



Questions and Answers Regarding the Combined Teacher Residency Implementation and Expansion Grants Request for Applications (RFA)

Please note: Due to recent changes in authorizing legislation (per Senate Bill 114), some questions and answers included below have been edited from their original form to accurately reflect the current provisions of EC §44415.5.

November 12, 2024

Questions Regarding RFA Forms and Applications

1. **Question:** For Appendix C: As a County Office of Education, we are not a consortium if we are serving and including any districts within our county as a partnering district, correct?

Answer: This is incorrect. Authorizing legislation defines a consortium as “more than one or any combination of the following: a school district, a county office of education, a charter school, a regional occupation center, or a program operated by a joint powers authority/county office of education.” If the county office of education is applying as the lead fiscal agent of any group of individual school districts, this would be considered a consortium application.

2. **Question:** For Appendix E: As a County Office of Education, do we not need all districts and charters named in the application to sign the letter of partnership agreement?

Answer: All individual districts, charter schools, or any other LEA named in the application must sign an Appendix E Partnership Agreement.

3. **Question:** I am applying for residency implementation with two different IHEs. Can I submit two separate residency implementation grants, or does it have to be combined under one application? Is there a benefit either way?

Answer: This is a local decision. If two applications are submitted, the lead fiscal agent for the grant will be responsible for maintaining separate budgets and completing separate annual reports for the project period and subsequent years until all residents have completed the mandatory four-year service requirement.

4. **Question:** What does "Award announcement date through June 30, 2026, with a two-year liquidation period" mean?

Answer: Grantees awarded in March 2025 will be sent funding to support a maximum of four cohorts, unless fewer years are requested in the application. Grantees have until June 30, 2029, to enroll residents and grant funding can be spent in accordance with the approved budget until the final cohort of residents has completed the program.

5. **Question:** If I am applying to establish a program using the "diversifying the teacher workforce that reflects the LEA Community's diversity" category, is that only for racial/ethnic diversity?

Answer: Authorizing legislation allows applicants to define diversity in any way that reflects the LEA community's diversity. This may include but is not limited to diversity based on race, ethnicity, gender identity, sexual orientation, other protected status, socioeconomic status, or education (i.e., first-generation college going) characteristics. It is expected that grantees recruit and enroll residents into the program as outlined in the application. If programs enroll candidates outside of the areas described in the funded application, the LEA grantee may be required to return grant funds.

6. **Question:** As the LEA representative for a consortium of districts, we are looking into the feasibility of writing the Implementation grant as a consortium of four districts- three elementary districts and the high school district they feed into. This Implementation grant would have multiple resident credential pathways: multiple subject, Single Subject, and Ed specialist. Do we need to have residents start in all paths in the fall of 2025, or can we begin with Multiple Subjects/Single Subject and then mid-year start Ed Specialist?

Answer: Authorizing legislation does not provide any guidance on this topic. The applicant should propose the program as described and it will be evaluated as a part of the competitive award process.

7. **Question:** We aren't able to fill our existing slots with our current LEA partners. I expect we won't fill more than 5 slots per year with our current LEA partners, leaving 15 slots unfilled. If we don't need additional funding, but want to add more LEAs to meet the need for more placements, does that mean we should apply for an Expansion grant for zero dollars?

Answer: Yes.

8. **Question:** Does the current RFA support 4 cohorts of residents (e.g., 2025-26, 2026-27, 2027-28, and 2029-29), or is it just for one/two years (source: p.1: Award announcement date through June 30, 2027, with a two-year liquidation period)? We have been told that it will only be for one cohort, meaning we will have a one-year residency program in which residents must be enrolled in and complete their full year of residency by June 2027.

Answer: Grantees awarded in March 2025 will be sent funding to support a maximum of four cohorts unless fewer years are requested in the application. Grantees have until June 30, 2029, to enroll residents and grant funding can be spent in accordance with the approved budget until the final cohort of residents has completed the program.

9. **Question:** If awarded the grant in March of 2025, does the first cohort have to start in 25/26?

Answer: No. The applicant may propose the start date that works best for their local context. Please keep in mind that grantees have until June 30, 2029, to enroll residents.

Questions Regarding Allowable Uses of Grant Funds

10. **Question:** When does the resident stipend have to be paid? Can we disburse it in multiple payments (e.g., three total payments – one at the end of each semester and the last after they pass all of their required exams?)

Answer: This is a local decision, but applicants should keep legislative intent in mind when planning stipend disbursement. Subdivision (6)(A) states that “grant recipients are encouraged to provide a compensation package to residents that is similar to the grant recipient’s compensation of school staff with comparable duties.” As such, the stipend should be paid to the resident during the residency year. Withholding all or portions of the stipend because of locally designed procedures or a resident’s progress with other licensing requirements does not align with legislative intent.

11. **Question:** If we are awarded, and need to make a budget revision, what is that process?

Answer: Grantees are permitted to adjust spending only in categories in which they allocate funds on Appendix G. New categories cannot be added after the award is made. The grant award agreement will provide more details about moving funds in excess of 10% of the annual award.

12. **Question:** For the implementation grant, I don't see budget categories of LEA salaries or LEA stipends as we did in the capacity grant. Would these still be allowable so that we can have additional days for the person in charge of grant operations and LEA staff to provide PD in conjunction with the IHE?

Answer: Please see RFA Appendix F - Budget Definitions for additional guidance. From the description provided, it appears that these costs could be included in the “Mentor Teacher Professional Development/Training,” “Residency Program Staff Costs,” “Program Administration,” and/or “Other” categories.

13. **Question:** If we apply for an Expansion grant, can some of those funds support residents from our existing LEA partners (beyond the current cohort size), or do all funds need to be used for new LEA partner Residents?

Answer: Both of these scenarios are allowable ways to expand a program. An existing teacher residency program may apply for an expansion grant to increase the number of residents that can be supported each year, to add new LEA and/or IHE partners, or to add additional credential pathways to their program.

February 9, 2024

1. **Question:** Our IHE partner usually requires two student teaching placements for candidates earning Multiple Subject credentials. Is it allowable for our residents to spend one semester with one mentor, and the other semester with another mentor?

Answer: No. Authorizing legislation defines a grant funded teacher residency program as one in which an LEA grantee "partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework." The legislative intent is for residents to be placed with one mentor teacher for a full school year for at least half-time so that residents experience the entire arc of a school year with one group of students. The local education agency and IHE partners will need to work together to modify existing practices. Those that need support in this area are encouraged to contact Commission staff at TeacherResGrants@ctc.ca.gov or their regional hub staff of the [Statewide Residency Technical Assistance Center](#).

December 1, 2023

Questions Regarding RFA Forms and Allowable Activities

1. **Question:** If we plan to scale up our program, how do we complete Appendix D?

Answer: If the proposed program is a scaled model (i.e., the number of residents enrolled annually will grow across the project period of the grant), the response to RFA Question #2 must include a table that details the proposed number of residents to be served each year of the project period.

2. **Question:** I am wondering if it would be allowable to include Career & Technical Education (CTE) as a subject focus for the Teacher Residency Grant. It is not explicitly called out as an allowable area in the RFA; however, it was listed by the US Department of Education as a high need subject area for 2023-2024.

Answer: Authorizing legislation defines a teacher residency program as: *"a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework."* There are no commission-

approved preparation programs for Career & Technical Education in which a teacher residency pathway could be offered.

3. **Question:** If additional high need areas are identified during the course of the grant period, can these be included as focus areas for grant applications?

Answer: The response to RFA Question #2 and Appendix D collectively demonstrates the local need and projected vacancies of the LEA applicant. Any focus area not included in the responses to those two sections of the RFA may not be subsequently added during the project period. LEAs identifying a new need during the project period of the grant could submit an application in response to a Teacher Residency Grant Program RFA which would include the new focus area.

4. **Question:** XYZ Unified School District intends to apply for the Teacher Residency Implementation Grant and Expansion Grant. The Education Services Department is considering focusing its activities on diversifying the teacher workforce with one IHE, and the Human Resources Department is considering focusing on teacher recruitment and retention in the areas of special education bilingual education science, math, transitional kindergarten, or kindergarten with two other LEAs and a different IHE. Can LEAs from the same district submit two grants using two different IHEs?

Answer: Two departments within the same district are not considered as separate LEAs. In this case, XYZ USD has two options:

- Submit two grant applications with different focus areas and partners, as described. Authorizing legislation does not limit the number of grants an LEA may be awarded. It is important to note that if separate applications are submitted and funded, separate reports will be due for each.
- Submit one grant application with the two residency pathways and IHE partners delineated.

5. **Question:** This will be our district's first time applying for a residency grant. Do you recommend applying for both Implementation and Capacity grants or just one of them to start?

Answer: That is a local decision. Prospective grantees are encouraged to reach out to the new [Statewide Residency Technical Assistance Center \(SRTAC\)](#) and [The Residency Lab](#); both organizations can provide support to established, new, and future grantees.

Questions Regarding Special Education Residency Pathways

6. **Question:** Can paraprofessionals work while participating in the teacher residency program? What are the limitations that you see? Do you have existing programs who have a model that has been put in place to address these residents?

Answer: Authorizing legislation defines a teacher residency program as: *"a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education"*

in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.” Paraprofessionals may be enrolled as teacher residents as long as their program is designed to meet the legislative requirement of teaching one-half time (50%) alongside their mentor teacher for a full school year. There are several grant-funded programs with a 50% paraprofessional/50% resident split where participants receive a salary for their paraprofessional role and a grant-funded stipend for their role as a resident. For more information about programs with this model, please visit the Commission’s [SRTAC webpage](#) for contact information on regional hub leaders.

7. **Question:** Can paraprofessionals count their current jobs for their residency hours/clinical experience if they are working in TK or an age-appropriate classroom? It isn’t just a question of logistics; we want to know if they can double-dip.
Answer: The responsibilities of a paraprofessional are not the same as those of a prospective teacher completing supervised clinical practice. With that distinction in mind, please see Question #6 in this document for more information.

March 30, 2023

1. **Question:** Appendix G states, “Once an application has been approved and a grant award has been disbursed, an LEA or consortium may not alter the list of approved grant funded categories.” Can we ever move funds around between categories that have been approved?
Answer: In the Grant Award Agreement, grantees agree to submit in writing any deviation from the approved grant application to the State for approval, prior to implementation of changes. Any variation of grant funds in approved budget categories that exceeds ten percent (10%) of what was submitted in the proposed budget requires approval from the Commission.
2. **Question:** Appendix D states, “Estimate the target number of residents and the proposed per resident spending by credential or program type.” We have two questions: 1) What if our hiring needs change and we need to train residents from a credential area not listed on Appendix D? 2) What if our estimates are off and we need to hire more/less residents than we project for each year of the grant?
Answer for 1): Credential areas may not be added to the program after an application has been funded. It is important for applicants to understand that Appendix D is a part of the required response to RFA Question #2 which asks applicants to describe and provide data regarding the local need for teachers per credential shortage area supported by grant funds. Grant funds, therefore, cannot be used to support residents earning credentials in areas for which data and prior efforts have not been evaluated.

Answer for 2): The maximum number of residents that may be supported by grant funds is determined by multiplying the projected number of residents per year (as listed on Appendix D) by the number of years in the project period. Grantees may redistribute projected numbers within the credential categories approved in the grant application as long as the total number of residents supported over the project period does not exceed the proposed number in the grant application. Grantees may not shift projected residents into new credential categories that were not listed in Appendix D. Applicants are encouraged to include on Appendix D and in the narrative response to RFA Question #2 any credential area in which they may have vacancies during the project period.

3. **Question:** If residents begin coursework at the end of June 2023, and are placed in their mentors' classrooms in August 2023, are they eligible to be funded from the TR Implementation and Expansion Grant round that will be announced June 12, 2023?

Answer: Yes.

4. **Question:** With the Teacher Residency Capacity Grant RFA available at the same time as the Teacher Residency Implementation and Expansion Grant RFA, can an applicant apply for both the capacity and implementation grants at the same time?

Answer: Yes.

Questions and Answers Regarding the Combined Teacher Residency Implementation and Expansion Grants Request for Applications (RFA) March 17, 2023

Questions Clarifying the Timing of Grant Awards:

1. **Question:** Late award dates affect the number of residents programs project they can recruit for a fall start. Do you anticipate the timeline for the grant to end in June 2026 as the current RFA does, or will the grant end date be June 2027, allowing partnerships to have 3 residency cohorts with full enrollments?

Answer: The project period for the grant is determined by authorizing legislation. The Commission does not have the authority to extend the project period beyond June 30, 2026.

Questions Regarding Residency Consortia:

2. **Question:** Now that our consortium is up and running, we have another district that would like to join the program. Could we pursue an expansion grant with this RFA to add them to the current consortium?

Answer: Yes. The consortium can apply for an expansion grant to add new LEAs into the consortium.

3. **Question:** If we are allowed to add a new LEA into our consortium with an expansion grant application, will the new grant follow the same timeline as our current implementation grant?

Answer: In the application responding to the combined Teacher Residency Implementation and Expansion Grant RFA, the consortium will need to clearly state when the first cohort supported by the expansion funds will be enrolled and begin working in mentor teachers' classrooms. It is up to the grantee to select a date that aligns with their other program. The award announcements for both due dates included in the combined Teacher Residency Implementation and Expansion Grant RFA would allow a funded program to enroll residents any time after that announcement is posted.

Questions Regarding Authorizing Legislation or the RFA:

4. **Question:** If a resident does not complete their 4-year commitment and the district is asking for repayment of the teacher residency stipend, what is the time frame that the district can offer the resident in terms of the repayment of their stipend?

Answer: Commission staff will notify the grant recipient of the amount to be recovered at the end of the life of the grant. It is a local decision to collect funds from the resident at the time they leave the grantee LEA or to track their four years of service in another California LEA.

5. **Question:** Appendix A, Authorizing Legislation (g) (3) states, "Provide candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain clear credential and ongoing professional development and networking opportunities during the candidates first years of teaching at no cost to the candidate." Does this mean the LEA must cover all costs of induction support?

Answer: Authorizing legislation requires that beginning teacher induction support is provided at no cost to the resident but does not dictate whether it is the LEA or another funding source that pays for the induction support.

6. **Question:** On the cover page, we must identify the LEA's Fiscal Agent or person responsible for grant budget oversight. Would that person be an administrator, our Director of Fiscal Services, or our grant coordinator (who actually wrote the budget and will complete the annual reporting)?

Answer: This is a local decision.

7. **Question:** Do we need to include letters of support from school districts who already signed on to partner with the Teacher Residency *Capacity* Grant as part of our consortium? We understand they will need to sign Appendix E, but we are wondering if a letter of support is required as well, or should we submit a copy of the school district's original letter of support from the Capacity grant?

Answer: The combined Teacher Residency Implementation and Expansion grant is separate from the Teacher Residency Capacity Grant. All elements listed in the RFA must be included in the application for it to pass technical screening.

8. **Question:** I have a question about Appendix D. What does "Partner IHE - Residency Area" mean for #3--particularly "Residency Area" if Residency Areas were already identified in #1 of Appendix D?

Answer: Commission staff are seeking separate information with these two questions. Appendix D, Question #1 asks for the name of the LEA, or if a consortium, the LEAs where residents will be placed. It is important for the partnership to have a clear recruitment plan for resident placement especially if they will be assigning residents to multiple school sites. Because each site has different needs/common vacancies, applicants are demonstrating their understanding of those needs with this response. Appendix D, Question #3 must be answered by all applicants but is especially important for applications with multiple IHE partners. Commission staff use this information to verify that each IHE listed is approved to offer the credential areas identified.

Questions Regarding Actual Enrollment Numbers and IHE Partners:

9. **Question:** What happens if the recruitment (# of residents – funded) is not met at the end of a fiscal year?

Answer: Grant funds are awarded in annual disbursements based on actual enrollment and projections numbers. The first disbursement would be enough to fund the number of Year 1 residents projected in the application. In the event that actual enrollment for the first year is a fewer number of residents than projected, unspent or unencumbered funds will affect the following year's budget disbursements such that the next year disbursement will be adjusted to include funds that had not been spent or encumbered during the previous year.

10. **Question:** Can we change or add IHEs after the grant has been awarded? If yes, what is the process?

Answer: A change in IHE partners is possible and is handled on a case-by-case basis after a conversation between the grantee LEA and Commission staff. Deeply collaborative relationships between LEA and IHE partners has been found to be a key element in successful teacher residency programs. This may be difficult to maintain with continued movement among grant partners. Therefore, Commission staff encourage LEAs to apply for Teacher Residency Capacity Grants if IHE partnership exploration is needed. For information on the currently open Teacher Residency Capacity Grant, please visit the Commission's Teacher Residency Grant Program [webpage](#).

**Questions and Answers Regarding the
Teacher Residency Expansion Grants Request for Applications (RFA)
January 19, 2023**

1. **Question:** We understand that TRE grant funds must be encumbered by June 30, 2026. Would we still be able to provide resident stipends during the 2026-27 academic year as long as residents are accepted into the program by June 30, 2026? Or would they need to be officially enrolled by June 30, 2026?

Answer: Authorizing legislation does not provide a definition or timeline of “program enrollment.” Therefore, programs are responsible for determining the date that residents are accepted or enrolled in the program. That date will be included in the narrative response to RFA Question #3. If acceptance or enrollment into the program occurs in the spring, then grant recipients would be allowed to recruit cohorts to be enrolled in spring 2023, 2024, 2025, and 2026 in order to begin their residency placements in mentors’ classrooms for the 2023-24, 2024-25, 2025-26, and 2026-27 academic years.

2. **Question:** We will be working with our IHEs to recruit a group of 10 Residents for each year of the grant. If for some reason only a few Residents join (2-3, for example) in any particular year, is that an issue for the CTC (in regard to continuing to fund the program)?

Answer: Grant funds are awarded in annual disbursements based on actual enrollment and projections numbers. In this case, the first disbursement would be enough to fund ten residents for the first year of the program, as projected in the application. If the actual enrollment for the first year is a fewer number of residents than projected, Commission staff will communicate with program staff to determine the appropriate disbursement based on Year 2 projections after considering the remaining funds from the previous year.

3. **Question:** Is there a chance for an extension with the due date of the application?

Answer: No. If an applicant is unable to submit a complete application by the posted deadline, they will need to wait to apply to the next RFA. In this case, the next RFA will be combined Teacher Residency Expansion and Implementation RFA which is expected to be released in early February 2023.

**Questions and Answers Regarding the
Teacher Residency Expansion Grants Request for Applications (RFA)
November 18, 2022**

1. **Question:** We are a charter school, does the administrator need to be a school site employee and listed on the CDE School Directory? Does the Fiscal Agent need to be an

employee at the school site and listed on the CDE School Directory, too? Or can they be a CMO employee?

Answer: Proposition 98 funds cannot be disbursed to a CMO or be managed solely by a representative from a charter management organization (CMO). The Department of Finance requires that Proposition 98 funds be disbursed directly to the LEA (in this case charter school) with the CDS code. After the Commission disburses grant funds to the eligible LEA or consortium, the LEA may determine how the grant funds are managed.

2. **Question from a previous Q&A quoted by the LEA seeking information:**

Can residents be classified as employees and grant funds allocated to resident salaries?

Answer from the previous Q&A: *This is a local decision. If a participant is both a resident and an LEA employee, they may be paid a stipend in their role as a resident and may be paid in their role as an employee. Authorizing legislation mandates that the resident works at least half time alongside a mentor teacher in the mentor teacher's classroom for at least one full school year while engaging in initial preparation coursework. Hiring residents as employees is allowable as long as requirements of authorizing legislation are met.*

With this in mind, our questions are:

- **Question:** If residents are receiving grant funding for tuition and a small stipend, can they also be paid as instructional aids as the second "teacher" in the TK classroom? They would be there at least half time all year (full time in the second semester).

Answer: Yes. This is an allowable local decision.

- **Question:** Grant funds could support a portion of the resident's salary (replacing the usual stipend) and districts would pay the difference. Does that seem reasonable?

Answer: Grant funds cannot be used to pay any portion of the instructional aid/district employee salary as that is not an available spending option included in Appendix G.

- **Question:** Are there any restrictions in how the job title is labeled?

Answer: No.

Questions and Answers Regarding the Teacher Residency Implementation Grants Request for Applications (RFA) September 30, 2022

1. **Question:** Are ITEP students eligible to be residents within the CTC residency grant program with the assurance that their program plan allows the potential resident to graduate and receive a [preliminary] credential at the end of the residency program?

Answer: Yes.

2. **Question:** Is there any reason why we should choose to apply for the later Teacher Residency Expansion Grant as opposed to the Teacher Residency Implementation Grant due in October 2022?

Answer: This is a local decision. Please consider attending one of [the information sessions](#) hosted by the CA Residency Lab as they are designed to support LEAs as they compare the different teacher residency grant programs and prepare applications.

3. **Question:** If we apply for the Implementation Grant in October 2022, will we know the results prior to the Teacher Residency Expansion Grant deadline and have the opportunity to improve our application and resubmit for an Expansion Grant?

Answer: Yes.

4. **Question:** I understand there is a 5% cap for Program Administration (Indirect costs). Is there a cap on the percent of funds for the LEA Personnel or IHE Personnel categories on Appendix G?

Answer: Legislative language does not provide any limit or guidance on this topic. This is a local decision that would be detailed in the application narrative and evaluated as a part of the competitive application process.

5. **Question:** We are applying for the implementation grant and we were wondering if we could hire a new staff member to oversee the program as a match? Rather than using 6-7 staff members' time coordinating the program as a match we would rather have one point of contact for our residency program.

Answer: This is a local decision that would be detailed in the application narrative and evaluated as a part of the competitive application process.

6. **Question:** Appendix H-question 3 states "densely populated"- How does the CTC define "densely populated?"

Answer: Legislative language does not provide any guidance on this topic. If the LEA's local region regularly refers to the LEA as being densely populated or as an urban area, the applicant may indicate that they meet that priority point.

Questions and Answers Regarding the Teacher Residency Implementation Grants Request for Applications (RFA)

August 30, 2022

Questions Regarding the RFA, Timelines, Eligibility, and Allowable Practices

1. **Question:** May an LEA apply for an implementation grant even if they did not apply for or receive a capacity grant?

Answer: Yes.

2. **Question:** My LEA just received the Teacher Residency Expansion Grant. I was wondering if the Teacher Residency Implementation Grant is different and whether we are eligible for an Implementation and Capacity grant if we received the Expansion Grant?

Answer: Teacher Residency Program Expansion and Implementation grants were authorized by the same legislation and allow funding to be used for the exact same activities. LEAs that operate an existing residency program may apply for either an expansion grant or an implementation grant. It is expected that LEAs that have not yet implemented a Teacher Residency Program will not apply for expansion funds and will apply for implementation funds. Current grantees are eligible for all three grant types at any time.

3. **Question:** Is there flexibility regarding the number of residents by residency area? For example, what if we project there will be 15 residents in Special Education in our application, but we wind up having 13 special education and 2 additional ones in a Single Subject STEM area?

Answer: Commission staff expects that there may be varying enrollment numbers annually. In the example provided above, the shifted enrollment of residents by credential type is allowable as long as both of those credential areas were identified on Appendix D of the original grant application.

4. **Question:** Is it allowable to change IHEs when transitioning from [a Commission funded] Capacity grant to an Implementation grant? If so, what's that process?

Answer: Yes. The LEA grantee should notify Commission staff as soon as possible if an IHE partner needs to be added or replaced during the life of the capacity grant. When applying for any new grant, the name of the new IHE partner will be included in the application.

5. **Question:** For #4 Key Program Personnel and Shared Program Governance, can charter schools include CMO staff?

Answer: Yes. Please see "Information for Applicants – Charter Schools and Charter Management Organizations (CMOs)" in the RFA for more information regarding Charter Schools and Charter Management Organizations and key staff and leadership.

6. **Question:** Regarding this sentence: "Once an application has been approved and a grant award has been disbursed, an LEA or consortium may not alter the list of approved grant funded categories," does this mean that if we do not initially budget for a certain line item, we are unable to use grant funds for that line item? For example, if our application lists \$0 for examination fees, are we not allowed to use grant funds toward examination fees at any point?

Answer: Yes.

7. **Question:** To diversify the teacher workforce, does the LEA have autonomy to determine the qualities that bring diversity? For example, in addition to gender or

race/ethnicity, we would like to consider residents who were first-generation college students or have a similar socioeconomic status to our community.

Answer: In addition to gender or race/ethnicity, it is a local decision to include other traditionally underrepresented groups.

8. **Question:** If a county office of education would like to add districts in out years, is it possible to add more later or should they list all potential districts now?

Answer: If the county office of education is the LEA grantee of an approved consortium grant, it is possible for that county office of education (as the lead LEA) to add districts from within the same county after earning a grant award. However, grantees will not be provided extra funding, nor can additional resident slots be added.

9. **Question:** If an LEA has just been awarded an Expansion grant in the most recent round and wants to further expand resident numbers and credential types, is the Implementation Grant the best path forward for seeking funding, or should they wait for the next round of Expansion Grants?

Answer: The LEA in this scenario is eligible for either grant type; thus, it is a local decision about which works best for the applicant.

10. **Question:** Can the LEA Contact Person and LEA Fiscal Agent be the same person?

Answer: Yes. The LEA contact person should be the representative who is authorized to sign the grant award agreement. The LEA fiscal agent should be the person responsible for grant budget oversight.

11. **Question:** Given that we are a county office located in a rural area are we considered a high needs area? Can we recruit in any credential area that has been identified?

Answer: Yes. Please see Appendix H – Statutory Priority Points for the appropriate space to indicate the location of the applicant LEA. All credential areas listed on Appendix D – Program Summary are available to all applicants.

12. **Question:** Our question is in relation to targeting the number of annual residents in each credential/program type (Appendix D). For instance, we may project 3 residents in special education, yet we end up having 5 residents who are in the special education residency program. What is the process to change our projected numbers? Will we have latitude to make changes based on our partner district needs?

Answer: Grant awards are based on the annual projections listed in Appendix D. Grantees will not be allowed to exceed the annual number of residents they identify. However, if an application includes more than one credential area on Appendix D, grantees may shift to accommodate enrollment. For example, if the application projects 20 total residents annually -10 special education and 10 single subject STEM residents - a grantee may enroll 18 special education and 2 STEM residents.

13. **Question:** How do we think about the allowable amount per resident if the grant goes until 2026? Do we write for a certain number of residents each year? Like we think we can host 10 residents per year, so we write that out until 2026? Or do we write a new grant each year?

Answer: Appendix D – Program Summary and Appendix G – Budget Overview ask applicants to project annual enrollment and budget details. Grants are renewable annually after Commission staff review annual reports. Grantees will not need to write a new application to renew funds.

14. **Question:** I think we are confused between the two implementation or expansion because we have a very strong existing partnership with our local university to host and train aspiring teachers but not in a specific residency format?

Answer: Eligible applicants for Teacher Residency Expansion Grants are LEAs or a consortium of LEAs, currently working in partnership with one or more Commission-approved preparation programs within a regionally accredited IHE that operates a teacher residency pathway for the proposed credential area. If an LEA does not currently operate a teacher residency program with available data from at least one cohort of residents, they are not eligible to apply for an expansion grant and would need to apply for an implementation grant.

15. **Question:** If we are starting a new program but think we may be interested in moving directly to Implementation (skipping Capacity), would the notion be that if approved for the grant funds, we would recruit in Spring and the residents would start in fall of 2023?

Answer: This is a local decision. LEA/IHE partnerships will establish their preferred enrollment schedule (spring, summer, fall, winter) in their application.

16. **Question:** If we want to increase the number of residents in our residency program, but in the same credential areas + same IHE partner, which grant is applicable?

Answer: Applicant LEAs currently working in partnership with one or more Commission-approved preparation programs within a regionally accredited IHE that operate a teacher residency pathway are eligible for both expansion and implementation grants.

17. **Question:** We were awarded the capacity grant in the spring to increase our number of mentors starting this school year. We want to ultimately increase the number of residents and an idea our special ed coordinator had is to give our paraeducators an incentive to join the program when they graduate. Can we use this grant to financially assist our paraeducators while they finish their BA?

Answer: No. Authorizing legislation defines a teacher residency program as “a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.” The paraeducators described in

this question are not yet enrolled in an initial teacher preparation program. The applicant may wish to explore the [Classified School Employee Teacher Credentialing Program](#) to support this work.

18. **Question:** Is it fair to say that the Implementation grant applies to both new and existing residencies and the Expansion grant only applies to existing residencies?

Answer: Yes.

19. **Question:** What is the expected or average timeframe for the capacity grants?

Answer: LEA/IHE partnerships that were awarded a capacity grant from the 2021 authorizing legislation may expend grant funds through June 30, 2026.

20. **Question:** Is it a year for Capacity grants? And then apply for implementation next year? Or can you do two at once (e.g., do a six-month capacity planning phase with an implementation grant immediately following in the fall?)

Answer: This is a local decision. Eligible applicants are free to apply to RFAs when they are prepared to do so. Funding from multiple Teacher Residency Grant funded programs may be spent concurrently.

Questions Regarding Use of Grant Funds

21. **Question:** What's the admin cost percentage cap?

Answer: Authorizing legislation caps program administration costs at 5% of the grant award.

22. **Question:** Aside from the 5% admin cost and \$20,000 minimum resident salary/stipend, is there room for spending grant funds on supplies, marketing/advertising, recruitment efforts, and other?

Answer: Please refer to Appendix F of the Teacher Residency Implementation RFA for the definitions of allowable spending categories. Authorizing legislation allows grantees to spend up to \$40,000 of grant funds per resident.

23. **Question:** We have already started our residents for the 2022-23 school year and obviously the agreement we had them sign doesn't have the conditions required to use these grant funds. With awards not being announced until November, how will we be able to use any Year 1 funds?

Answer: Grant funds may not be expended on programs or program activities that began prior to the grant award.

24. **Question:** If an LEA is launching a residency program in Fall 2022 while concurrently applying for the implementation grant, would grant funds be used for residents starting in 2023?

Answer: Yes. Grant funds awarded from this RFA will be expended on residents in Teacher Residency Programs that begin after the grant has been awarded to the LEA.

25. **Question:** It appears based on the FAQs that the budget form should only reflect 1 year of expenses and that it's expected that we will serve the same number of residents each year—is this accurate?

Answer: Yes.

26. **Question:** Can some of the \$40,000 per resident be used towards tuition?

Answer: Yes. Authorizing legislation mandates that residents receive a minimum of \$20,000 as salary/stipend. Once that is allocated, please refer to Appendix F of the Teacher Residency Implementation RFA for the definitions of allowable spending categories.

27. **Question:** We are planning a program that will grow over time so that there will be more residents in later years of the grant period than in the first year. However, the RFA asks for a one-year budget, which wouldn't account for different levels of funding from one year to the next. So, should we apply for funding for the number of residents we anticipate having say in year 3 or 4? So that if awarded funding, we would have enough funding for that time and in earlier years, we would have that amount available, but if we have fewer residents, we would not need to draw down all of it?

Answer: Applicants may indicate plans to scale a residency model when responding to RFA Question #3 in describing the program to be implemented as well as RFA Question #7 in the budget narrative. Commission staff will work with grantees annually to determine disbursements.

28. **Question:** What if the resident doesn't complete the program? What happens to the grant/funds that are allocated to that particular resident?

Answer: The grantee LEA would be responsible for returning the funds for that resident. They may do this by collecting the funds back from the resident and/or by using LEA funds. Please refer to subdivisions (m-p) of the authorizing legislation for more information on recovering grant funds.

29. **Question:** Can we use grant funds to support a resident who does not fulfill a diversity need or any of the targeted credential types?

Answer: No. Grant funding may only be used for the categories as described in the grant application.

30. **Question:** What latitude do we have to make budgetary changes during the year? For instance, if our mileage expenses increase due to gas prices can we use unspent funds allocated to supplies?

Answer: Grantees may shift funds among the categories approved in the budget section of the approved application. Any shift of funds totaling 10% or more of the grant award will require prior approval from Commission staff.

31. **Question:** If the application is for a consortium that serves multiple districts, can districts within the consortium provide part of the matching funds or must it only be from the lead LEA? If so, what type of documentation would be required from CTC from each district to ensure that the match is met?

Answer: Yes. Consortium partners may provide matching funds. The lead LEA in the consortium will determine what documentation needs to be submitted by the consortium partners.

32. **Question:** Can you please confirm that the budget narrative should only reflect requested funds for one year (versus the entirety of the grant)? This is our assumption since the budget form should only reflect one year. If so, do we need to show the actual math calculations?

Answer: It is expected that the Year One budget outlined in Appendix G – Budget Overview will be the annual expenditures for the Teacher Residency Grant program over the life of the grant.

33. **Question:** If a Resident fails to complete his/her Preliminary Credential or Service Agreement, is there a repayment plan option? The RFA states that the LEA will need to repay the commission within 60 days of learning that a Resident teacher fails to earn a preliminary credential or complete the service agreement. I'm wondering about the reasoning and process for this logistically. For our current grant funds, we have an account within our district that maintains the funds for the Residency program. Whatever we don't use, we will return at the end of the final year (this year). For Residents who need a repayment plan, they will be reimbursing the grant through us and have the option for a repayment plan. My concern is that it may be challenging to repay within 60 days especially if there are multiple people who fall in this category.

Answer: The legislative language quoted in this question pertains to the grantee. Commission staff will continue the current practice of working with grantees to adjust annual grant fund disbursement based on actual enrollment and expenditure data provided to us in reports.

34. **Question:** What examples can you provide for offering Resident financial support?

Answer: Legislative language allows residents to benefit from multiple state and federal grant programs. An example would be the Golden State Teacher Grant program that is administered by the California Student Aid Commission.

35. **Question:** How much tuition is typically covered for Residents?

Answer: This is a local decision. Legislative language does not provide any limit or guidance on this topic.

36. **Question:** Are mentor stipends required or is hourly pay ok to establish?

Answer: This is a local decision.

37. **Question:** The RFA indicates that the budget should be pegged to \$40,000 per resident per year. Is this inclusive of administrative costs, or can these be budgeted in addition to the \$40,000 per resident?

Answer: The \$40,000 per resident is inclusive of any administrative costs.

38. **Question:** Per page 6 of the RFA, we understand that the LEA must provide “an employment opportunity for each resident to fulfill the mandated 4-year service commitment.” Our HR department has some questions related to this: Do we have to guarantee employment to the residents or just provide an employment opportunity? What happens if they aren’t hired because they didn’t pass the interview process?

Answer: Authorizing legislation mandates that a resident shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California 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, including a PK-3 early childhood education specialist credential. If the LEA does not have a position available or if the resident does not accept an offer of employment, the grant funds invested in that resident will need to be repaid either by the LEA and/or the resident. Or, if the resident obtains employment in another California LEA, the grantee may track the resident’s employment for the four-year service requirement. It is important that applicants understand that failure to successfully track a resident who leaves the LEA will result in the grantee repaying the proportionately adjusted grant funds invested in the resident preparation.

39. **Question:** Does the resident have to go through the regular hiring process?

Answer: This is a local decision.

40. **Question:** We are working on a residency implementation grant and have a question about the consortium districts’ obligation to hire residents and the residents’ obligation to work for the districts within the consortium. Our grant is going to be focused on preparing multiple subject bilingual residents. If one of the districts ends up hiring a bilingual resident to teach in a non-dual immersion position (e.g., English speaking Kindergarten class) could this be counted as a year of service for the resident?

Answer: Residents must be hired as intended and described in the grant application.

41. **Question:** My district is on a year-round calendar. We recruit at the end of each year for the upcoming cohort for the following year. Candidates begin the process of getting cleared with Human Resources, but they can’t begin until they are cleared, which can be 4-6 weeks into the school year, but no more than 25% of the school year. Will this be ok for the Expansion Grant requirements?

Answer: No. Authorizing legislation for Teacher Residency Grant Programs requires that residents are “prospective teachers [who] teach 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.” If the residency placement allows a resident to work with a mentor for at least one full school year or one full calendar year, the requirement will be met.

42. **Question:** Will the end-of-year reporting be the same as the reporting required for the current Residency Grant Reports? The RFA for the Expansion Grant mentions an end-of-year budget form and a program report. Are you able to share these prior to the application deadline, please?

Answer: Commission staff are working to update the format of the report, but the data collection categories and annual July deadline are expected to remain the same.

43. **Question:** Does the teacher service agreement need to begin in Year 1, or can it begin in Year 2?

Answer: Authorizing legislation states, “a candidate shall have eight school years to complete the four-school-year teaching commitment.”

Questions Regarding Grantee Obligations

44. **Question:** Per page 6 of the RFA, we understand that the LEA must provide “an employment opportunity for each resident to fulfill the mandated 4-year service commitment.” Our HR department has some questions related to this: Do we have to guarantee employment to the residents or just provide an employment opportunity? What happens if they aren’t hired because they didn’t pass the interview process?

Answer: Authorizing legislation mandates that the grantee LEA offer the resident a teaching assignment once the resident has earned a preliminary teaching credential. If the LEA does not have a position available or if the resident does not accept an offer of employment, the grant funds invested in that resident will need to be repaid either by the LEA and/or the resident. Or, if the resident obtains employment in another California LEA, the grantee may track the resident’s employment for the four-year service requirement. It is important that applicants understand that failure to successfully track a resident who leaves the LEA will result in the grantee repaying the proportionately adjusted grant funds invested in the resident preparation.

45. **Question:** Does the resident have to go through the regular hiring process?

Answer: This is a local decision.

46. **Question:** We are working on a residency implementation grant and have a question about the consortium districts’ obligation to hire residents and the residents’ obligation to work for the districts within the consortium. Our grant is going to be focused on preparing multiple subject bilingual residents. If one of the districts ends up hiring a bilingual resident to teach in a non-dual immersion position (e.g., English speaking Kindergarten class) could this be counted as a year of service for the resident?

Answer: No. Residents must be hired as intended and described in the grant application. If, however, the Appendix D – Program Summary submitted with the application

includes the “Diversifying teacher workforce that reflects the LEA community’s diversity – Multiple Subjects with our without added authorizations” option AND the resident meets the diversification description in the application, then the year of service would count.

47. **Question:** My district is on a year-round calendar. We recruit at the end of each year for the upcoming cohort for the following year. Candidates begin the process of getting cleared with Human Resources, but they can’t begin until they are cleared, which can be 4-6 weeks into the school year, but no more than 25% of the school year. Will this be ok for the Expansion Grant requirements?

Answer: No. Authorizing legislation for Teacher Residency Grant Programs requires that residents are “prospective teachers [who] teach 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.” If the residency placement allows a resident to work with a mentor for at least one full school year or one full calendar year, the requirement will be met.

48. **Question:** Does the teacher service agreement need to begin in Year 1, or can it begin in Year 2?

Answer: Authorizing legislation states, “a candidate shall have eight school years to complete the four-school-year teaching commitment.”

Resources for Applicants:

1. Additional Resources section of the Commission’s [Teacher Residency Grant Program](#) webpage
2. Join **The Residency Lab** to learn more about the Residency Grant Program Application Support Series.

Participants will receive an overview and support to prepare strong teacher residency grant applications for the CA Commission on Teacher Credentialing (CTC).

To learn more about the coaching sessions please click this [link for the event flyer](#).

Questions and Answers Regarding the Teacher Residency Expansion Grants Request for Applications (RFA) April 4, 2022

Questions Regarding the Request for Applications (RFA):

1. **Question:** Regarding the suggested maximum length of an application being not more than 30 double spaced or 15 single spaced pages, we're assuming that doesn't include the Appendices, right?

Answer: Correct. The suggested length does not include appendices.

2. **Question:** Do expansion grant grantees need to transition to implementation funds? If yes, after what time period (e.g., after expansion to complete? What does it mean for expansion to be complete?)

Answer: Expansion grants are awards made to LEA-IHE partnerships that operate an existing teacher residency program whereas implementation grants are for new LEA-IHE partnerships that are launching a new residency program. Expansion awards do not turn into implementation awards at any point.

3. **Question:** Do we need to be concerned with the Regionally Accredited criteria in Appendix K or does a CSU meet one of these criteria?

Answer: Appendix K states, *“Regionally accredited” can refer to an institution that has been accredited by the Accrediting Commission for Senior Colleges and Universities, the Western Association of Schools and Colleges, the Higher Learning Commission, the Middle States Commission on Higher Education, the Northwest Commission on Colleges and Universities, the New England Commission of Higher Education, or the Southern Association of Colleges and Schools Commission on Colleges.*” If the CSU is accredited by one of those bodies, then it meets the regionally accredited requirement.

4. **Question:** The RFA, under LEA Obligations, states “Establishing a hiring process or timeline that allows for residents to *secure employment within their residency program* LEA soon after completing the program. For a consortium-based program, must residents be hired in the district of their residency placement OR would they still meet the employment requirements if they were hired in another district within the consortium when there were not enough positions open in the original placement district?

Answer: The consortium would meet the requirement if employment is secured for each resident in any of the districts within the consortium, or any public school in California.

5. **Question:** Should we submit a separate RFA for each IHE partner program, or ONE RFA encompassing all programs?

Answer: This is a local decision. The LEA applicant and IHE partners would decide what works best for the long-term planning, organization, and reporting within the partnership.

6. **Question:** If we were to apply for expansion grants now for Fall 2022, would this grant be IN ADDITION TO the cohorts we are already working on admitting for Fall 2022, or would this replace that grant?

Answer: Assuming the applicant in this question is operating a residency program that is being funded by a Commission Teacher Residency award that was granted in 2018-19, the 2021-22 Teacher Residency Expansion grant award would support a new cohort of residents as outlined in the grant application. It does not replace the previous grant funding.

7. **Question:** Would you provide an example of how we could explain assurance of “consistency and coherence” across multiple sites, content areas, and school administrations (Question #3g in the RFA)?

Answer: The teacher residency program may be operating across several districts, and even within a single district, across multiple sites. The purpose of this criterion is for applicants to explain how the district would assure that all residents are receiving consistent and coherent services across all of these different potential combinations of locations and types of credentials sought by residents participating in the program.

8. **Question:** How specific should our narrative be regarding current and/or proposed data collection processes? What specific language or examples should we include (Question #6 of RFA)?

Answer: Applicants should describe the processes they already have in place to collect data, analyze data, and use these data for improvement purposes. Applicants should provide an assurance that they will provide the data to be required by the Commission and should indicate who would be responsible for the data-related activities if the application is funded.

Questions Regarding the Use of Teacher Residency Expansion (TRE) Grant Funds:

9. **Question:** If my LEA has a Teacher Residency grant from 2018 and we get a new award from this RFA, can we use 2021 funds to support 2018 grantees?

Answer: No. Grant funds from 2021 may not be used to support 2018 grantees.

10. **Question:** If a resident pays tuition before TRE enrollment, can my LEA reimburse tuition costs?

Answer: Yes. Reimbursements, such as tuition reimbursement, are allowed for costs incurred after the applicant is notified of a grant award and provided it is a program component included in the approved application.

11. **Question:** Regarding partnership agreements (Appendix E) – do we need all consortium and all IHE signatures?

Answer: Yes. Signatures from all consortium partners (if any) and IHE partners must be included with the original application that is submitted by the RFA due date, for the application to pass the technical screening process.

12. **Question:** Can we use the difference in the indirect cost we are allowed to charge off and the actual amount to count toward the matching funds?

Answer: Yes.

13. **Question:** Do the funds automatically renew every year or do we need to include the total funding for multiple years/cohorts needed in the budget section of this application?

Answer: It is expected that the Year One budget outlined in Appendix G will be the annual expenditures for the Teacher Residency Expansion Grant program over the life of the grant. The RFA states: *“Grantees will be expected to make appropriate yearly progress in implementing their expanded residency model, resulting in an increase in the number of teacher resident candidates and according to the operational plan provided in the funded application Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff...Any unspent or unencumbered funds in a given fiscal year will affect the following year’s budget disbursement such that the next year disbursement will be adjusted to include funds that had not been spent or encumbered during the previous year.”*

14. **Question:** Can matching and in-kind matching funds be spent in years after the teacher’s residency year? Example: Using matching funds to pay for induction support once the resident holds their Preliminary credential.

Answer: Yes.

15. **Question:** The RFA says over the next 5 years for the grant allocation, is that starting with this fiscal year of 2021- 2022? Or does the grant begin next fiscal year and go until 2025-2026

Answer: The RFA states that the project period is up to five years, through June 30, 2026. Though it is expected that grant funds will be disbursed in the 2021-22 fiscal year, the grant funds for this RFA are expected to be used to support residents enrolled in the 2022-23 academic year.

16. **Question:** Can grant funds be used for health care stipends for residents? This would be a recruitment expense: we are finding health care costs are a significant impediment to candidates leaving their jobs for a year to participate in teacher training.

Answer: This is a local decision that would be detailed in the application narrative and evaluated as a part of the competitive application process.

17. **Question:** Can funds be dedicated to increasing stipend amounts for mentors as they develop tenure in the residency program (ex: \$3k 1st year, \$4k 2nd year, \$5k 3rd year)?

Answer: This is a local decision that would be detailed in the application narrative and evaluated as a part of the competitive application process.

18. **Question:** Can funds from other Federal sources for a residency be used as a match?

Answer: Yes.

19. **Question:** Could you provide more guidance around the “supplement not supplant” rule? If an LEA has previously used district funds to support certain residency program expenses, but does not have a dedicated annual allocation for it, will it be considered supplantation if the LEA uses grant funds for those expenses?

Answer: Grant funds cannot be used to pay for infrastructure, technology, or materials that are commonly needed to operate a school. For example, 2021 TRE grant funds

cannot be used for updating physical meeting spaces, purchasing computers or cell phones, or for instructional materials for participants.

20. **Question:** Budget guidelines say local guidelines for restrictions for % of program staff costs. What are the local guidelines? Who determines the local % guidelines for staffing?

Answer: Guidance on how applicants may use Residency Program Staff Costs is provided on Appendix F in the RFA which states, *“use this line item for a locally determined proportion of the costs relating to management and administration of the Teacher Residency Expansion Grant Program not otherwise covered by the Program Administration line item or by grantee matching funds.”* The applicant will propose a percentage of grant funds to be used for residency staff program costs on Appendix G and the corresponding budget narrative. That figure will be evaluated as a part of the competitive selection process.

21. **Question:** Is there a cap on the dollar amount for the expansion grant overall or by year?

Answer: There is no cap on the dollar amount for the expansion grant. The applicant will determine how many residents they project to enroll each year and may request up to \$40,000 per resident.

22. **Question:** Is the budget a total for all of the 5 years? If not, how do we show the budget over each of the 5 years with the scaling of residents year over year?

Answer: The RFA states that the project period is up to five years, through June 30, 2026. Though it is expected that grant funds will be disbursed in the 2021-22 fiscal year, the funds will be used to support residents enrolled in the 2022-23 academic year. Please provide information about scaling of residents in the budget narrative.

23. **Question:** Can other grant funding be used for in-kind matching funds on the expansion grant? For example, we received the Teacher Residency Capacity Grant and are using \$20,000/year of the grant funding towards Mentor Professional Development and Trainings. May we use the Capacity Grant funding as in-kind matching funds for this expansion grant?

Answer: No. All Teacher Residency grant funding is from the same authorizing legislation.

24. **Question:** For the budget we submit with the application, should we solely focus on new residents that are joining our program (all-pre-service teachers) or can we include any existing residents (who will be 1st and 2nd year teachers in the 2022-23 SY)?

Answer: The purpose of this grant is to support new residents.

25. **Question:** What is the maximum amount offered per LEA?

Answer: The amount of funding is based on a per-resident maximum amount of \$40,000 for each resident participating in the LEA's teacher residency expansion program.

26. Q: We currently employ our residents as paras (classified employees) in the district, at their choosing. We are aware that grant authorizing legislation mandates that the resident works at least half time alongside a mentor teacher in the mentor teacher's classroom for at least one school year while engaging in initial preparation coursework. Looking toward future grant budget, as long as we are meeting the requirements of the authorizing legislation, **can we count the salary and benefits that we pay residents -- when serving as LEA employees (para educators) -- toward our required grant match?**

27. A: Yes.

Questions Regarding Teacher Residency Expansion Grant Eligibility:

28. **Question:** Our LEA is in the third year of a four-year grant due to expire in June 2023. We would like to double our program from the current 6 residents to 12 residents in 2022-23. Would we fund the additional 6 new residents with the new grant money in 2022-23, use our current 2018 grant funding to support the usual 6 residents, and then support all 12 residents with the new grant funds in the fall of 2023? I see an overlap in funding if we apply for the new grant.

Answer: Yes. The funding structure described in this scenario is allowable.

29. **Question:** If an LEA has been in the process of planning for a residency by engaging stakeholders, cultivating mentors, and recruiting candidates, but has not yet had residents in classrooms--- is that LEA eligible to apply for the Expansion grant?

Answer: The RFA states: *"Grant awards of up to \$40,000 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."* Since the LEA is still in the planning phase and has not yet operated a residency pathway, the LEA is not eligible to apply for an expansion grant. The RFA for implementation grants is expected to be released in late April 2022.

30. **Question:** Can an LEA with an existing Teacher Residency Grant that is set to expire in June 2023 apply for a new Teacher Residency Expansion Grant in order to continue the residency program after the current grant expires in June 2023? Or do existing programs need to commit to expanding residency program enrollment from current levels?

Answer: The RFA states: *"These grant funds may be used to expand current residency programs to prepare residents for (a) a designated shortage field including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten, and/or (b) meeting local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local*

education agency community's diversity." There is no legislative requirement to expand the number of residents you support annually.

The LEA's current 2018 residency program will no longer have grant dollars to support a cohort in the 2023-24 school year so applying for an expansion grant in order to expand that number from zero meets the qualifications.

31. **Question:** Our LEA, in collaboration with other LEAs as consortium, was recently awarded the 2021 Teacher Residency Capacity Grant. Our LEA has been in a relationship with another LEA and the current IHE after receipt of a previous residency grant for several years, however, with the new capacity grant our LEA partner has changed. We are trying to determine if we are eligible to apply for the expansion grant considering our previous residency work and including a new partner now, or...if we should wait for the Teacher Residency Implementation Grant.

Answer: This is a local decision. As described, and assuming that a residency program has been operating with the "receipt of a previous residency grant," the LEA is eligible for either an expansion or implementation grant opportunity.

32. **Question:** I have a previous Teacher Residency grant and a newly awarded Capacity grant, am I eligible to apply for an Expansion grant?

Answer: The RFA states: *"Grant awards of up to \$40,000 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."* If the LEA is currently operating (has enrolled and worked with at least one cohort of residents) a residency pathway, the LEA is eligible to apply for expansion funds with this or a subsequent Teacher Residency Expansion Grant RFA.

33. **Question:** Our IHE partner has successfully run residency programs with other LEA partners, are we eligible for an expansion grant?

Answer: The LEA would be the grantee, and therefore would have to have experience partnering with an IHE operating a residency program in order to be eligible for an expansion grant. If the IHE partner is the one that has the current residency program and the LEA does not, the LEA would need to wait and apply for an implementation grant.

34. **Question:** If I operate a residency program NOT funded by 2018 residency grants, can I use these funds to support residents enrolled in fall 2022.

Answer: Yes.

35. **Question:** Would we have to increase the number residents planned for this fall or could the expansion begin in the 2023-24 school year? In other words, what does positioned to apply grant funds mean?

Answer: “*Positioned to apply grant funds*” for this RFA means that the grantee is ready to use grant funds to enroll a cohort of residents in summer/fall 2022. For applicants not positioned to enroll a cohort of residents in the summer/fall 2022, future expansion RFAs will be released until all funding has been awarded. The anticipated release of the next expansion RFA is late April 2022 with a summer 2022 due date.

36. **Question:** Can the lead LEA in a consortium change for a new expansion grant?

Answer: Yes. If the new lead LEA has been successfully enrolling candidates and partnering with an IHE operating a residency pathway in the past, they may apply as the lead applicant for a new expansion grant.

37. **Question:** We currently have 20 residents that are not funded by a Commission or other residency grant. Our expansion plans include increasing living stipends for all the residency seats we have. Are we able to seek funding for the entire resident stipend for all the seats we currently have, if we don’t have a secure funding stream to support those existing seats?

Answer: This is a local decision. The living stipend described is an allowable use of grant funds that would be detailed in the application narrative and evaluated as a part of the competitive application process. However, as a part of the application, the LEA will identify a summer/fall 2022 start date for the pathway being supported by grant funds.

38. **Question:** If an LEA has an existing residency program and is planning to use grant funds to expand the number of residents served annually in the program, can the LEA request grant funding of \$40K/resident for the total number of residents or only the newly added residents? Is the answer to this question different if the program is planning to use grant funds to expand the number of residents served *and* expand recruitment/workforce diversification activities that affect all program participants?

Answer: The newly added residents will be supported with the funding from this grant competition (2021 Teacher Residency Expansion). The LEA will continue to support residents enrolled in the existing program with the 2018 grant funds.

39. **Question:** Can an LEA with a right-sized existing program use Expansion Grant funds exclusively to expand/strengthen workforce diversification efforts, with no year-over-year growth in the number of participating residents? (This would be for established programs that wish to diversify but don’t want to grow larger than the number of anticipated employment opportunities the following year.)

Answer: Yes.

40. **Question:** We have a Residency program with another charter school organization, so our application would be from a group of LEAs, from different CMOs. Would this grouping of schools be eligible to apply?

Answer: As stated in the RFA, the application must be submitted by a charter school or consortium of charters schools with CDS codes. The application cannot be submitted by a Charter Management Organization (CMO), a CMO cannot serve as the fiscal agent for

the grant, and the signature on the cover page must be from an administrator/leader from the applicant charter school with the CDS code. A requirement for the Teacher Residency Expansion Grant is that the applicant must already have a residency program in operation with a regionally accredited and Commission-approved teacher preparation program that is being expanded through these grant funds.

41. Question: Can an NPS Apply?

Answer: See answer in December TRC FAQ #11.

Questions Regarding Resident Projections and Allowable Resident Activities

42. **Question:** Can residents substitute teach for experience and income on days when they are **not** doing their residency?

Answer: This is a local decision. Authorizing legislation mandates that the resident works at least half time alongside a mentor teacher in the mentor teacher's classroom for at least one full school year while engaging in initial preparation coursework. Hiring residents as substitute teachers is allowable as long as requirements of authorizing legislation are met.

43. **Question:** In listing the projected residents per year on Appendix D (Program Summary), it states that we need to have targeted number of residents per year. If our expansion is growing in a phased in approach, do we need to split the cells and put in the numbers by year or complete multiple pages?

Answer: Applicants could detail the phased approach by including in the application narrative a table showing the projections per year and the exact amount of resident projected each year.

44. **Question:** Can residents be classified as employees and grant funds allocated to resident salaries?

Answer: This is a local decision. If a participant is both a resident and an LEA employee, they may be paid a stipend in their role as a resident and may be paid in their role as an employee. Authorizing legislation mandates that the resident works at least half time alongside a mentor teacher in the mentor teacher's classroom for at least one full school year while engaging in initial preparation coursework. Hiring residents as employees is allowable as long as requirements of authorizing legislation are met.