



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

Notes:

- Due to changes in authorizing legislation (per Senate Bill 114, July 2025), some questions and answers included below have been edited from their original form to accurately reflect the current provisions of EC §44415.5 and the Annual Appendix D Update process that is available to existing grantees.
- Please consider connecting with the Statewide Residency Technical Assistance Center for [support](#) with preparing an application.

December 12, 2025, Update:

1. **Question:** The first page of the application used to list “Project Period” and has been replaced with “Funding Period.” What does this mean and how does that differ from the encumbrance and liquidation dates?

Answer: There are two different sections of authorizing legislation that fund the TRIE, Round 6 RFA, with two different “Project Period” dates. The “Project Period,” the encumbrance period, is the date by which the Commission must *award* grant funds. Both pieces of authorizing legislation have the same liquidation date, June 30, 2032. Once an award is made, TRIE Round 6 grantees are authorized to enroll residents through the liquidation period. Provided grant funds remain, a final cohort of residents can be enrolled in June 2032 and complete their residency clinical practice during the 2032-33 academic year.

2. **Question:** Considering the “Additional Considerations” section of the RFA, please respond to this scenario: If the LEA has a TRIE grant with University A and a TRC grant with University B, will the application for a new TRIE grant with University B have same considerations as any other applicant that only has a TRC grant?

Answer: The technical review process results in applications getting placed in groups. An applicant that has a TRC grant and has never been awarded a subsequent TRIE grant will receive higher consideration than an applicant that has a TRC grant and an existing TRIE grant.

3. **Question:** For Question #6 (previous partnerships) on Appendix D, if my district used to be in a consortium and we are now applying for our own TRIE grant, how do I answer these questions?

Answer: The answer depends on whether your LEA was the fiscal agent/lead in the funded consortium. Grants are awarded to one LEA that either operates a single-entity program or manages a consortium. Answer “yes” if your LEA was the fiscal agent identified in the funded application and the IHE partner is the same. Answer “no” if your LEA was not the fiscal agent named in the funded application or if you are applying to partner with a new IHE.

4. **Question:** Now that Appendix E requires an HR representative’s signature, who from my HR department should sign the form?

Answer: The person responsible for determining vacancy trends/data for the LEA’s LCAP.

5. **Question:** We are currently operating an expansion grant. We are now applying for a new grant to continue this partnership. Would we be able to operate both grants concurrently through the liquidation period?

Answer: Yes. Grantees can find the liquidation date of an existing grant under the “Performance Period” heading of the signed Grant Award Agreement (GAA.)

Previously Posted Questions and Answers:

Questions Regarding RFA Appendices/Forms, Authorizing Legislation, and Applications

6. **Question:** Appendix E requires a superintendent signature. We are a charter school and do not have a superintendent. Who should sign the form?

Answer: In this case, the charter school principal will sign the form. Please see the Charter Schools and Charter Management Organizations heading in Section I of the RFA for more information specific to charter school applications.

7. **Question:** We plan to apply as a consortium of multiple county offices of education. Do I need to have each individual school district within the different counties sign Appendix E – Partnership Agreements?

Answer: No. It is allowable for the individual county offices named in the application to sign the forms as they will be assuming the responsibility of recruiting, supporting, and hiring residents in the program.

8. **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.

9. 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.

10. Question: I am applying for residency implementation with two different IHEs. Can I submit two separate residency applications, 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.

11. 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.

12. 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 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.

13. 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: This is a local decision. The LEA may apply as described or they can request to add new LEAs via the Annual Updated Appendix D process.

14. Question: Does the current RFA support 4 cohorts of residents (e.g., 2026-27, 2027-28, 2029-29, and 2029-30)? We know that recent legislative updates have changed liquidation period end dates and we are confused.

Answer: Grantees awarded in this round will be sent funding to support a maximum of four cohorts unless fewer years are requested in the application. Grantees have until the end of the liquidation period 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.

15. 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.

16. 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 in recent years.

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.

17. 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.

18. 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.

19. 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: No. Partnership letters are only required of IHE(s) that are accredited to offer the teacher preparation program(s) identified in the application.

20. 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.

21. 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: If the grantee is disbursing funds to residents in any of the categories that require repayment, 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.

22. 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.

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

Answer: No.

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

Answer: Yes.

25. 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.

26. 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.

27. 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 underrepresented groups.

28. 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.

29. 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.

30. 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.

31. 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.

32. Question: We were awarded the capacity grant 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.

33. 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.

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

Answer: Appendix J 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.

35. 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.

36. 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.

37. 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.

38. 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 required by the Commission and

should indicate who would be responsible for the data-related activities if the application is funded.

39. 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.

40. 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 start date for the pathway being supported by grant funds. The start date must fall after the award announcement date.

41. Question: Can a 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. Instead of submitting a full application, the grantee should consider applying for the Annual Updated Appendix G process.

42. 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 charter 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.

43. Question: If awarded the grant in January 2026, does the first cohort have to start in 2026-27?

Answer: No. The applicant may propose the start date that works best for their local context.

Questions Regarding Allowable Uses of Grant Funds

44. 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.

45. 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.

46. 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.

47. Question: If we apply to expand an existing program, 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.

48. 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](#).

49. 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 the Allowable and Non-Allowable Activities and Uses of Grant Funds sections of the RFA. Authorizing legislation allows grantees to spend up to \$40,000 of grant funds per resident.

50. Question: We have already started our residents for the current 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 the middle of the school year, 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.

51. Question: If an LEA is launching a residency program for a recently awarded grant while concurrently applying for an additional TRIE grant, when would grant funds from the second award be used?

Answer: 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.

52. Question: It appears based on the Q&As 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.

53. 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.

54. 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. The per-resident funding indicated on Appendix G will remain constant regardless of the number of residents enrolled in each cohort. The grant award agreement will detail the annual disbursement amounts based on the number of residents projected annually.

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

Answer: If the resident received grant funds in a category that requires repayment, 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-r) of the authorizing legislation for more information on recovering grant funds.

56. 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.

57. 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.

58. 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.

59. 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 logically. 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. 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. Grantees will receive funds to support up to four cohorts of residents, as requested in the application. Unused grant funds rollover for use in the next academic year and may be used until the end of the liquidation period. Repayment of unused or returned grant funds will be discussed during the liquidation period. Commission staff and grantees will work together to discuss repayment details before an invoice is sent to the grantee.

60. 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. Additionally, many grantee LEAs provide part-time employment opportunities during the residency year (e.g., substitute, para educator, athletic coach, etc.)

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

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

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

Answer: This is a local decision.

63. 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.

64. 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.

65. 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.

66. 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.

67. 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.

68. 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.

69. 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.

70. Question: Can funds from other sources (e.g., federal funding) for a residency be used as a match?

Answer: Yes.

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

72. 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.

73. Question: Is there a cap on the dollar amount for the TRIE grant overall or by year?

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

74. 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.

75. 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?

Answer: The purpose of this grant is to support new residents who are enrolled after the award announcement date.

76. Question 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?

Answer: Yes.

Questions Regarding Special Education Residency Pathways

77. 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.

78. 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. 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.

79. 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.

80. 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): 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 has not been evaluated during the competitive application process or in the Annual Updated Appendix D process.

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 up to four funding years (as requested on Appendix G). 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.

Questions Regarding Actual Enrollment Numbers and IHE Partners:

81. 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](#).

82. 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 paid in annual disbursements. Any unused resident slots will roll over to the next academic year and can be used until the end of the liquidation period.

83. 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.

84. 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.

85. 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.

86. Question: We are applying for the implementation/expansion 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.

87. 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.

88. 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. There is not a special process to change IHE partners between the planning and implementation phases. The Teacher Residency Implementation Expansion grant application will identify the new partner and all required elements of the RFA will be specific to the new partnership.

Questions Regarding Grantee Obligations

89. Question: Per 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: Legislative intent is for grantee LEAs to offer residents a teaching assignment once preliminary teaching credentials are earned. If the LEA does not have a position available or if the resident does not accept an offer of employment, a portion of the grant funds invested in that resident may 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 may result in the grantee repaying the proportionately adjusted grant funds invested in the resident preparation.

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

Answer: This is a local decision.

91. 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.

92. 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.

93. 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.” Years of service are tracked after a resident has earned the preliminary teaching credential and is hired as a teacher of record.

Questions Regarding Resident Projections and Allowable Resident Activities

94. 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.

95. 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 residents projected each year.

96. 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.