



Questions Submitted Regarding the Teacher Residency Capacity Grant RFP

Question	Response to the Question
Submitting the Proposal	
1. What are the hours of the Professional Services Division, 1900 Capital Avenue? If we hand deliver the hard copies, do we simply ask for Phyllis Jacobson's office?	The Commission hours are Monday-Friday from 8 a.m. to 5 p.m. Applicants hand delivering copies should deliver the copies to the receptionist at the main entrance at the rear of the building.
Eligibility to Submit a Proposal	
2. Are universities eligible to apply for as long as we have a partnership with institutions of IHE?	No, the only entities that are eligible to apply are local education agencies (LEAs) with CD or CDS codes from the California Department of Education (CDE).
3. If an LEA is already operating one or more TR programs, are they still eligible for a Capacity grant for a proposal to work with an IHE department (e.g., CSUN Secondary Education) that has never been involved in a TR?	Yes, an LEA that is currently operating a teacher residency program could apply for the Capacity Grant. The LEA would need to make the case that additional capacity needs to be built for a partnership with a different IHE or to serve residents in a new credential area.
4. Does the NYU program qualify under the CDE and CTC guidelines as eligible for this grant opportunity?	NYU does not sponsor a California Commission-approved teacher preparation program and does not qualify as a partner with an eligible LEA for this grant program.
5. RFP states that NPS can "only apply for capacity" grants. Do we need to already have a partnership with a LEA or is this funding so we can begin the planning and establishment of partners or a fiscal agent?	The question does not accurately quote the RFP. The RFP states that a non-public school may only apply for a capacity grant in the area of special education and not in any other credential area.
6. For the Residency grant which will be released in the fall; if as a NPS we cannot apply, does that mean the LEA applies, and funds are split based on our design in the collaborative or consortium?	A non-public school (NPS) is eligible to apply for residency grants in the area of special education and not in any other credential area.
7. Can the Industrial and Technology credential be offered through our local community college, Bakersfield College (BC), which offers a Baccalaureate of Applied Science in Industrial Automation (SB 850)?	The Single Subject teacher preparation program must be offered by a Commission-approved college or university. There are no community colleges approved to offer teacher preparation in California.



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<p>Can we use the Capacity and Expansion grants to build residency programs at both BC and CSUB in order to develop a pathway in this credentialing area?</p> <p>Can the pathway be developed solely through the high school district and BC to obtain the Industrial Tech credential if CSUB does not offer such a credential?</p>	
<p>8. Would each LEA applying need to have a partnership with IHE?</p>	<p>Yes</p>
<p>9. If a partner institution of higher education (IHE) is receiving this grant, would LEA still be eligible to receive the grant?</p>	<p>IHEs are not eligible applicants or direct recipients for this grant.</p>
<p>For Which RFP May an LEA Submit a Proposal?</p>	
<p>10. If a district applies to Round 1 are they able to also apply for Round 3?</p>	<p>Yes, a Capacity applicant may apply for funding in one or both of the subsequent rounds.</p>
<p>11. The RFP indicates that the funding may be used as allowable activities “to plan and develop a new, collaborative LEA-IHE teacher residency program ... between an LEA and IHE.” Are the partners required to begin the implementation as well with the \$50k? May it be used solely for planning and developing, with the intention of submitting another proposal to the second competition for Teacher Residency Grants, in order to execute the implementation of the designed program developed with the TRCG funds? (reference/quote found on page 4)</p>	<p>Round 1 and Round 2 of Teacher Residency Grant funding will provide \$20,000 per resident. The Capacity Grant is to plan and develop the teacher residency program. If as part of the planning process there are sufficient funds to begin training mentors that would be an appropriate use of the funds.</p> <p>One of the expected outcomes of receiving a Capacity Grant would be that the partnership submits a proposal for a teacher residency program in Round 2 of Teacher Residency Grant of funding.</p>
<p>12. Is the intent to apply form just good for the first competition (due September 24) or can it also be applied to the third competition (due January 15)? In addition, are there any differences between the two competitions’ RFAs?</p>	<p>There are three (3) separate funding opportunities with three distinct timelines. Each intent to apply and proposal will need to be submitted in accordance with the timelines in that specific RFP.</p>
<p>13. If we apply for this Teacher Residency Capacity grant that is due on September 24th, can we also the implementation grants at a later date?</p>	<p>Yes</p>
<p>14. Can the Local Solutions grant be used with the other grants?</p>	<p>If an individual is supported by Teacher Residency funds, the same individual may NOT be supported by the Local Solutions funds.</p>



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<p>-Capacity, Expansion, and Residency? The information obtained in the webinar stated that a district could not use the funds from both the Local Solutions grant and the Residency grant to build the program. Please clarify.</p> <p>-Can the Local Solutions grant be paired with any of the other grants?</p> <p>-What is the criteria to determine which grant or grants to use for SPED residency development?</p>	
<p>Configuration of the Partnership</p>	
<p>15. “An eligible LEA may partner with any Commission-approved teacher preparation program except Intern programs,” is it saying that we can only partner with a CTC approved preparation program that is not approved as an intern program for the credential type requested?</p>	<p>Yes, an LEA may only partner with a Commission-approved student teaching based program (i.e., not an intern program). Student teaching based programs are shown as <i>Traditional</i> on the Commission’s Approved Programs webpage.</p>
<p>16. Do you recommend that we apply as individual LEAs to support the cost of 3-5 residents a year (per LEA), or do you recommend that we apply as a consortium, using the capacity grant to support all 23 residents?</p>	<p>It is a local decision if an LEA chooses to apply individually or as a consortium. However, the enabling legislation requires that residents are placed into cohorts (see question 36).</p>
<p>17. Our district would like to expand our newly formed residency program with California State University, Bakersfield (CSUB), to include Special Education as well as to expand the number of residents enrolled in the current program and the number of subject areas provided. Which of the grants should we apply for?</p>	<p>The district may apply for the Capacity Grant if additional capacity needs to be built. The district may also apply for Round 1 (Expansion) or Round 2 (Residency) of the Teacher Residency Grants.</p>
<p>18. I believe the individuals in the webinar stated that while we could apply for all three grants – Capacity, Expansion, Residency – it is “less likely” that a district would do so. Why is that? Which grants can be paired and what is that criteria?</p>	<p>An LEA that is currently operating a teacher residency program could apply for the Capacity Grant. The LEA would need to make the case that additional capacity needs to be built for a partnership with a different IHE or to serve residents in a new credential area. It is expected that LEAs that receive capacity funds will develop a proposal and submit it in Round 2 of the Teacher Residency Grant.</p>



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Capacity Grant Funding Allocations and Funding Process	
19. Would each LEA qualify for \$50,000 grant if partnership is with the same IHE?	The capacity grant is a single one time grant awarded to an eligible LEA or consortium. Multiple applicant LEAs whether applying separately or in consortium may partner with the same IHE.
20. If we receive notice on 10/15/18 that we've been awarded money through your grant, what's the soonest we might begin using that money to pursue project objectives?	It will take a minimum of 45 days once the signed Grant Award document has been received at the Commission. It is highly suggested that LEAs do not wait until the funds are received to begin the planning process.
21. In Appendix F, the directions ask that we not provide expenses related to program administration-related expenditures in budget categories marked with an asterisk. Can you please provide more specific examples of what type of personnel activities are considered administrative and what type of activities would be appropriate for the Personnel line items marked with an asterisk?	Appendix F and F1 have been updated to remove the restriction of a maximum of 5% of the state grant funds being used for Program Administration. The limit of 5% in Program Administration for the Teacher Residency Grants is designed to ensure that maximum funding goes to the preparation and support of the resident teacher, as well as the training and compensation of the mentor teacher. During the Capacity Planning time, there are no resident teachers. So the limitation of only 5% of the grant funds being used for Program Administration has been removed from the Teacher Residency Capacity Grant RFP. Activities related to program administration would be those such as organizing, directing and/or supervising the work of others relating to the grant, and would also include support staff such as budget and finance staff responsible for accounting for the funds.
22. The grant size is a maximum of \$50,000. Is this a maximum per partner, or for the collective group (perhaps we have 5 districts/NPS within our cohort model)?	The total planning grant is limited to \$50,000 per award. It is up to the LEA/IHE partners to determine how the funds are allocated across the partnership.
23. Is the \$50,000 grant size per year of award, or in total, across the term of years (so \$50,000 split by 3 years)?	The capacity grant is one time, up to \$50,000 for planning a teacher residency program.



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<p>24. Would you please go into detail and explain the circumstances by which a grant recipient may receive \$75k? On page 18 of the RFP, Appendix A, Section 44415, (R)(2)(B) it reads: Individual capacity grants shall not exceed \$75k per grant recipient. Doesn't that contradict the information on RFP page 3, Introduction, Paragraph 1, Sentence 1 that reads: This RFP is to provide grant awards of up to a maximum of \$50k per grant to eligible LEA to support a collaborative partnership between the LEA and an IHE that offers a Commission-approved teacher prep program to develop the partnership's capacity to design and be prepared to implement a teacher residency program within the applicant LEA for SPED, STEM, etc. (?)</p>	<p>The enabling legislation allowed Capacity Grants of up to \$75,000 but it also gave the Commission the authority to determine the amount and number of Capacity Grants.</p>
<p>25. What is the expected total amount offered for the Expansion and Residency grants?</p>	<p>There will be \$73.5 million available for the teacher residency programs.</p>
<p>26. How much would the grant be if multiple LEAs form a consortium: would it still be \$50,000 for consortium or \$50,000 per LEA?</p>	<p>The maximum total Capacity Grant is \$50,000, no matter how many LEAs, IHEs, or other partners are involved.</p>
<p>27. Can any of the capacity funds be utilized to begin training mentors and master teachers?</p>	<p>Yes</p>
<p>Matching Funds and Budgets</p>	
<p>28. To clarify, matching funds may be used to provide additional program administration, correct?</p>	<p>Yes</p>
<p>29. What about indirect costs?</p>	<p>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. IHE partners will need to discuss their indirect cost matching funds allocations with their LEA partner(s).</p>
<p>30. If unrecovered indirect cost is allowable, should it be budgeted under the "Other" category?</p>	<p>Yes</p>



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31. Claiming indirect costs in the program budget: Are the RFP references to "Program Administration" costs one-and-the-same as Indirect Costs?	No
Capacity Program Questions	
32. Per the statutory point question about the criteria for "densely populated," it's not defined in the RFP. What qualifies as densely populated? It says only "A school that is located in either a rural location or a densely populated region." What criteria will you be using for "densely populated"?	The total population per square mile or total housing units per square mile are definitions of population density. One qualifying school enables the proposal to request the bonus point. Applicants may self-designate if they believe they meet the criteria. Applicants may consult the Department of Finance's Demographic Profile Summary from the 2010 Census.
33. What types of capacity-building activities would meet the grant proposal's criteria "to apply for future grant funding to operate the intended teacher residency program?" Is this grant dependent on needs to get started ... essentially, why we need the planning funds to develop the partnership from scratch? -Can we be building capacity while developing and implementing a program? -Can we be building capacity to expand a program?	Some examples of capacity building activities may include, but are not limited to, meetings between the IHE and LEA to determine how the coursework will be modified to meet the specific LEA's needs, developing the criteria and training for mentor teachers, and identifying recruitment strategies for identifying residents.
Teacher Residency Program Questions—Not Directly Related to the Capacity Grant	
34. Under Appendix A, Section 44415 (c) it states (page 14): <i>Grants allocated pursuant to subdivision shall be up to \$20k 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...: teacher preparation costs, stipends for mentor teachers, stipends for teacher candidates...</i> Would you clarify if this means that a resident candidate can receive a stipend up to \$20k?	The capacity grant is a planning grant so that LEAs can build the infrastructure needed to develop and implement a residency program. The capacity grants do not provide for funding of residents, and thus capacity grant funding is not based on a per-resident cost basis. There will be upcoming residency grant competitions that are based on a per-resident funding allocation basis. The budget explanations in the upcoming residency grant competitions will make the allowable use of funding clear.
35. For the service obligation requirement, must the resident, if hired, be assigned to the school in which he/she completed the residency program or would it suffice for the resident to be	The expectation would be the resident should be hired by the LEA which sponsored and supported the resident.



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assigned to a school with similar demographics to the school he/she completed the program?	
36. Is there a recommended limit to numbers of residents per cohort?	Research indicates that cohorts beginning around 5 members and up to about 30 members seem to be sizes that would best support the best learning environment for the resident collaboration, and support among residents.
37. Teacher Residency Grant (Round 1), applicants can write for Sped (\$50 million), STEM, or bilingual (\$25 million) residencies is that correct?	The three RFPs and available funding are noted below: <ul style="list-style-type: none">• Capacity Grant (Limit \$1.5 million)• Teacher Residency Grant: Round 1 (Expansion) – Limit \$24.5 million with 2/3 Special Education and 1/3 STEM or Bilingual• Teacher Residency Grant: Round 2— Remaining funds with 2/3 Special Education and 1/3 STEM or Bilingual If there are not sufficient requests for funding in the 2018 proposals, additional RFPs may be released in 2019 and beyond.
38. Whatever funds are not allocated in round 1 will be allocated in round 2, is that correct?	Yes
39. Can the Expansion grant include increasing number of residents per cohort as well as providing different content areas?	Yes