Commission. Applicants may submit proposals to the Commission without submitting an Intent form. Those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to TeacherResGrants@ctc.ca.gov or sent by postal mail to:

Commission on Teacher Credentialing
Attn: Teacher Residency Grant
1900 Capitol Ave.
Sacramento, CA 95811-4213

| | |
|-------------------------|------------|
| Institution | |
| Signature | |
| Print Name | |
| Title | |
| Date | |
| Consortium application? | Yes* No |

**if Yes, indicate below all LEA consortium members

Appendix C
Application Cover Page and Program Summary
Teacher Residency Grant

These forms should be the cover pages to the application submitted to the Commission.

1. Name of Applicant: _____

Mailing Address: _____

Contact Person: _____

Telephone: _____

Fax: _____

E-mail: _____

2. Fiscal Agent for the Program:

Name: _____

Agency: _____

Mailing Address: _____

Telephone: _____

Fax: _____

Email: _____

3. Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Educational Agency (LEA):

Name: _____

Title: _____

Signature: _____

Date: _____

Teacher Residency Grant Summary

Directions: Complete this form to address the development of the proposed new Teacher Residency program or as applicable the grant-funded expansion of the current Teacher Residency program. Do not include residents who are part of any current Teacher Residency Program. Note: This form may be expanded if additional pages are needed.

1. Residents to be Served by the Teacher Residency Grant Program

| Residency Area | Special Education | Special Education with Bilingual Authorization | STEM | STEM with Bilingual Authorization | Multiple Subject With Bilingual Auth. | Single Subject non-STEM with Bilingual Auth. |
|------------------------------------------------|-------------------|------------------------------------------------|------|-----------------------------------|---------------------------------------|----------------------------------------------|
| # of Residents | | | | | | |
| Amount of Grant Funds to Serve these Residents | | | | | | |
| Amount of Local Funds to Serve these Residents | | | | | | |

2. LEA(s) and Schools Where the Teacher Residency Grant Program Residents Will Be Placed

| LEA | School to be Served | Type of Residents |
|-----|---------------------|-------------------|
| | | |
| | | |
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3. List the Eligible Partner IHE(s) for the Teacher Residency Grant Program

| IHE | Number and Type of Residents |
|-----|------------------------------|
| | |
| | |
| | |

Appendix D Statutory Priority Points

Directions: Indicate if the applicant LEA qualifies for any of the following statutory priority points:

| Statutory Priority Criterion | Yes | If Yes, Name and Location of Qualifying School | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------|----|
| 1. Applicant LEA has a school where 50 percent or more of the enrolled pupils are eligible for free and reduced price meals | | | |
| 2. Applicant LEA has a school where at least 5 percent of the teachers are misassigned, as determined by the commission, or working on a short-term staffing permit, a provisional intern permit, or a waiver | | | |
| 3. Applicant LEA has a school that is located in either a rural location or a densely populated region | | | |
| 4. Applicant LEA has a school with a cumulative voluntary teacher attrition rate that exceeded 20 percent over the three preceding school years | | | |

Appendix E

Critical Factors and Components of Effective Residency Approaches within a Collaborative Partnership

(Compiled from the Budget Language, the Learning Policy Institute (LPI), Bank Street College, and National Center for Teacher Residencies (NCTR))

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • A strong, well-defined and agreed upon district/university partnership with shared responsibilities is in place and is recognized through a formal agreement (MOU). |
| <ul style="list-style-type: none"> • Participating LEA schools model research-based practices with diverse learners as defined in the enabling legislation. The selected schools must be organized to support high-quality teacher learning experiences in a supportive work environment. |
| <ul style="list-style-type: none"> • Participating LEAs cannot charge a resident a fee to participate in the program. |
| <ul style="list-style-type: none"> • Residency program plan is based on and supported by data that demonstrates the need for special education, single subject science, single subject mathematics and/or bilingual teachers in the local education agency. |
| <ul style="list-style-type: none"> • Cohorts of candidates are placed in schools or consortia of districts; cohorts must have opportunities to share experiences including but not limited to shared courses, seminars, informal and formal gatherings. |
| <ul style="list-style-type: none"> • The residency experience is not less than one school year in length in one school/district/consortium, adhering to the district calendar and is not dependent on the preparation program's academic calendar. |
| <ul style="list-style-type: none"> • A fully credentialed, experienced, and effective teacher is identified as the mentor. The mentor must have a minimum of 3 years of successful teaching including satisfactory evaluations. |
| <ul style="list-style-type: none"> • There is a clear process to identify and select experienced teachers who will serve as master teachers/mentors for the residents while also co-teaching with their assigned resident. The mentor/master teachers must be compensated, receive appropriate release time or both. |
| <ul style="list-style-type: none"> • The mentor must receive specific training on their role and engage in ongoing professional learning and networking with other mentors. |
| <ul style="list-style-type: none"> • Teacher preparation coursework is concurrent with the residency year. |
| <ul style="list-style-type: none"> • Teacher preparation coursework is tightly aligned with the resident's work in the school/classroom. |
| <ul style="list-style-type: none"> • There is a clear process for recruiting and selecting diverse and committed residency candidates who demonstrate a high likelihood for success. |
| <ul style="list-style-type: none"> • There is a clear process for how residents will be supported through a cohort model. |
| <ul style="list-style-type: none"> • The resident shares the full range of experience with the master teacher including planning, instruction, assessing (formative and summative), and working with families of the students. Resident also participates as a member of the larger school community engaging in all aspects of the responsibilities beyond the classroom such as student supervision, committee work, and staff meetings. |

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • The teacher preparation program requires candidates to complete a Commission-approved Teaching Performance Assessment (applies to Single Subject or Multiple Subject candidates only until a TPA is available for Special Education candidates.) |
| <ul style="list-style-type: none"> • Preparation and recommendation of candidates must be through a regionally accredited institution of higher education (IHE) that offers, or will offer, a Teacher Residency program model for the types of credentials for which the residency is being proposed. |
| <ul style="list-style-type: none"> • Coursework in the teacher preparation program may be taught by IHE faculty or by LEA practitioners who meet the requirements of the approved program. |
| <ul style="list-style-type: none"> • Teacher preparation courses may take place at the LEA or the IHE. |
| <ul style="list-style-type: none"> • The program requires participants to commit to teach for 4 years in the district where the candidate completed the residency program. Completers have 5 years to satisfy the 4 year teaching requirement. A candidate who fails to earn a preliminary teaching credential or does not teach for the 4 required years shall reimburse the sponsoring grant recipient the amount invested in the candidate. |
| <ul style="list-style-type: none"> • The LEA agrees to a hiring priority for the resident upon successful completion of residency program and attainment of the teaching credential. |
| <ul style="list-style-type: none"> • Induction support is provided for residents who complete the program. |

Appendix F
Teacher Residency Grant
Budget Overview Form

Directions: For each residency program component, please indicate the number of intended Teacher Residency Grant Program residents to be supported by that component, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each component. Use the blank spaces below to add any additional component or services not listed below.

| Program Component | # of Residents | Grant Funds Amount | Matching Funds Amount | Total |
|-----------------------------------------------------------------------|----------------|--------------------|-----------------------|-------|
| Master/Mentor Teacher professional development/training | | | | |
| Master/Mentor Teacher support/stipend/release time | | | | |
| Teacher preparation costs (tuition, fees, books, etc.) | | | | |
| Salary/stipend for residents | | | | |
| Faculty stipends/release time | | | | |
| TPA and/or other examination fees for residents | | | | |
| Induction support for residents who complete the program | | | | |
| Program administration (5% cap on grant funds used for this purpose)* | | | | |
| Other (describe below) | | | | |
| | | | | |
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| GRAND TOTALS | | | | |

**Recruitment costs may be included within the 5% administration cap and/or they may be included in matching funds*

Appendix F1
Budget Form and Narrative for Matching Funds
Teacher Residency Grant Program

Directions: Complete the worksheet below, using the budget categories applicable to your Teacher Residency Grant Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned matching funds expenditures must also be detailed in the budget narrative.

| Budget Category | Actual | In-Kind | Total Costs |
|-------------------------------------------------------------|---------------|----------------|--------------------|
| Master/Mentor Teacher professional development/training | | | |
| Master/Mentor Teacher support/stipend/release time | | | |
| Teacher preparation costs (tuition, fees, books, etc.) | | | |
| Salary/stipend for residents | | | |
| Faculty stipends/release time | | | |
| TPA and/or other examination fees for residents | | | |
| Induction support for residents who complete the program | | | |
| Program administration (may also include recruitment costs) | | | |
| Other: | | | |
| | | | |
| | | | |
| Grand Totals | | | |

Appendix G Budget Definitions

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

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

Master/Mentor Teacher support/stipend/release time: Use this line item for costs relating to providing other types of support to Master/Mentor teachers such as a stipend or release time for their work with the residents in the program.

Teacher preparation costs (tuition, fees, books, etc.): Use this line item for costs relating to the tuition, fees, and books for residents in the partner IHE teacher preparation program.

Salary/stipend for residents: Use this line item for funds provided to residents for salaries and/or stipends for living expenses.

Faculty stipends/release time: Use this line item for funds provided to IHE faculty as stipends or release time for their work in the Teacher Residency Grant Program.

TPA and/or other examination fees for residents: Use this line item for payments on behalf of residents and/or reimbursements to residents for TPA registration fees.

Induction support for residents who complete the program: Use this line item for Induction costs for residents who complete the Teacher Residency Grant Program.

Program Administration: Use this line item for costs relating to management and administration of the Teacher Residency Grant Program. Recruitment costs may also be included within this category.

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.