

California Commission on Teacher Credentialing



Request for Proposals For Teacher Residency Expansion Grants

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Expansion 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. LEAs that are not currently working in partnership with a Commission-approved teacher residency pathway program are not eligible to apply for a Teacher Residency Expansion Grant but are eligible to apply for an upcoming Teacher Residency Grant competition. Applicants should note that there is a statutory 100 percent (100%) 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 Expansion Grant Program are available for the purpose of 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 Expansion Grant. 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 annual reporting requirements as specified by the Commission. Funding is provided for an initial program year of 2019-2020, 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, November 15, 2018 by 5 p.m. PST

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

Table of Contents

Section I: Introduction

Introduction.....	3
Allowable Activities and Use of Funds.....	3
Additional Information for Applicants ...	3
Key Dates in the Application Process.....	4
Notice of Intent to Apply.....	4
How to Submit Written Questions about this RFP	4

Section II: How to Respond to This RFP

Definitions of Terms Used in this RFP	5
Components to be Addressed in the Applicant’s Response	6
1. Overview.....	7
2. Local Need for Special Education, STEM and/or Bilingual Teachers... ..	7
3. Description of the Expanded Teacher Residency Program	8
4. Key Program Personnel and Shared Program Governance.....	8
5. Data Collection and Evaluation Reporting.....	9
6. Budgets and Budget Narratives for the First Program Year.....	10
Summary Review of Selection Criteria.....	11

Section III: Application Submission and Review Processes

How to Submit the Application.....	11
Format and Length of the Proposal.....	11
Application Review and Award Process.....	11
Funding Considerations.....	12

Appendices

Appendix A: Authorizing Legislation.....	14
Appendix B: Intent to Apply	18
Appendix C: Application Cover Page and Program Summary.....	19
Appendix D: Statutory Priority Points.....	21
Appendix E: Critical Factors and Components	22
Appendix F: Budget Overview Form	24
Appendix F1: Budget Form and Narrative for Matching Funds.....	25
Appendix G: Budget Definitions.....	26

Request for Proposals

Teacher Residency Expansion Grants

Section I: Introduction

Introduction

This Request for Proposals (RFP) is to provide grant awards of up to \$20,000 per teacher candidate in a residency program within the jurisdiction of the LEA 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, that are currently working in partnership with one or more IHEs operating a Commission-approved teacher residency pathway.

These grant funds may be used to expand current residency programs to prepare special education, STEM, and/or bilingual residents. This funding is available for encumbrance through June 30, 2023. The 2018-19 Budget Act legislation ([Appendix A](#)) authorizes the Commission on Teacher Credentialing (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.

Allowable Activities and Use of Funds

Expansion Grant funding may be used to expand current LEA-IHE Teacher Residency partnerships to prepare special education, STEM, and/or bilingual residents. Applicants operating a Teacher Residency program in one of these three statutory areas may expand the current program and/or may expand the program to include any or all of the three allowable areas of special education, STEM, and/or bilingual education. See the [Definition as Used in this RFP](#) table for an explanation of the eligible credentials for special education and STEM residencies.

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 Expansion 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 Expansion 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	Activity
September 14, 2018	RFP issued
September 21, 2018	Written questions about the RFP due to the Commission
September 24, 2018	Intent to Apply due (optional)
September 28, 2018	Responses to written questions posted and distributed
November 15, 2018 by 5 p.m.	RFP Proposals must be received by the Commission
November 16 - 23, 2018	Stage One: Review of applications*
December 3 - 12, 2018	Stage Two: Interviews*
December 17, 2019	Announcement of Grant Awards

**An explanation of the two-stage application process is provided on page 6 of this RFP.*

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 24, 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 Expansion Grant Questions" in the subject line **by September 21, 2018** to: TeacherResGrants@ctc.ca.gov. 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	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.
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 areas.
STEM	Refers to “Science, Technology, Engineering, and Mathematics.” For purposes of the Teacher Residency Expansion Grants, the applicable STEM credentials are all of the Science credentials, including Foundational Level Science; the Mathematics credentials, including Foundational Level Mathematics; and Instructional 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

Term	Definition as Used in this RFP
	coursework.
Teacher Residency Grant Program	A state grant program authorized under the provisions of EC 44415 that provides funding for teacher residency programs.

Two-Stage Application Process

There will be a two-stage application process for the Teacher Residency Expansion Grants in order to expedite the funding of these grants to LEA-IHE partnerships. Applicants must already be operating a teacher residency preparation pathway and be ready to put the grant funds to effective use in the 2019-20 academic year to expand their current teacher residency program capacity to serve special education residents, STEM residents, and/or bilingual residents.

Stage One will consist of a review of documentation responsive to the Stage One selection criteria (see below) submitted by applicant LEAs in partnership with their collaborating IHE(s). This documentation should provide evidence to substantiate that the applicant LEA is currently operating a viable teacher residency pathway that meets the requirements of statute and that the applicant LEA has the capacity to expand the current program along with its partner IHE(s). Applicants whose written responses meet the specified application criteria will then move to Stage Two.

The **Stage Two** process will consist of an in-person or technology-mediated oral interview. During the interview process, LEA and IHE representatives will be asked to explain the following in more detail:

- How the Teacher Residency Expansion Grant will be implemented;
- How the grant will build on and supplement the current residency pathway without supplanting local effort;
- How the Teacher Residency Expansion Grant will help meet local needs for special education, STEM, and/or bilingual teachers; and
- How the applicant’s current residency pathway addresses the research-based Critical Factors and Components of Effective Residency Approaches within a Collaborative Partnership ([Appendix E](#)).

Components to be Addressed in the Applicant’s Response

For **Stage One**, LEAs interested in expanding a current teacher residency program must provide a narrative response to this 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, according to the submission information provided in Section III, no later than **5 p.m. PDT on Thursday, November 15, 2018**.

For **Stage Two**, applicants whose responses are deemed to have met the selection criteria summarized at the end of this section of the RFP will be invited to an oral interview either at the

Commission office in Sacramento or via technology. The interviews will be held December 3-12, 2018, and will address the topics listed above for the Stage Two process. The following information provides guidance to applicants for organizing a complete response to the Stage One selection criteria of this 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 Response, Stage One

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 proposed expanded teacher residency program addresses the specified criteria.

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

Provide an overview of the residency program currently being operated by the LEA in partnership with the collaborating IHE(s). Describe how the local partnership is organized, what the roles of the applicant LEA and the IHE are within the partnership, and the factors that make the partnership effective in operating a residency program. Indicate evidence of the success of the currently operational residency program in producing credentialed teachers for California public schools.

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

Describe and provide data to support the local need to expand on the current residency program in order to prepare additional special education teachers, STEM teachers, and/or bilingual teachers, including but not 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 Expansion 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 expanded 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. The Expanded Teacher Residency Program to be Implemented (15 points)

Describe each of the following:

- a) Who the target candidates for participation of the Teacher Residency Expansion Grant Program in academic year 2019-20 would be, how many candidates would participate in the program, and how they would be recruited and enrolled in the Teacher Residency Expansion Grant Program;
- b) Whether the current focus of the existing residency program would remain the same or would expand to any additional allowable credential areas (e.g., special education, STEM, and/or bilingual education);
- c) How the proposed Teacher Residency Expansion Grant Program would build on/supplement but not supplant either the current teacher residency program or local/IHE efforts;
- d) How many mentor teachers are currently working with the existing residency program, and how many additional mentor teachers would be needed for the expansion;
- e) How consistency and coherence will be assured across multiple school sites, content areas, and school administrations
- f) Any modifications and/or improvements to the currently operating teacher residency program that would be implemented within the Teacher Residency Expansion Grant Program, and the rationale for these modifications/improvements.

Note: *In responding to this section of the criteria, applicants should review the Key Program Factors and Components Checklist form ([Appendix E](#)). Applicants invited to a Stage Two interview will be expected to discuss and provide evidence substantiating the effective implementation of the factors and components indicated on this form during the interview.*

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 Expansion 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 Expansion Grant Program, (2) for the fiscal management of the program, (3) for assuring that the Teacher Residency Expansion 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 Expansion

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 Expansion 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 Expansion Grant Program within the grantee LEA as well as within the partner IHE(s) in terms of internal institutional oversight, management, and reporting.

5. Data Collection and Evaluation Reporting (15 points)

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

The list below of evaluation criteria is provided **for information and planning 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 proposed 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 LEA grant recipient;
- H. The number and percentage of program graduates who teach in hard to staff schools, as determined by the LEA 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 LEA 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 for the First Program Year, including Matching Funds (30 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation is 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 2019-20 fiscal year of the proposed Teacher Residency Expansion Grant Program, 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 Expansion 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. Current Operational Residency Program Overview	15
2. Local Need for Special Education, STEM, and/or Bilingual Teachers	10

Proposal Component	Maximum Points
3. Expanded 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 Expansion 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 Thursday, November 15, 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 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 20 double spaced or 10 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. Applicants who meet the scoring criteria will be invited for a Stage Two interview either at the Commission office or via technology. Interviews will be conducted between December 3 and December 12, 2018.

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 yearly progress in implementing their residency model, resulting in an increase of teacher resident candidates and according to the operational plan provided in the funded application in order to be eligible for potential renewal of the grant funding after the 2019-20 fiscal year. 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 three payments per year for each funded program year. The first payment will be 50 percent (50%) of the annual budget amount, distributed in the fall; the second payment will be 40 percent (40%) of the annual budget amount, distributed in the spring; and 10 percent (10%) of the annual budget amount will be held back pending receipt of the required annual data report.

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 Expansion 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 Expansion 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 24, 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:

Phyllis Jacobson
Commission on Teacher Credentialing
1900 Capitol Ave.
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 Expansion Grant

<i>This form should be the cover page to the application submitted to the Commission.</i>

1. Name of LEA:	
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 Expansion Grant Summary

Directions: Fill in this form as applicable to the grant-funded expansion of the current Teacher Residency program. Do not include residents who are part of the current Teacher Residency Program. Note: This form may be expanded if additional pages are needed.

1. Residents to be Served by the Residency Expansion Grant Program: 2019-20

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 Expansion Grant Program Residents Will Be Placed

LEA	School to be Served	Type of Residents

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

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, Provide the Name, Location and CD/CDS Code 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 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 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))

<p>Directions: Applicants who are invited to the Stage Two interview will be expected to provide evidence of these critical factors and components of effective residency programs at the time of interview.</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.

<p>Directions: Applicants who are invited to the Stage Two interview will be expected to provide evidence of these critical factors and components of effective residency programs at the time of interview.</p>
<ul style="list-style-type: none"> • The teacher preparation program requires candidates to complete a Commission-approved TPA (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 four (4) years in the district where the candidate completed the residency program. Completers have five (5) years to satisfy the four (4) year teaching requirement. A candidate who fails to earn a Preliminary teaching credential or does not teach for the four (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 Expansion Grant
Budget Overview Form, Program Year 2019-20

Directions: For each residency program component, please indicate the number of intended Teacher Residency Expansion 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. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

Information regarding Indirect Costs: Applicants may claim indirect costs as part of their matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Teacher Residency Expansion Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Program Component	# of Residents	Grant Funds Amount	Matching Funds Amount	Total
Master/Mentor Teacher Professional Development/ Training				
Master/Mentor Teacher Stipend				
Master/Mentor Teacher Release Time				
Teacher Preparation Costs (Tuition, Fees, Books, etc.)				
Salary/Stipend for Residents				
Faculty Stipends				
Faculty Release Time				
TPA fee for Residents				
Induction Support for Residents who Complete the Program				
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)				
Other (describe below)				
GRAND TOTALS				

Appendix F1
Budget Form and Narrative for Matching Funds
Teacher Residency Expansion Grant Program Year 2019-20

Directions: Complete the **Program Year 2019-20** worksheet, using the budget categories applicable to your Teacher Residency Expansion Grant. 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.

Applicants may claim indirect costs as part of their matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Local Solutions grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Matching Funds

Budget Category			
	Actual Funds	In-Kind	Total Costs
Master/Mentor Teacher Professional Development/Training			
Master/Mentor Teacher Stipends			
Master/Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			
Salary/Stipends for Residents			
Faculty Stipends			
Faculty Release Time			
TPA Fee for Residents			
Induction Support for Residents who Complete the Program			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)			
Other (Describe below)			

Budget Category			
	Actual Funds	In-Kind	Total Costs
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 Stipends: Use this line item for costs relating to providing stipends to Master/Mentor teachers for preparing for their work with the residents in the program.

Master/Mentor Teacher Release Time: Use this line item for costs relating to providing release time to Master/Mentor teachers for preparing 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/Stipends for Residents: Use this line item for funds provided to residents for salaries and/or stipends for living expenses.

Faculty Stipends: Use this line item for funds provided to IHE faculty as stipends for their work in the Teacher Residency Expansion Grant Program.

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

TPA Fee 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 Expansion Grant Program.

Program Administration: Use this line item for costs relating to management and administration of the Teacher Residency Expansion Grant Program. Note that there is a five percent (5%) cap on grant funds used for program administration purposes but no cap on the amount of matching funds used for program administration purposes.

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.

Program Administration/Indirect Costs: Applicants may claim indirect costs as part of their

matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Teacher Residency Expansion Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).