



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

Please note: Due to changes in authorizing legislation in July 2023 (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.

August 23, 2024

1. **Question:** Given that this request for applications (RFA) is expected to be competitive and potentially the last opportunity for teacher residency capacity grants, how should we best prepare a competitive application?

Answer: In preparing a competitive application for this round of RFAs for the teacher residency capacity program, Commission staff recommend the following:

- a. Carefully review all RFA information and instructions:
 - Ensure all prompts have a response, and all appendices are included.
 - Review non-allowable expenditures, especially when completing Appendix G.
 - Ensure the application does not exceed the maximum number of pages.
 - Double check math and figures included in the application.
 - Proofread the application before submission.
- b. When responding to prompts/completing appendices:
 - Answers should directly address the specific prompt. If there is repetition across multiple prompt responses, find the place the information best fits.
 - Information that does not address a given prompt should not be included.
 - Local need data should clearly match the projected resident numbers on Appendix D.
 - For charter schools, Appendix C contacts need to be school site level individuals. The GAA signer should be the administrator identified for the charter school LEA on the CDE website.
 - It should be clear that the LEA is leading the work, especially on the key program personnel table, Appendix G, and budget narrative responses.
 - On the Key Program Personnel table, include all requested information and follow instructions regarding FTEs.

- On Appendix D, do not double count residents in the “diversify” and other credential categories. For example, if the LEA intends to recruit ten “diversify – special education” residents, these ten residents should not also be listed in the standalone “special education” residency area.
- Appendix E signatures are required for all consortium partners.
- On Appendix G, every narrative description should include a clear cost breakdown and a description of how the proposed grant funds will be used.

February 5, 2024

1. **Question:** Are Catholic schools, if they have a CDS code, able to apply for the grant?
Answer: A Catholic school is not an eligible local education agency (LEA) grant applicant. Per authorizing legislation, “A grant applicant may consist of one or more, or any combination, of the following: (a) a school district, (b) a county office of education, (c) a charter school, or (d) a regional occupational center or program operated by a joint powers authority or a county office of education.”
A Catholic school can be a partner school within an eligible LEA grantee consortium where a resident is placed in an experienced mentor teacher’s classroom to complete clinical practice. As mandated by authorizing legislation, residents placed at all school sites for the residency year must be paired with a credentialed mentor teacher that has at least three years of successful teaching experience and holds a clear credential in the subject area(s) where the resident will be placed.

January 19, 2024

2. **Question:** Page 17 of the RFA states: *(e) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.* Page 30 of the RFA states: *Program Administration: Use this line item for costs relating to management and administration of the Teacher Residency Capacity Grant. The 5% restriction on program administration does not apply to the Teacher Residency Capacity Grants.* Since this is contradictory, could you please clarify which guidance we should follow?
Answer: Please follow the guidance on page 30. The Commission has confirmation from the Department of Finance that the statement on page 30 is true; the 5% restriction on program administration does not apply to the Teacher Residency Capacity Grant.
3. **Question:** Legislation states that grantees must match at a rate of eighty cents (\$0.80) for every one grant dollar (\$1) for the first \$25,000 in grant funding received per participant. Since Capacity grantees do not provide funding to participants directly, is a match required?
Answer: At the time that this Teacher Residency Capacity Grant Requests for Applications (RFAs) was released, matching funds were required for capacity grantees.

The grants team has been informed this is no longer a requirement for capacity grantees.

Since many applicants have already submitted applications using the posted Teacher Residency Capacity Grant RFA, Commission staff will not be updating the RFA until it is re-released in fall 2024. Funded applicants will be notified of this change upon receipt of the formal award letter and previously funded applicants will be contacted by staff.

4. **Question:** Is there a way to view an example of an approved grant application?

Answer: Yes. Interested parties may email TeacherResGrants@ctc.ca.gov with the LEA name, grant type, and round of the specific application(s) being requested (i.e., XYZ COE's Round 2 Teacher Residency Capacity Grant application). Funding announcements are available on the Teacher Residency Grant Program [webpage](#). The grants team recommends that LEAs request applications from programs with the same credential focus areas, IHE partner, and/or geographic location as theirs. The grants team will work with the Commission's Records Requests department to get this information prepared and sent.

April 28, 2023

1. **Question:** We received the capacity grant and are experiencing difficulty with our IHE partner, if we decided not to submit an Implementation Grant what would be the repercussions? If we walked away from the Teacher Residency process what would need to happen?

Answer: Teacher Residency Capacity grants are planning grants. As such, there is no penalty if the grantee LEA chooses not to pursue an implementation grant. Any unspent capacity funds would need to be returned to the grant. With this being said, it is possible to change partners while continuing the planning activities described in the approved application. If a new Commission-approved teacher preparation partner is selected, the institution would need to review the approved capacity grant application and agree to assume the preparation program responsibilities outlined therein. Prior to the new Commission-approved teacher preparation program being added to the partnership, a new Appendix E would need to be signed and approved by Commission staff.

2. **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.

3. **Question:** If we plan to apply for an Implementation grant shortly after applying for this capacity grant, do you have any guidance on how to handle personnel costs that cross over between the grants? We want to make sure we remain in compliance in terms of

managing the budgets on both grants.

Answer: Without having specific details, it is difficult to provide guidance on how to manage personnel costs that crossover between grants. The amount of grant funds proposed in each program component listed on Appendix G is reviewed on a case-by-case basis when applications are being evaluated. Proposed costs are detailed and justified in the budget narrative submitted as a part of the response to the budget narrative questions in Appendix G. It is recommended that the applicant provide a thorough description of the proposed crossover in the budget narrative.

4. **Question:** We are wondering if the cost of the flights and registration etc. is an appropriate use of the Lab support line item on our planning [capacity] and/or implementation grant?

Answer: Appendix G has a place for "Travel for LEA/IHE Personnel," and any budget listed on Appendix G must be explained in a narrative as outlined in the budget narrative questions in Appendix G of the RFA.

September 30, 2022

1. **Question:** Will the PK-3 ECE credential be added to the next Teacher Residency Capacity Grant, assuming that the credential is approved by then?

Answer: Commission staff is considering including the PK-3 ECE credential to the Teacher Residency Capacity grant RFAs once the Commission adopts programs standards, Teaching Performance Expectations, and preconditions, and authorized institutions begin submitting new programs through Initial Program Review. Until the new credential is approved, applicants interested in developing a residency pathway for PK-3 teachers are advised to select at least one of the following four options from the Appendix D:

- Special Education
- Multiple Subject (to teach in TK or Kindergarten)
- Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education
- Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations

2. **Question:** Appendix F-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.

3. **Question:** Are we eligible to apply for another capacity grant? We were already awarded a 2021 TR Capacity Grant to partner with different IHEs for new pathway. We'd

like to apply for another capacity grant to expand our work with our IHE partners from our 2018 residency grant.

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.

January 31, 2022

Questions Clarifying Submission Requirements

- Question:** Are you looking for only (Free and Reduced meals) FRPM eligibility, or unduplicated students (from, EL, homeless, foster)?

Answer: Both. Appendix F has a question for each of these two sets of data. Appendix F #2 asks for information regarding FRPM numbers and Appendix F #4 asks for the percentage of unduplicated students within the LEA or consortium.
- Question:** If more than one LEA is developing a consortium (say three LEAs) can they apply for \$750,000?

Answer: The maximum award per application is \$250,000 and the Local Education Agency (LEA) named as the lead LEA of the consortium would be the fiscal agent and responsible for coordinating reporting requirements.
- Question:** Regarding Appendix F: Statutory Priority Points, Item 2. If there are several schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals, must we list them all or will one suffice?

Answer: List all schools. The text boxes on Appendix F allow applicants to enter more than one school; the boxes will expand as you type.

Questions Regarding Uses of Capacity Grant Funding

- Question:** Can Capacity funds be used for infrastructural things like investing in the physical space that we host residents in or a data management system or website support/design?

Answer: Teacher Residency Capacity grant funding cannot be allocated to infrastructure projects on physical meeting spaces. Data management systems and website support/design are appropriate uses in either the program administration or other category.
- Question:** What percentage of indirect costs are allowed for the capacity grant? For the upcoming Expansion or Launch grants?

Answer: There is no limit on the percentage of a Teacher Residency Capacity grant award that can be allocated to program administration or indirect costs. Directions on indirect costs for the Expansion and Implementation grants will be addressed in the upcoming RFAs for each.
- Question:** What counts as an administrative cost? Is that a person or is it overhead, for example?

Answer: Administrative costs are those relating to the management and administration of the Teacher Residency Capacity grant. This may include personnel or overhead costs.

7. **Question:** What would be the definition of "LEA Personnel (release time)"? I am trying to help a team differentiate personnel release time vs stipends.

Answer: LEA Personnel (release time) is defined in the RFA as "costs of providing release time to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant Program." LEA Personnel (stipends) is defined as "a stipend paid to LEA personnel for their non-program administration work within the Teacher Residence Capacity Grant Program." Common release time expenditures include paying substitute costs to release a classroom teacher to attend meetings or trainings during their contractual workday. Common stipend expenditures include paying a mentor teacher a stipend for attending meetings or trainings after their contractual workday.

8. **Question:** In the table on the first page of Appendix D, do we double count residents if they represent more than one designated shortage area? Let's say there we are projecting 10 residents per year who will be earning a special education credential AND who are helping to diversify the LEA's teacher workforce. Do we put 10 in each row?

Answer: Please do not double count projected numbers of teacher residents. Instead, select the most appropriate row for the program being proposed. In the case described in this question, it appears that the most appropriate row on the table would be the one titled, "Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education" as that row includes both designated shortage areas - special education and diversifying the LEA's teacher workforce. Alternatively, if only half of the projected teacher residents earning an Education Specialist credential will also be fulfilling need to diversity the LEA's workforce, the applicant may select to enter five projected residents in the Special Education row and another five in the Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education row for a total of ten residents annually.

Questions from Existing Teacher Residency Programs

9. **Question:** We are currently in the 4th year of the Expansion Grant. We want to double the size of our existing program and continue it beyond the 5-year limit under the Expansion Grant. We use our current funding for resident and cooperating teacher stipends. Is the Capacity Grant the right one for us?

Answer: This is a local decision. Teacher Residency Capacity grants are to support building capacity in the collaborative LEA-IHE partnership and prepare the partnership and its members to implement and operate an effective teacher residency program within the applicant LEA or consortium. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in future years.

10. **Question:** We are an existing residency with an LEA partner. We are hoping to use the funds to a) support planning to add an ed specialist pathway and b) support a new LEA hire who can coach and provide wraparound supports for our STEM residents. Is it okay

to propose to use the funds in these two very different ways? And then apply next year for an expansion grant to fund our new residents directly?

Answer: Yes.

Questions Regarding Responsibilities Once Grants Have Been Awarded

11. **Question:** What are the reporting requirements for the capacity grant? For the upcoming Expansion or Launch grants?

Answer: Teacher Residency Capacity grantees are required to report annually on grant expenditures, completion of grant activities, and the intention to implement a teacher residency program. A form is emailed to each grantee to provide this information. A sample report can be provided by contacting grants staff at TeacherResGrants@ctc.ca.gov. Reporting requirements for the Expansion and Implementation grants will be covered in the upcoming RFAs for each.

Questions Regarding Eligibility and Possible Program Pathways

12. **Question:** If you apply for this planning funding in the fall, can you apply for the expansion funds in winter or spring as well or do you have to wait for the following fall?

Answer: Applicants may apply for expansion or implementation funding whenever they are prepared to expand/implement the program.

13. **Question:** STEM is one of the focus areas. Can that include multiple subject candidates where districts have science technology elementary schools?

Answer: Yes.

14. **Question:** Are planning vs. implementation activities defined by the grant? or is that flexible?

Answer: Yes, they are defined. Perhaps the most important difference is that capacity funding may not be used to recruit or support residents enrolled in a teacher residency program.

15. **Question:** I need to ask a basic question: How do we define a residency program?

Answer: Authorizing legislation for Teacher Residency Grant funding defines a teacher residency program as a “program that partners 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.” For more information, consider exploring the Commission’s [Teacher Residency Grant Program](#) webpage.

16. **Question:** Is the capacity grant for one year or five years? What if we only need it for one year?

Answer: Grantees have until June 2026 to encumber all funds disbursed to them by the Commission. They may expend funds and complete proposed activities before June 2026 (after one year is acceptable) or they can continue spending funds concurrently with a residency expansion or implementation grant that they are awarded in the future.

December 20, 2021

Questions Clarifying the Request for Application (RFA) or About the Teacher Residency

Model:

1. **Question:** In Appendix F #4, how does the Commission determine if an applicant has a higher percentage of unduplicated pupils than other applicants?
Answer: It is expected that applicant responses match what was reported to California Department of Education (CDE). The data will be compared to those of other applicants.
2. **Question:** Is the intention for several LEAs to collaborate with one IHE provider?
Answer: This is a local decision. The legislation allows one or multiple partners.
3. **Question:** How does CTC define “new residency?”
Answer: A new residency pathway is one that does not currently exist in the applicant LEA. The LEA applicant may not currently administer a teacher residency program or may choose to develop one or more new teacher residency programs for a new credential(s) area for one or more areas identified in authorizing legislation:
 - (A) Designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual analysis of hiring and vacancy data.
 - (B) Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity.
4. **Question:** What are the most significant differences between Residency Programs and Teacher Induction programs?
Answer: Teacher residency programs serve candidates who are enrolled in a teacher preparation program and are fulfilling their field work requirement on their path to earning a preliminary credential. Induction candidates are teachers who have already completed a teacher preparation program and have earned a preliminary credential or another authorizations/waiver that allows them to serve as a teacher of record and is working toward earning a clear credential.

Questions Regarding Designated Teacher Shortage Areas

5. **Question:** What are the other areas identified by the CTC?
Answer: Authorizing legislation allows for the Commission to name additional shortage areas. The Commission has not identified any additional shortage areas.
6. **Question:** Does “(b) recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community’s diversity” mean that LEAs can focus on increasing diversity (regardless of the candidates’ credential area)?
Answer: Yes.

Questions About Who Can Apply for a Teacher Residency Capacity Grant

7. **Question:** Can programs apply for a new/expansion residency grant and a capacity grant?
Answer: Yes. Please see the Additional Information for Applicants section of the RFA.
8. **Question:** What if the LEA is large, can they apply with multiple IHE partners?
Answer: This is a local decision. The legislation allows one or multiple institutions of higher education (IHE) partners.
9. **Question:** To clarify, the LEA needs to be the one completing the RFA?
Answer: Yes. Teacher Residency Grant funds are Proposition 98 funds which are only awarded to LEAs.
10. **Question:** Are the capacity grants open to non-profit non-public schools (NPS)s or only LEAs?
Answer: Teacher Residency Capacity Grants are open only to LEAs. Please see the definition of an LEA in Appendix A Section 44415.5 (b)(3) of authorizing legislation.
11. **Question:** Our county office currently has an alternative credentialing program for special education candidates, but we do not offer credentials for other high-need areas yet. Is it possible for us to offer the residency program for special education and our partner IHEs offer the residency program for other high-need areas?
Answer: This is a local decision. The authorizing legislation allows for this possibility.
12. **Question:** How does an LEA apply for a grant if the LEA runs the commission-approved credentialed program?
Answer: Authorizing legislation Section 44415.5 (a)(2) states that a “‘Teacher residency program’ is 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...**”
13. **Question:** Is it true that in order to apply for the capacity grant you must have an experienced mentor teacher within your LEA? Or does this grant allow you to build this out?
Answer: Authorizing legislation requires that a resident be placed in an experienced mentor teacher’s classroom once a program has been implemented. Capacity grants are planning grants and would allow an LEA applicant to build this structure prior to implementing a program in which residents are enrolled.
14. **Question:** Are charter organizations at any kind of disadvantage for accessing this funding?
Answer: The Teacher Residency Capacity Grant application must be submitted by a charter school with a CDS Code. It cannot be submitted by a Charter Management Organization (CMO). The applicant charter school may apply as a single school or as the lead applicant for a consortium of charter schools. The fiscal agent must be from the charter school that is submitting the proposal. Teacher Residency Capacity Grant funds are Prop 98 funds and can only be distributed to an entity with a CDS code. If the CMO is listed as the fiscal agent on the cover page, the application will be deemed ineligible.

15. **Question:** Can a Special Education Local Plan Area (SELPA) serve as the LEA for the Teacher Residency Capacity grant?

Answer: Yes, if the SELPA is an LEA. Authorizing legislation states that eligible grant applicants may consist of one or more, or any combination, of the following: a school district, a county office of education, a charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.

Questions Regarding Consortiums

16. **Question:** Do consortiums need to designate a lead LEA?

Answer: Yes. The named LEA applicant will become fiscal agent for the grant.

17. **Question:** We are a small charter school. In order to be more competitive for this application should we form a consortium with another LEA?

Answer: This is a local decision. Legislation allows for single LEAs or consortia to apply, and there are no statutory priority points awarded to consortium applications.

18. **Question:** Are these applications more competitive when you apply as a consortium?

Answer: Legislation allows for single LEAs or consortia to apply, and there are no statutory priority points awarded to consortium applications.

19. **Question:** Why did the CTC shift from single LEAs to the potential for consortia applications?

Answer: There has not been a shift. The 2018 teacher residency grant authorizing legislation allowed multiple LEAs to partner.

20. **Question:** What are other potential permutations for consortia membership?

Answer: This is a local decision. A consortium is two or more LEAs partnering with one or more IHEs to plan or implement a residency program.

21. **Question:** Could one consortium submit multiple applications (from each LEA partner)?

Answer: The consortium submits one application, with the named LEA applicant serving as the fiscal agent. The grant funds will go to the fiscal agent to distribute to the other LEAs listed in the consortium.

22. **Question:** What is the cap on funding for a consortium model?

Answer: The funding cap is \$250,000 for Teacher Residency Capacity Grants and it is the same for all applications.

Questions Regarding Funding

23. **Question:** Is it ok to use money specifically for a coordinator of the program?

Answer: This is a local decision. The authorizing legislation allows grantees to use grant funds to pay for residency program staff costs.

24. **Question:** Can capacity grants be used for technical assistance (TA)?

Answer: Yes. Authorizing legislation allows this, and the option appears on Appendix G, Budget Summary Form and Budget Narrative, under Consultants/Technical Support Provider.

25. **Question:** How much of the funding can be used for program staff? Can the funds be used to hire a full-time teacher on special assignment to assist with this program?

Answer: This is a local decision. Authorizing legislation and best practices indicate that investing a significant proportion of grant funds directly into resident development should be a priority for programs.

26. **Question:** Are program administration costs indirect costs?

Answer: Program administration costs can be indirect costs and those costs relating to management and administration of the grant.

27. **Question:** Can funds be allocated specifically for recruiting diverse candidates?

Answer: Teacher Residency Capacity grants are planning grants, and as such, grant funds cannot be used to recruit or serve residents. Allocating funds for recruiting diverse candidates is an allowable spending category for a Teacher Residency Expansion or Teacher Residency implementation grant award.

28. **Question:** Are we guaranteed to get \$250,000 if we receive an award?

Answer: Applications that are funded will receive the amount listed on Appendix G – Budget Summary and Budget Narrative worksheet.

29. **Question:** In the RFA (Appendix A) the list of allowable funds includes: (d)(2) Stipends for mentor teachers, including but not limited to, housing stipends. Is this a typo? Are housing stipends for mentors or residents? Both?

Answer: This is not a typo. Teacher Residency Capacity Grant funds can be expended on mentors but not on residents.

30. **Question:** What are the total allocations for each round of residency and expansion?

Answer: The Commission has not set any limits on awards for each round. Authorizing legislation provides \$350 million for all Teacher Residency Grants: \$25 million for Teacher Residency Capacity grants with awards up to \$250,000, and \$325 million for Teacher Residency Expansion and implementation grants with awards up to \$25,000 per resident. The Commission will offer grant competitions until the \$350 million has been awarded.

31. **Question:** Can funds be used to recruit, select, and prepare mentor teachers?

Answer: Yes.

32. **Question:** Can IHEs act as consultants or technical support providers and be coded as such? Examples of IHE support: 1) plan and design the expanded or new teacher residency program, 2) assist with providing training or other professional development to staff, and 3) assist with other capacity-building related activities to help develop the capacity of the LEA-IHE partnership to implement the planned teacher residency program.

Answer: Yes. An IHE group or representative could be listed as a consultant or technical support provider in addition to other outside technical assistance support providers.

33. **Question:** Can the residency capacity grants be used to hire staff to support residency planning and “grow your own” / recruitment supports for PreK/TK/K?

Answer: Yes.

34. **Question:** If capacity funds cannot be used to support residents, what would capacity funds go toward in the mentor stipend or release time categories?

Answer: Funds may be used to recruit, select, and prepare mentor teachers.

Questions From Existing Residency Programs

35. **Question:** Does an existing program have to expand or add to their program in order to take advantage of the capacity grant opportunities? Will there be opportunities to maintain quality of existing program structures?

Answer: It is expected that LEA applicants responding to this Teacher Residency Capacity RFA will plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered in the same or next fiscal year, or in future years. Examples of Teacher Residency Expansion could include adding additional credential areas, increasing teacher diversity to reflect the LEA's community, adding additional teacher residents, etc.

36. **Question:** If I have an existing residency program, which new grants can I apply for?

Answer: This is a local decision. The legislation does not limit the number or type of grants to which an LEA or consortium could apply.

37. **Question:** If I have an existing residency program, do I have to apply for an expansion grant?

Answer: No. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the next fiscal year, or in future years.

38. **Question:** Given lessons learned, can capacity grant funds be utilized to strengthen existing partnerships with a focus on revising systems we found to not be effective (recruiting for example)?

Answer: Yes. These focused activities are appropriate to include in a capacity grant application. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year or next fiscal year.

39. **Question:** If our LEA has a current teacher residency grant, can we still apply for the Teacher Residency Capacity grant to expand our district's capacity to offer the program or to build a new IHE partnership?

Answer: Yes. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the next fiscal year, or in future years.

40. **Question:** If we have received a capacity grant previously, are we eligible for another one if it helps build new directions in the LEA-IHE partnership?

Answer: Yes. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the next fiscal year, or in future years.

41. **Question:** Can currently funded grantees apply for a capacity grant?

Answer: Yes. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the next fiscal year, or in future years.

42. **Question:** Can I use remaining 2018 capacity grant funds or these new funds to write an application for a teacher residency implementation or expansion grant in the spring?

Answer: Previously awarded funds could be used to support grant writing if that fits within the activities described and approved in the application submitted in 2018-19. Allocating teacher residency capacity grant funds to future grant writing projects is allowable as long as it is included in your budget narrative response to this RFA.

43. **Question:** Can our current residency district partners qualify for the capacity grant based on the criteria "planning to expand an existing LEA-IHE collaborative teacher residency" (p. 4) as they are also preparing to submit for the Expansion grant once that RFA is released? Or should we not apply for the capacity grant and only focus on the Expansion grant for our preexisting residency partnerships?

Answer: This is a local decision. The legislation allows for an LEA to apply for both types of residency grants.

44. **Question:** What about programs that want to build capacity a little bit but aren't starting a new residency. What about those that are just adding an IHE or an LEA to an existing model?

Answer: Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the next fiscal year, or in future years.

45. **Question:** If LEAs have an existing partnership with an IHE and develop a new pathway, is this defined as a "new residency"?

Answer: Yes.

Question: If an LEA is already operating one TR program, are they still eligible for a Capacity grant for a proposal to work with a new IHE?

Answer: Yes.

46. **Question:** Can an LEA apply to build capacity to maintain or strengthen an existing residency, whether or not they plan to also apply to launch or expand? For example, if you need to develop/strengthen your mentor development system in alignment with the characteristics and indicators, etc.

Answer: Maintaining an existing program with the exact same structure is not a capacity building activity. Strengthening an existing program, however, would be an allowable use of capacity funds. It is expected that LEA applicants responding to this Teacher Residency Capacity RFA will plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the next fiscal year, or in future years.

47. **Question:** If one LEA is planning to expand or scale an existing residency, and planning to launch a new residency, can that LEA apply for two capacity grants (or potentially more?) Can those capacity applications total \$250K each? For example, our LEA is going to need to build capacity to expand two of our residency pathways and create/start two new residencies. Can we apply for four different capacity grants?

Answer: An LEA that is currently operating a teacher residency program could apply for a Teacher Residency Capacity grant to do the work described in this question. In the Teacher Residency Capacity grant application, the LEA applicant should describe how

the additional capacity grant funds will be used to build a partnership with a different IHE or to serve residents in a different credential area.

Questions Regarding Planning for Implementation

48. **Question:** Can an intern be enrolled in a residency program?

Answer: Teacher residents are not the teacher of record. Per authorizing legislation Section 44415.5 (a)(2), residency programs are intended to support “a prospective teacher teach[ing] 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.” Authorizing legislation does not address whether or not a resident is allowed to secure a part-time intern position beyond their residency hours.

49. **Question:** Can a multiple subject candidate be a resident?

Answer: Yes. Please refer to Appendix D in the RFA for a list of allowable residency program credential areas.

50. **Question:** Can we use the capacity grant money to pay stipends to residents?

Answer: No. Capacity grants are planning grants. These funds cannot be used to recruit or serve residents. This would, however, be an allowable spending category for a Teacher Residency Expansion or Teacher Residency implementation grant award.

51. **Question:** Are STEM residencies exclusively focused on single subject certifications or could it also be for multiple subject candidates who work in elementary STEM settings?

Answer: It depends on the type of credential being earned. The credential being earned must authorize the holder to teach STEM related subjects in elementary settings.

52. **Question:** What about dual credential programs? Can a resident earning a dual multiple subjects and education specialist credential be hired in either field or do they have to be hired as a multiple subjects teacher? Can they be in two classrooms with two mentor teachers to satisfy the field work for both credentials?

Answer: The LEA and IHE partners would need to ensure that the resident’s placement satisfies the fieldwork requirements for both credentials being earned. Per legislative mandate, 1) a resident is defined as “...a prospective teacher teach[ing] 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” and 2) after completing the residency program the resident would need to be hired to work in one of the designated shortage areas named in Appendix A.

53. **Question:** Is there a mechanism for remote rural counties without a credential program to access a residency program with remote coursework?

Answer: An LEA from a remote rural county would need to find one or more commission-approved teacher preparation program(s) offered by a regionally accredited IHE(s) that offer the teacher preparation program remotely and/or online with which to partner.

54. **Question:** Do we need to already know the candidates, or can we work with the partner IHEs to find candidates?

Answer: No. The Teacher Residency Capacity grant is a planning grant to establish a partnership/program to implement a Teacher Residency Program at a future date.

55. **Question:** Can an applicant offer a program that allows a teacher to be in residency for 50% of the time and work for the district as a para-educator or teacher on a sub-standard credential the other 50% of the time?

Answer: Yes.

56. **Question:** Can we propose to create scholarships for a subgroup of residents, but not all?

Answer: This is a local decision. The legislation does not prohibit this.

57. **Question:** Can we build extended learning into our residency program? There is a need for trained extended learning staff in our area.

Answer: The Teacher Residency program being designed needs to serve residents earning a credential in one of the named designated shortage areas. It is possible for residents to be employed for up to 50% of the day in an extended learning setting while they are enrolled in a program. Authorizing legislation does not address whether or not a resident is allowed to secure a part-time intern position beyond their residency hours.

58. **Question:** How can the teacher residency mentors support ethnically and linguistically diverse candidates if the mentors are more than likely to be white and monolingual?

Answer: This is exactly the type of work that is intended with these capacity building funds. Funded grantees may use these funds to design a local solution to this challenge.

59. **Question:** Can an Early Childhood Education (ECE) BA program participate with the credential program on the residency program?

Answer: This is a local decision.

60. **Question:** Is there any way to enable LEAs' top mentor teachers' quality work be shadowed digitally with residency Students, especially observation, planning, reflection?

Answer: This is a local decision. The legislative mandate regarding mentoring is that a resident 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. The observation of another excellent teacher is certainly an element that may be included in a residency pathway.

61. **Question:** How can a residency program help Early Childhood Education (ECE) professionals with permits, actually obtain a credential?

Answer: An ECE educator with a permit may choose to apply to a residency program.

62. **Question:** For current ECE teachers who work in a full day program, will there be Teacher Residency programs that offer courses in the evenings and weekends?

Answer: The Teacher Residency Program coursework and class schedule are set by the commission-approved IHE teacher preparation program in partnership with the LEA grantee. It is important to remember that during the teacher residency year, the

resident 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.

63. **Question:** Is eligibility for residency strictly for those who are enrolled in universities? Or can an individual with an earned M.A. in C&I with an emphasis in ECE participate who currently works in a school district?

Answer: Authorizing legislation Section 44415.5 (a)(2) 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 individual described in this question would have to apply for enrollment in a credential program.

64. **Question:** How could this grant be used for developing a residency program for TK?

Answer: Transitional Kindergarten (TK) requires an adult to student ratio of 1:12, so an LEA could develop a residency program where the second adult in the TK classroom is a resident who teaches at least one-half time alongside the mentor teacher for at least one full school year while engaging in initial preparation coursework for a multiple subject credential.

Questions Regarding Future Grant Competitions

65. **Question:** Does receipt of funding for the capacity grant require pursuit of additional funding via the next round of residency program grants?

Answer: Applicants responding to this Teacher Residency Capacity RFA should plan to apply for additional residency funds in competitions offered during the next fiscal year or in future years.

66. **Question:** Will LEAs that apply for the Capacity Grant be allowed to apply for the expansion grant and teacher residency grant when they come out or will this disqualify them from applying for the other grants?

Answer: Being awarded a Teacher Residency Capacity grant will not disqualify an LEA from applying for the other types of grants in any future competitions. It is expected that LEA applicants responding to this Teacher Residency Capacity RFA will plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the next fiscal year, or in future years.

67. **Question:** Our residency funding ends in 2022 - we should apply for the third round, correct?

Answer: This is a local decision. The Commission encourages current Teacher Residency grantees to apply for future grant funds and to work toward independent sustainability.

Resource Requests

68. **Question:** Can you recommend an existing program in our local area to help us build out our teacher residency capacity program?

• **Answer:** The Statewide Residency Technical Assistance Center (SRTAC) and the Teacher Residency Lab are organizations that partner with the Commission to provide technical assistance support to our residency grantees and applicants. The Lab can be contacted at: residencylab@cdefoundation.org. The SRTAC has regional support hubs throughout the state; hub contacts are listed below.

- Humboldt County Office of Education (Northern Hub): Sheila Rocker Heppe (srockerheppe@hcoe.org)
- Sacramento County Office of Education (Capital Hub): Tierra Crothers (tcrothers@scoe.net)
- Santa Clara County Office of Education (Bay Area Hub): Padma Ramnath (pramnath@sccoe.org)
- Tulare County Office of Education (Central Hub): Adriana Cervantes-Gonzalez (acgonzalez@tcoe.org)
- San Diego County Office of Education (Southern Hub): Conni Campell (conni.campbell@sdcoe.net)

69. **Question:** If an IHE or LEA is interested in applying for a capacity grant but doesn't have an interested partner. Can you help us find potential partners?

Answer: The Commission cannot assist in finding potential partners. Interested IHEs or LEAs looking for partners could contact their county office of education, the SRTAC or the California Teacher Residency Lab at residencylab@cdefoundation.org.

Questions Regarding Community College Participation with Residency Grants:

70. **Question:** Will there be a specific teacher residency project addressing permit holders attending community colleges to support transfer readiness?

Answer: At this time, there is no legislation for a special project targeting community college partnerships. However, potential grantees are encouraged to investigate the possibility of partnering with their community college to further strengthen a local "grow your own" pipeline.

71. **Question:** Can we apply for Residency Grants as a CA Community College (CCC)?

Answer: No. Authorizing legislation states that eligible grant applicants may consist of one or more, or any combination, of the following: a school district, a county office of education, a charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.