

California Commission on Teacher Credentialing



Request for Proposals For Teacher Residency Capacity Grants

Available Funding

Capacity Grant awards of up to a maximum of \$50,000 per applicant are available to support a collaborative partnership between an eligible Local Education Agency (LEA) and an Institution of Higher Education (IHE) that offers a Commission-approved teacher preparation program to build the partners' capacity to develop and be prepared to operate a Teacher Residency program. The funding may be used to (a) plan to expand an existing LEA-IHE collaborative teacher residency program for special education, STEM, and/or bilingual teacher candidates; (b) to plan and develop a new, collaborative LEA-IHE teacher residency program for special education, STEM, and/or bilingual education teacher residents; (c) to develop the LEA's capacity to effectively offer a teacher residency program within its local school(s); and (d) to develop the collaborative LEA-IHE partnership's capacity to apply for future grant funding to operate the intended teacher residency program. 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 \$1.5 million is available for Capacity Grants.

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Capacity Grants are Local Education Agencies (LEAs) that either have an existing partnership or are interested in establishing a partnership with one or more institutions of higher education (IHEs) to operate a teacher residency pathway within their Commission-approved teacher preparation program to prepare Special education, STEM, and/or bilingual education teacher Residents within the applicant LEA. Eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory one hundred percent (100%) match requirement for each grant dollar received. Matching funds may be actual funds and/or in-kind match. An eligible LEA may partner with any Commission-approved teacher preparation program except Intern programs to develop and operate a student-teaching based teacher residency program pathway.

Project Period

Up to five years, from 2018-19 through June 30, 2023.

Due Date for Receipt of Proposals at the Commission Office
Monday, September 24, 2018 by 5 p.m. PDT

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

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Request for Proposals

Teacher Residency Capacity Grants

Section I: Introduction

Introduction

This Request for Proposals (RFP) is to provide grant awards of up to a maximum of \$50,000 per grant to eligible Local Education Agencies (LEAs) to support a collaborative partnership between the LEA and an Institution of Higher Education (IHE) that offers a Commission-approved teacher preparation program to develop the partnership's capacity to design and be prepared to implement a teacher residency program within the applicant LEA for special education, STEM, and/or bilingual Residents. Eligible LEAs are 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 nonpublic, nonsectarian schools, as defined in Education Code Section 56034.

The intent of the Teacher Residency Capacity Grant is to support capacity building as needed by the collaborative LEA-IHE partnership to 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 the LEA as well as the IHE to assure that the LEA sites where the program will operate 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 approach in the local LEA or consortium where the program will be implemented. Funding from this grant may be used to support these types of activities.

Teacher Residencies funded by the state grant funds may support Residents earning a credential in any of the Special Education specialty content areas, Single Subject Mathematics, Single Subject Foundational-Level Mathematics, Single Subject Science: Biology, Single Subject Science: Chemistry, Single Subject Science: Geosciences, Single Subject Science: Physics, Single Subject Science: Foundational-Level General Science, Single Subject Industrial and Technology Education, and/ or any general education or special education teaching credential earned concurrently with a Bilingual Authorization. The Teacher Residency Capacity grant must support the applicant 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 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.

Allowable Activities and Use of Funds

Sample activities that can be funded through the Teacher Residency Capacity Grants are: (a) planning and development of a new, collaborative LEA-IHE teacher residency program for special education, STEM, and/or bilingual education teacher residents; (b) planning to expand an existing LEA-IHE collaborative teacher residency program for special education, STEM, and/or bilingual teacher candidates; (c) developing the LEA'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. (Note: nonpublic nonsectarian schools may apply for a capacity grant to develop a special education-focused teacher residency program only.)

This funding is available through June 30, 2023 or three fiscal years after the date the grantee signs the Grant Award Acceptance and Conditions form from the Commission on Teacher Credentialing (Commission), whichever comes first. The 2018-19 Budget Act legislation ([Appendix A](#)) authorizes the Commission to provide competitive grants to eligible entities for Teacher Residency Capacity 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.

The implementation of the planned Residency Program following completion of the Capacity Grant activities may begin in the 2019-20 school year or in a later year, depending on local context and circumstances. 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 the grantees use these funds efficiently and effectively so that they will be prepared to implement the expanded or new teacher residency program to serve special education, STEM, and/or bilingual Residents in the applicant LEA or consortium. In addition, the partnership should consider in their planning how they will address and incorporate the key factors and components of effective residency approaches ([Appendix E](#)). 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 grant funding period, and the approved grant activities, may extend through June 30, 2023. Grantees who also apply for other Teacher Residency grant funding may continue to operate their Teacher Residency Capacity Grant as long as needed until the June 30, 2023 cutoff date in order to complete the planned activities described in the response to the selection criteria.

Key Dates in the Application Process

Date	Activity
August 24, 2018	RFP issued
September 4, 2018	Written questions about the RFP due to the Commission
September 5, 2018	Intent to Apply due (optional)
September 10, 2018	Responses to written questions posted and distributed
September 24, 2018 by 5 p.m. PDT	RFP Proposals must be received by the Commission
September 25 - October 12, 2018	Review of applications
October 15, 2018	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 **September 5, 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 Capacity Grant Questions” in the subject line **by September 4, 2018** to: TeacherResGrants@ctc.ca.gov. Questions submitted after September 4, 2018 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 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	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.
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.
Teacher Residency Program	A “teacher residency program” is a program that partners an eligible LEA 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

LEAs interested in applying for a Teacher Residency Capacity Grant 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 detailed below. Responses to this RFP must reach the Commission on Teacher Credentialing according to the submission information provided in Section III not later than **5 p.m. PDT on Monday, September 24, 2018**.

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

Responses must include a **Cover Page** and **Program Summary** ([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 selection criteria. Responses should be focused, concise, as brief as possible, and provide sufficient but not overly extensive information to substantiate how the applicant's proposed Teacher Residency Capacity Grant Program addresses the specified criteria.

1. Provide an Overview of the Teacher Residency Partnership to be Developed between the Applicant LEA(s) and the Collaborating IHE(s) (15 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;
- b) How special education and/or bilingual education services, as applicable to the residency program to be supported by the Teacher Residency Capacity Grant, are currently organized and delivered to K-12 students in the applicant LEA or consortium;
- c) The LEA or consortium's intended IHE partner(s), and the reasons for selecting the identified IHE(s);
- d) How the partnership represents a shared responsibility between the LEA or consortium and the collaborating IHE(s) for the Teacher Residency program to be planned and developed under the Teacher Residency Capacity Grant; and
- e) The specific parties who will assure the ongoing commitment of each partner to the

collaborative work to be supported by the Teacher Residency Capacity Grant, and what their responsibilities will be.

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

Describe and provide data to support the local need for planning and implementing a teacher residency program to prepare special education teachers, STEM teachers, and/or bilingual teachers, including but not limited to (1) a description of prior efforts to meet local shortage needs for special education, STEM and/or bilingual teachers; (2) current needs for special education, STEM and/or bilingual teachers; and (3) the specific needs to be addressed in the proposed Teacher Residency Capacity 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; and
- d) The rationale for the selection of the identified target schools.

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, proposed calendar for these activities, and the participants from the LEA and the IHE as applicable to each planned capacity building activity in response to this criterion.
- b) The plan for (1) identifying how many mentor/master teachers who would be supporting the Residents within a teacher residency model are currently available, and how many additional mentor/master teachers might be needed, if any, to support the target number of Residents for the Teacher Residency Program to be developed under the Teacher Residency Capacity Grant; (2) assessing the mentor/master teacher's needs for additional preparation in order to support the Residents; (3) determining what the training would potentially consist of, depending on the analysis of the current status of mentor/master teachers in the LEA or consortium; and (4) identifying who would be providing the training needed by the mentor/master teachers.
- c) The plan for identifying and addressing the information or other needs of administrators and staff other than mentor/master teachers to support implementation of a teacher residency program within the applicant LEA or consortium.
- d) The training or other staff development needs to be addressed within the Teacher Residency Capacity Grant.
- e) How the teacher residency program would assure that Residents have opportunities to work

with special education, STEM, and/or bilingual K-12 students, as applicable, across a range of instructional settings and approaches within the LEA or consortium.

- f) The plan for designing a cohort model approach within the Teacher Residency Program.
- g) How the existing Commission approved teacher preparation program at the IHE will be modified to work specifically with the partner LEA(s), or how the new Teacher Residency Program at the IHE would be tailored to work specifically with the partner LEA(s), as applicable.
- h) How the Teacher Residency Capacity Grant process will improve the LEA or consortium's ability to implement a teacher residency program within the LEA or consortium.

Note: In responding to this section of the criteria, applicants should carefully review the Critical Factors and Components of Effective Residency Approaches within a Collaborative Partnership ([Appendix E](#)) 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.

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

- a) Provide a chart 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).
- b) 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/master 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. Describe any professional development/training that will be provided to other key staff who will be working with the target program participants in order to effectively plan, design, and be ready to develop a funding proposal under the Teacher Residency Capacity Grant.
- c) Explain the relationship and governance of the Teacher Residency Capacity Grant within the grantee LEA or consortium as well as within the IHE(s) in terms of internal institutional oversight, management, and reporting.

5. Timelines (10 points)

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 an upcoming competition;
- 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., 2019-20, 2020-21).

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 (30 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.

Directions for Responding to the Budget Criterion

Provide a Budget Summary ([Form F](#)) for the proposed Teacher Residency Capacity Grant, using [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 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 4 points total)

Applicants must fill out 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 to be Developed Between the Applicant LEA(s) and the Collaborating IHE(s)	15
2. Local Need for Special Education, STEM, and/or Bilingual Teachers	10
3. Components of the Planned Capacity Development Process	20
4. Key Program Personnel and Shared Program Governance	15
5. Timelines	10
6. Budgets and Budget Narratives for the Capacity Grant	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 Capacity 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. PDT on Monday, September 24, 2018. 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 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 a proposal 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 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

Grantees will be expected to make appropriate progress in implementing the program planning process according to the operational plan provided in the funded application.

Funds to grantees will be distributed in two total payments. 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 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 Capacity 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 Capacity 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 September 5, 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; however, 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:

Phyllis Jacobson
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

LEA	
CD/CDS Code	
Signature	
Print Name	
Title	
Date	
Consortium application?	Yes* No

*If Yes, indicate below all LEA consortium members and CD/CDS codes

Appendix C
Application Cover Page and Program Summary
Teacher Residency Capacity Grant

Appendix C (two pages) should be the cover pages to the application submitted to the Commission.

1. Name of Applicant:	
Mailing Address:	
CD/CDS Code:	
2. Contact Person:	
Telephone:	
Email:	
Fax:	
3. Fiscal Agent for the Program	
Name:	
Agency:	
Mailing Address:	
Telephone:	
Email:	
Fax:	
4. Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Education Agency (LEA):	
Name:	
Title:	
Signature:	
Date:	

Teacher Residency Capacity Program Summary

Directions: Fill in this form as applicable to the Teacher Residency Capacity Grant to plan for a Teacher Residency program. Note: This form may be expanded if additional pages are needed.

1. Estimate the Target Number and Type of Residents for the Teacher Residency Program to be planned under the Capacity Grant

Residency Area	Special Education	Special Education with Bilingual Authorization	STEM	STEM with Bilingual Auth.	Multiple Subject with Bilingual Authorization	Single Subject Non-STEM with Bilingual Auth.
Target # of Residents						

2. LEA(s) and Schools Where the Residents Would Be Placed during Implementation of the Teacher Residency Program Developed under the Capacity Grant

LEA	School to be Served	Number and Type of Residents

3. Partner IHE(s) for the Teacher Residency Capacity Grant

Partner IHE	Type of Residents

Appendix D Statutory Priority Points

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

Statutory Priority Criterion	Yes	If Yes, Provide the Name, Location and CD/CDS Code of the Qualifying School	No
1. Applicant LEA or consortium has a school where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced price meals			
2. Applicant LEA or consortium has a school where at least five percent (5%) 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 or consortium has a school that is located in either a rural location or a densely populated region			
4. Applicant LEA or consortium has a school with a cumulative voluntary teacher attrition rate that exceeded twenty percent (20%) 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))

<p>The following chart is provided for reference for applicants to help identify components found by research to characterize effective residency approaches within a collaborative partnership.</p>
<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.)

The following chart is provided for reference for applicants to help identify components found by research to characterize effective residency approaches within a collaborative partnership.

- 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.
- Coursework in the teacher preparation program may be taught by IHE faculty or by LEA practitioners who meet the requirements of the approved program.
- Teacher preparation courses may take place at both the LEA and the IHE.
- 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.
- The LEA agrees to a hiring priority for the resident upon successful completion of residency program and attainment of the teaching credential.
- Induction support is provided for residents who complete the program.

Appendix F
Teacher Residency Capacity Grant
Budget Summary Form and Budget Narrative

Directions: For each Teacher Residency Capacity Grant component/activity, please indicate whether the component/activity will be funded through grant funds and/or local matching funds, as applicable to each component/activity, and the amount budgeted. If additional categories are necessary, list these in spaces provided below. All planned expenditures must be detailed in the Budget Narrative.

Program Component	Grant Funds Amount	Matching Funds Amount	Total
LEA Personnel (Salaries)			
LEA Personnel (Stipends)			
LEA Personnel (Release time)			
IHE Personnel (Salaries)			
IHE Personnel (Stipends)			
IHE Personnel (Release time)			
Master/Mentor Teacher Professional Development/Training			
Master/Mentor Teacher Stipends			
Master/Mentor Teacher Release Time			
Travel for LEA Personnel			
Travel for IHE Personnel			
Consultants			
Program Administration			
Other (describe below)			
GRAND TOTALS			

Appendix F1
Teacher Residency Capacity Grant Program
Matching Funds Worksheet

Directions: Complete the worksheet for the Teacher Residency Capacity program planning period, using the budget categories applicable to your Teacher Residency Capacity Grant Program. If additional categories are necessary, list these in spaces provided below. All categories of planned matching funds expenditures must also be detailed in the Budget Narrative.

Matching Funds

Budget Category	Actual Funds	In-Kind Funds	Total
LEA Personnel (Salaries)			
LEA Personnel (Stipends)			
LEA Personnel (Release Time)			
IHE Personnel (Salaries)			
IHE Personnel (Stipends)			
IHE Personnel (Release Time)			
Master/Mentor Teacher Professional Development/Training			
Master/Mentor Teacher Stipends			
Master/Mentor Teacher Release Time			
Travel for LEA Personnel			
Travel for IHE Personnel			
Consultants			
Program Administration			
Other (describe below)			
Grand Totals			

Appendix G

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.

Master/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.

Master/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.

Master/Mentor Teacher Release Time: 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.

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: 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 Capacity Grant. The 5% restriction on Program Administration does not apply to the Capacity Grants.

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.