

California Commission on Teacher Credentialing



Request for Applications For Teacher Residency Implementation and Expansion Grants

Available Funding

Grant awards of up to \$40,000 per resident participating in the Teacher Residency Implementation and Expansion Grant Program are available for the purpose of creating, implementing, or expanding existing local education agency (LEA) and institution of higher education (IHE) partnerships currently operating a Commission-approved teacher residency pathway. Implementation and expansion efforts must include the preparation of residents in either of the following: in designated shortage areas identified in authorizing legislation and/or to prepare a diverse teacher workforce that reflects a local education agency community's diversity. Applicants should note that this funding is intended to supplement and not supplant existing LEA and IHE teacher residency programs and efforts. This is the sixth—and potentially final—RFA for Teacher Residency Implementation and Expansion Grants, and as such, applicants should note that this round of applications is expected to be competitive as demand for participation across the state may exceed remaining funding.

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Implementation and Expansion Grants are LEAs, or a consortium of LEAs, currently working or planning to work in partnership with one or more Commission-approved preparation programs within a regionally accredited institution of higher education (IHE) that operates or is planning to operate a teacher residency pathway for the proposed credential area. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). Per Education Code §44415.5, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of the grant amount received per resident. Matching funds may be actual dollars and/or in-kind match.

Funding Period

Applicants will be eligible to receive up to four cohorts of funding.

Due Date for Applications submitted electronically to the Commission:

January 30, 2026, by 5:00 pm

Applications must be submitted by a representative of the applicant LEA or the lead LEA of a consortium.

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Request for Applications

Teacher Residency Implementation and Expansion Grants

Section I: Introduction

Introduction

This Request for Applications (RFA) is to provide grant awards of up to \$40,000 per teacher candidate in a residency program within the jurisdiction of the LEA grant recipient. Assembly Bill 121 provided \$136 million of additional funding for the Teacher and School Counselor Residency Grant Programs. Grant applicants (LEAs) must have a CD/CDS code issued by the CDE and consist of one or more, or any combination – including a consortium - of the following: school districts, county offices of education, charter schools, regional occupational centers, or programs operated by a joint powers authority or a county office of education as defined in Education Code Section 56034, that are currently operating or will operate a Teacher Residency Program in partnership with a Commission-approved preparation program offered by a regionally accredited institution of higher education (IHE). Please see [Appendix K](#) for a recent Program Sponsor Alert (PSA) regarding the definition for “regionally accredited” as it applies to institutions of higher education and LEA/IHE partnerships related to teacher residency programs ([AB 320](#)).

The intent of the Teacher Residency Implementation and Expansion Grant is to support the development of a new, or the expansion of an existing, teacher residency program. Residencies funded by Teacher Residency Implementation and Expansion Grant may support residents in:

- a designated shortage field including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten, and/or
- meeting local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community’s diversity.

The Teacher Residency Implementation and Expansion Grant must support the applicant LEA in developing a new, implementing, and/or expanding an existing residency program that addresses all preparation requirements for the target teaching credential(s) as well as preparation for teaching within the specific district/school context where the resident is placed. LEA applicants must partner with one or more Commission-approved preparation program(s) within a regionally accredited IHE.

Note: This round of applications is expected to be competitive and demand for participation across the state may exceed remaining funding for the program. It is possible that not all funds requested by each successful grant applicant may ultimately be authorized. Refer to the section of the RFA titled “[How to Submit an Application](#)” for detailed information on additional considerations given to applicants in this round.

As required by the Commission’s adopted [Teacher Preparation Program Standards](#), the program must also prepare the resident to teach the State Board-adopted academic content standards, using the content pedagogy addressed within the California frameworks.

Implementation and expansion efforts may include activities such as: recruiting residents from one of the shortage areas listed in [Appendix A \(c\)\(1\)](#), increasing the number of residents supported annually, adding new LEA or IHE partners to an existing program, implementing a new pathway into an existing program that was developed using capacity grant funding, etc. Implementation and/or expansion efforts must include a collaborative partnership among the LEA and IHE members as there are both individual and shared responsibilities for each entity. One key role belonging to the LEA partner is the management of the grant funds, and key roles belonging to the IHE educator preparation program is the enrollment of candidates in the IHE program and recommendation of the preliminary credential upon the residents' completion of the program. Shared roles between both partners include the joint completion of reporting requirements, recruiting efforts, and support for residents during and beyond the teacher residency program year.

Allowable Activities and Use of Funds

It is the Commission's intent that the grantees use these funds efficiently and effectively to implement or expand an existing or develop a new residency program to serve residents in the applicant LEA or consortium. Grant funding may be used for, but is not limited to, any of the following:

- compensation for residents
- teacher preparation costs,
- stipends for mentor teachers, including but not limited to, housing stipends,
- residency program staff costs, and
- mentoring and beginning teacher induction costs following initial preparation.

Applicants operating a Teacher Residency program may implement a new program and/or may expand the existing program to include any or all the allowable designated shortage areas or diversification of the teacher workforce efforts named above. See the [Definition of Terms as Used in this RFA](#) table for an explanation of the eligible credentials for residencies.

Non-Allowable Activities and Use of Funds

Grant funds may not be used to fund any of the following activities:

- Reimbursing expenditures incurred by participants prior to the program's grant funding.
- Supplanting of existing funding and efforts, including any costs associated with operating the LEA.
- Acquiring equipment for administrative or personal use.
- Purchasing technology (e.g., cell phones, laptops, cameras, etc.).
- Purchasing instructional supplies.
- Acquiring furniture (e.g., bookcases, chairs, desks, filing cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to candidates with disabilities.
- Purchasing food services, refreshments, banquets, meals
- Purchasing, renting, remodeling, or construction of a space.
- Purchasing memberships in professional organizations.
- Purchasing promotional favors, such as bumper stickers, pencils, pens, or T-shirts.

- Subscribing to journals or magazines.
- Traveling to professional conferences unless it is demonstrated that attending significantly advances the grant program.

Information for Applicants – Program and Resident Obligations

Applicants should note the following obligations of the authorizing statute for both the LEA/IHE partners as well as the residents participating in the Teacher Residency Implementation and Expansion Grant Program.

LEA Teacher Residency Implementation or Expansion Program Obligations:

- Applicants should refer to the full text of the [authorizing statute](#) with respect to their monitoring and fiscal obligations if awarded a Teacher Residency Implementation and Expansion Grant.
 - Per subdivision (d): *“Each resident participating in a Teacher Residency Grant Program may receive a maximum of \$40,000 in one-time, non-renewable grant-funded support. Residents must be provided with a minimum compensation package, which may include, but is not limited to, a living stipend or wages for employment of no less than \$20,000 per resident.”* Nothing in the authorizing budget legislation precludes a grant recipient from providing a larger compensation package to candidates, and 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.
 - Per subdivision (f), paragraph (1): *“The grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of the grant amount received per resident.”* Matching funds may be actual dollars or in-kind.
- The proposed LEA/IHE partnership should consider in their planning:
 - Addressing and incorporating the [Characteristics of Effective Teacher Residency Programs](#).
 - Recruiting the appropriate number of residents to ensure there will be an employment opportunity for each resident to fulfill the mandated four-year service commitment.
 - Establishing a hiring process or timeline that allows for residents to secure employment within their residency program LEA soon after completing all teacher preparation program/graduation requirements.
 - Creating an enrollment schedule that allows residents to begin their field work assignments on or before the first day of LEA pupil instruction and remain in their assignment until the last day of LEA pupil instruction.
 - Working with the [Statewide Residency Technical Assistance Center](#) (SRTAC).

Participants in Teacher Residency Implementation or Expansion Program Obligations for the Service Commitment and Grant Repayment

Authorizing legislation requires a service commitment from the residents supported using grant funding. Information on these topics from the authorizing legislation, SB 114, Education Code

§44415.5, includes:

- A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. The candidate shall also commit in the written agreement to annually reporting to their sponsoring local educational agency where they are employed and their current contact information until they have completed their service requirement or eight years after completion of residency, whichever occurs first.
- A candidate shall have eight school years to complete the four-school-year teaching commitment.
- (k) If a candidate is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
 - (1) The candidate has completed at least one-half of the school year.
 - (2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
 - (3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not re-elect the employee for the succeeding school year.
 - (4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
 - (5) The candidate was called or ordered to active-duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.
- (l) If a candidate is unable to complete their residency program or service requirement because of hardship, as defined by the commission, they may apply to waive any repayment obligation as described in subdivision (q).
- (n)(1) If the commission is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn a preliminary credential or failed to meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a preliminary credential or meet their teaching commitment above a 10-percent attrition rate.
 - (2) The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a public school in California.
- (q)(1) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential, or who fails to complete the period of placement, the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a public school in California.
 - (2) Costs considered as part of a candidate's residency training for purposes of this subdivision shall not include costs associated with a candidate's compensation package,

mentor compensation, or overall program administration and shall be limited to costs incurred that are specific to that candidate, such as tuition and materials.

Information for Applicants - [Statewide Residency Technical Assistance Center](#)

The California Commission on Teacher Credentialing awarded a grant to Santa Clara County Office of Education to operate the Statewide Residency Technical Assistance Center (SRTAC). The purpose of SRTAC is to support both teacher and school counselor residencies by building upon existing technical assistance offerings disseminated by local educational agencies, nonprofit organizations, institutions of higher education, and foundations throughout the state. In line with the grant's requirements, the Santa Clara County Office of Education is in collaboration with Humboldt, Sacramento, San Diego, and Tulare County Offices of Education as regional hubs.

If awarded a Teacher Residency Implementation and Expansion Grant, applicants will be contacted by an SRTAC representative and are expected to collaborate with their regional hub lead who will be providing localized support and guidance. Regional hubs provide support to both prospective and funded grantees free of charge. Please review the [types of supports](#) available to LEAs and visit the SRTAC Representative Contact [information page](#) for more information about how to contact SRTAC.

Future Grant Opportunities

In the event that there are future RFAs for this grant type, competitions will be announced on the Commission's [Teacher Residency Grant Program](#) page and in the weekly [Professional Services Division \(PSD\) e-News](#).

Charter Schools and Charter Management Organizations (CMO)

Applicants from charter schools should note the following regarding eligibility to apply for and to potentially receive a Teacher Residency grant:

- The application must be submitted by the administrator/leader of a charter school with a CDS Code. It cannot be submitted by a representative of a CMO or any other organization besides the applicant charter school. The applicant charter school may apply as a single school or as the lead applicant for a consortium of charter schools.
- A CMO may partner with the applicant charter school, **but the named charter school must be in the lead role as described in the proposal**. The charter school identified must be the manager of the Teacher Residency Implementation and Expansion Grant Program and can be **assisted** by any of its partners.
- The signature on the cover page must be from an administrator/leader from the applicant charter school with the CDS code. The CEO of a CMO is not an acceptable signer on behalf of the applicant and submission of a signature from a CEO rather than from the applicant charter schools will result in the proposal being deemed ineligible.
- The fiscal agent must be from the charter schools that is submitting the application. The funds for this grant opportunity are Proposition 98 funds and can **ONLY** be distributed to an entity with a CDS code. If the CMO, or other business organization, is listed as the fiscal agent on the cover page, the proposal will be deemed ineligible.

Key Dates in the Application Process

Date	Activity
October 17, 2025	Request for Applications (RFA) issued
December 5, 2025	Written questions about the RFA due to the Commission
December 5, 2025	Intent to Apply due (optional)
December 12, 2025	Responses to written questions posted and distributed
January 30, 2026, by 5:00 pm	RFAs must be received by the Commission
Feb. 2 – Mar. 8, 2026	Review of applications
March 9, 2026	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit a Notice of Intent to Apply at ([Appendix B](#)) **by December 5, 2025**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA are encouraged to review [previously posted questions and their answers](#) on the Teacher Residency Grants webpage. Applicants may submit new questions via email with “Teacher Residency Implementation and Expansion Grant Questions” in the subject line **by December 5, 2025**, to: TeacherResGrants@ctc.ca.gov. Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website.

Section II: How to Respond to this RFA

Definitions of Terms as Used in this Request for Applications (in alphabetical order)

Term	Definition as Used in this RFA
Admission in a grant funded residency program	The date when a candidate has been formally accepted into both the IHE and the LEA Teacher Residency Program.
Clinical Practice Enrollment	The date when a resident has been formally assigned to a placement in a mentor teacher's classroom. The start date of the placement in the mentor teacher's classroom must fall on or before the first day of classroom instruction in the assigned mentor's school.
Cohort	A group of Teacher Residents who share common experiences in coursework and/or other support services while participating in a Teacher Residency program.
Encumbrance	The State's allocation of funding for the grantee.
Enrollment in a grant funded residency program	The date when a candidate has been formally admitted into the LEA teacher residency program AND is registered in a required IHE course for the teacher residency program. The placement in the mentor teacher's classroom may occur after the formal enrollment date.
Experienced Mentor Teacher	An "experienced mentor teacher" for purposes of the Teacher Residency Implementation and Expansion Grant Program is an educator who meets all of the following requirements: (A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring. (B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years. (C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors. (D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.
Matching Funds	Actual dollars or the in-kind value of services or other expenditures from the grantee's own resources. Per 2023 Budget Statue, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of the grant amount received per resident.
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA or consortium.

Term	Definition as Used in this RFA
Service Obligation	A requirement for Teacher Residency Grant participants to teach for the grantee LEA or consortium for a specified amount of time consistent with the applicable provisions of the Teacher Residency Grant legislation.
Special Education	Refers to all Education Specialist credentials.
STEM	Refers to “Science, Technology, Engineering, and Mathematics.” For purposes of the Teacher Residency Implementation and Expansion Grants, the applicable STEM credentials are all of the science credentials, including Foundational Level Science; the mathematics credentials, including Foundational Level Mathematics; and Instructional and Technology Education.
Teacher Residency Program	Per authorizing legislation, a “Teacher residency program” is a grant applicant-based program that partners an eligible LEA 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.
Teacher Residency Grant Program	A state grant program authorized under the provisions of EC §44415 and §44415.5 that provides funding for the development of teacher residency programs.

Components to be Addressed in the Applicant’s Response

Applicant LEAs, in partnership with their collaborating IHE(s), must provide a narrative response to this RFA as described in the selection criteria below. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant’s proposed or expanded teacher residency program addresses the specified criteria.

Documentation should provide evidence to substantiate that the applicant LEA is currently partnering with a viable teacher residency pathway that meets the requirements of statute and that the applicant LEA or consortium has the capacity to implement or expand the current program along with its partner IHE(s). In order to be considered, responses must include all of the components indicated.

Responses to this RFA must be emailed to the Commission, according to the submission information provided in Section III, no later than **5:00 pm on January 30, 2026**.

Responses must include the submission of [Appendix C](#) that identifies contact persons and the fiscal agent at the LEA entity, including mailing address, CD/CDS code, telephone, and email information.

Important note: The Commission will use the contact information provided in Appendix C as the sole point of contact for each grantee. Please carefully select the individuals who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded. Be sure to let Commission staff know as soon as any of the contact information in Appendix C changes.

1. Overview of the Teacher Residency Partnership (15 points, 2-3 pages maximum)

Provide an overview of the teacher residency partnership between the partner IHE(s) in collaboration with the LEA or consortium. The response to this question should only include the requested information and should be relevant to the local context and partnership. Information such as an introduction to the applicant LEA, a definition of a residency program, a description of state or national trends on teacher shortages, etc. need not be included.

Note: Partner IHE(s) must have a Commission-approved teacher preparation program in the credential area(s) which the proposed Teacher Residency Implementation or Expansion Program will address.

- a) Describe the factors that will make the LEA and IHE partnership effective in operating a teacher residency program. Responses may include, but are not limited to, details of previous work together, frequency of partnership meetings, and collaboratively developed programmatic materials.
- b) If the applicant LEA has any existing teacher residency program (whether grant or locally funded), indicate evidence of the success of the currently operational residency program in producing fully credentialed teachers for California public schools. If not applying to expand an existing teacher residency program, put n/a.
- c) Provide links to at least three pieces of evidence of an authentic partnership between the LEA and IHE (e.g., MOUs, vision statements, mutually developed teacher resident and mentor profiles used for recruitment, aligned training, efforts to reduce duplicative coursework and field work experiences, etc.).
- d) Describe how the LEA is collaborating with other entities essential to a teacher residency model's success. Responses must include, and are not limited to, how the LEA is collaborating with collective bargaining units to hire residents and human resource departments to ensure there are enough openings projected to support the number of residents annually.
- e) Describe how the LEA and IHE academic calendars are or will be aligned to ensure residents will engage in a full year of experience in a mentor's classroom and completion of the teacher preparation program in a timely manner. In this response, include the first date of pupil instruction for the first academic year of the proposed program as well as the date residents will begin working with their mentor teacher. Provide links to both the LEA and IHE academic calendars for the academic year in which the teacher residency program will be implemented.
- f) Describe the LEA's plan to provide employment opportunities and/or other financial supports (outside of grant funding) to residents during their clinical practice year. Applicants may review the [Financial Resources for Teacher Candidates](#) for potential

sources of additional funding.

- g) The teacher residency program is a workforce retention model. As such, describe the LEA's plan to mitigate pre-retirement attrition of residents as they enter the teaching workforce.

After addressing elements a-g, complete both pages of [Appendix E](#), which requires applicants to provide several assurances. This includes an assurance that, if funded, the LEA or consortium will respond to the Commission's requirements for data collection, evaluation, and reporting, as listed below and as required by statute.

Note: The list below of required data is provided **for information and planning purposes only; responses should not include narrative about items on this list. These data categories may change as a result of any future updates to legislation concerning the Teacher Residency Grants.**

- The number of residents proposed to be trained in the designated shortage fields specified in Appendix A(c)(1)(A&B).
- The range of total financial support provided to residents, such as stipends or tuition support.
- The average per-resident costs of the program, including matching funds provided by the grantee and sources of these funds.
- Information regarding the effectiveness of the Teacher Residency Grant Program in recruiting, developing support systems for, and retaining the residency program completers.
- The percentage of program participants who complete the residency program and earn a preliminary teaching credential.
- The extent to which program graduates are teaching in high-need subjects and locations.
- The number and percentage of program graduates who teach in the subject area matching the credential earned and the clinical placement of the residency program.
- The number and percentage of program graduates who teach in a school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.
- The extent to which program graduates increase the diversity of the grant recipient's workforce, including the number and percentage of program graduates who are members of traditionally underrepresented groups.
- Teacher retention rates for program graduates within the LEA grant recipient.
- Residency program graduate achievement on the Teaching Performance Assessment (TPA).
- The percentage of program participants who complete induction and earn a clear teaching credential.
- Results from candidate and program graduate surveys of the quality of preparation they received.
- Best practices found to be effective in implementing the program.
- Factors promoting or hindering program implementation.
- Lessons learned to inform future investments in residency programs.

2. Local Need for Identified Shortage Areas OR to Diversify the Workforce (15 points, 2-3 pages maximum)

Describe and provide data to support the local need to expand a current or implement a new residency program to prepare new teachers in the identified shortage areas of special education, STEM, Computer Science, TK, Kindergarten, or Bilingual teachers OR to diversify the teacher workforce of the LEA(s) to match the LEA(s) community's diversity. It should be clear from the evidence provided that the applicant LEA currently has and is projected to continue to have vacancies in one or more of the designated shortage fields so that there are teaching positions available for residents to fill as they complete their four-year service requirement.

Additionally, on July 28, 2025, the Governor issued an [executive order](#) to - among other things - reconnect men with pathways to enter the education workforce. This order may be considered in the application to identify opportunities for promoting and enhancing participation of male educators.

Complete the entirety of [Appendix D](#) to indicate:

- (a) The target number of residents by credential type. *Note: the number of targeted residents per year should not exceed the projected number of vacancies the LEA/consortium typically has in the identified shortage area.*
- (b) The schools in which residents would potentially be placed.
- (c) The rationale for the selection of the identified resident placement schools.
- (d) The admission date for residents.
- (e) The enrollment date for residents.
- (f) The clinical practice start date for residents.
- (g) Identification of the partner IHE(s) by residency area.

After completing [Appendix D](#), provide a narrative response to describe and provide data to indicate the local need to implement a teacher residency program or expand on the current teacher residency program to prepare teachers for the selected residency areas. Descriptions should be specific to the applicant LEA or consortium and must only include:

- The plan for recruiting the appropriate number of residents per shortage area selected by the applicant on Appendix D to ensure there will be an employment opportunity for each resident to fulfill the mandated four-year service commitment.
- Current or expected vacancy data for each shortage area selected by the applicant on Appendix D.
- If applying to diversify the workforce, the applicant must also provide:
 - A description of the diversification characteristic(s) that will guide recruitment efforts. These characteristics may include but are not limited to race, ethnicity, gender, sexual orientation, other protected statuses, socioeconomic status, education (i.e., first-generation college going), etc.
 - The demographic differences between teachers and pupils. If quantitative data is not available for each shortage area selected by the applicant on Appendix D, provide a brief description of why the diversification characteristic was selected.

If the proposed program includes a plan to grow or decrease in size during the project period, please include the number of residents projected for each academic year – e.g., 2026-27, 2027-28, 2028-29, and 2029-30.

3. The Teacher Residency Program to be Implemented (15 points, 2-3 pages maximum)

Provide an overview of the proposed teacher residency program to be operated by the LEA in partnership with the eligible collaborating IHE(s). The overview should address each of the following elements:

- a) Provide the annual target number of candidates for the program, how they would be recruited and enrolled in the Teacher Residency Implementation or Expansion Grant Program.
- b) Provide the month and year that the program would begin.
- c) Describe the current focus of the residency program (implementation) or how the residency program would expand (expansion) to any additional allowable credential areas.
- d) Describe how the proposed Teacher Residency Implementation or Expansion Grant Program would build on/supplement but not supplant either the current teacher residency program or local/IHE efforts.
- e) Provide the number of mentor teachers needed to implement or expand the proposed residency program. If expanding, indicate how many mentor teachers are currently working with the existing residency program.
- f) Describe how the residency program will utilize existing structures to recruit, select, and train new mentors (e.g., induction programs, if applicable.)
- g) Describe how consistency and coherence will be assured across multiple school sites, content areas, and school administrations.
- h) Describe how the LEA and IHE partners will collaborate to eliminate duplicative coursework and fieldwork experiences.
- i) If TK/K resident enrollment is a goal identified in the application, describe how the proposed residency model will support the LEA's efforts in the expansion to universal prekindergarten (UPK). If TK/K resident enrollment is not a goal of the application, then put n/a.
- j) If the LEA is currently operating a teacher residency program (whether grant or locally funded) describe and provide a rationale for proposed modifications/improvements. If the LEA does not have an existing teacher residency program, put n/a.

Note: In responding to this section of the criteria, applicants should review the [Characteristics of Effective Teacher Residency Programs](#).

4. Key Program Personnel and Shared Program Governance (10 points)

Provide a chart or graphic that identifies the management staff/faculty from both the LEA/consortium and the IHE(s) who will be responsible for the shared overall management of the Teacher Residency Implementation and Expansion Grant. When considering staff member FTEs,

please keep other grant funded programs in mind. The collective FTE for any given staff member should not exceed 1.0 across all Commission grants.

At a minimum, identify which staff/faculty (including name, position title, roles and responsibilities, and only the portion of the staff member's full time equivalent (FTE) that is being devoted to the following implementation or expansion grant activities:

- a) The overall management of the grant, including institutional oversight and reporting.
- b) The fiscal management of the program.
- c) Assuring that the Teacher Residency Implementation and Expansion Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s).

Broad Constituency Involvement: In addition to the chart/graphic, identify and describe the roles of other key staff and constituents who may not have direct program administration responsibilities but who are essential in implementing a sustainable Teacher Residency Implementation and Expansion Grant Program. Representatives from groups such as human resources staff, LEA leadership, site administrators, union leadership, etc., should participate in designing an innovative staffing plan that includes hiring of residents and a plan to retain them (Per authorizing legislation, [see \(i\)\(j\) of Appendix A](#)).

5. Sustainability (15 points)

Describe the plan for assuring program sustainability once grant funding sunsets. This plan must include, but is not limited to, the following:

- a) Identification of the staff member(s) responsible for the sustainability plan.
- b) Potential cohort size that can be sustained with local funding.
- c) Potential per-resident funding amount that can be sustained with local funding.
- d) Potential local funding sources for program sustainability.

To prepare the response to this question, applicants may wish to review information on best practices for teacher residency sustainability including a list of [resources](#) curated by the Learning Policy Institute (LPI).

6. Budget and Budget Narrative, Including Matching Funds (10 points)

Important Notes

Complete and submit the Budget and Budget Narrative form found in [Appendix G](#). Applicants should keep in mind the intent of the authorizing legislation is to provide funding based on a total allowable grant-funded expenditure of \$40,000 per participating resident, with a required minimum of \$20,000 per resident as a stipend. The funds are intended to provide a maximum of direct services and/or related services that directly benefit the participating residents.

With that priority in mind, applicants may budget up to five percent (5%) of their grant award for program administration as well as a locally determined percentage of grant funding from the program staff costs category. Applicants may also choose to use any percentage of matching funds to provide additional program administration services uncovered by program administration and staff cost grant funding. Authorizing legislation states that grant funds must be matched by the

grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of grant funding received per resident. Matching funds may be actual dollars or in-kind.

Directions for Responding to the Budget Criteria

Applicants should refer to the Budget Definitions ([Appendix F](#)) to prepare the proposed budget and narrative response to this item. Working collaboratively with their IHE partner(s), provide a budget **for the first fiscal year** of the proposed Teacher Residency Implementation or Expansion Grant program using the table in [Appendix G](#). On Appendix G, please also indicate the number of years of funding (maximum of four years) requested to implement the program described in this application. The proposed per-resident budget entered on Appendix G will serve as the annual budget for the remainder of the project period. Applicants proposing a scaled model (detailed in the response to RFA Question 2) will include on Appendix G the budget for the first year of the program.

On [Appendix G](#), provide responses to the budget narrative prompts explaining how each of the costs was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Teacher Residency Implementation and Expansion Grant when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

7. Statutory Priority Points (10 Points)

Complete and submit the Statutory Priority Points form found in [Appendix H](#). Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit specific characteristics as listed on [Appendix H](#).

8. IHE Partnership Letter(s) (10 points)

Each IHE partner named in this application must submit a signed letter on official institution letterhead demonstrating their commitment to the partnership and implementation or expansion of the residency pathway with the LEA. Letters must be attached for all existing and newly proposed partner IHEs.

Required elements of the letter are:

- a) A description of shared recruitment efforts including how the resident applicants will be informed of and agree to all elements of the teacher residency program, including the four-year service commitment.
- b) The name(s) of the Commission-approved credential program(s) (e.g., Education Specialist, multiple subjects, single subject, etc.) included in the teacher residency program. If the residency program will include Education Specialist credential programs or Single Subject programs, indicate the specific credential areas (e.g., Mild to Moderate Support Needs, Extensive Support Needs, Single Subject Math, etc.) to be included in the residency program.

- c) A description about how the IHE is positioned to support a cohort model including a plan for how the IHE will group teacher candidates in cohorts to facilitate professional collaboration among residents.
- d) A description of how the IHE plans to support candidates to meet basic skills and subject-matter competency requirements, including non-exam options.
- e) Provide an assurance that key IHE staff will participate in regularly occurring shared governance meetings with the LEA grantee.
- f) Identify the IHE faculty/staff by name and title responsible for:
 - Maintaining the program partnership with the LEA grantee, including participation in shared governance meetings. For any staff/faculty listed here, include the full time equivalent (FTE) devoted to the program.
 - Assistance with annual reporting requirements.
 - Working with the LEA to monitor credential requirements.
 - Submitting recommendations for preliminary credentials.

9. Grant Stewardship and Accreditation Status

Complete and submit the Past Grant Awards and Accreditation Status form ([Appendix I](#)). This form asks the LEA to indicate which (if any) Commission-administered grants have been awarded to the LEA and any IHE partners. It also requires the applicant LEA to indicate the LEA's accreditation status (if applicable), the accreditation status of the proposed partner IHE(s), and the Commission-approved Induction program residents will complete after earning their preliminary credential.

Grant Stewardship

State-funded grant competitions have been readily available since 2016, and as recently as 2023. LEA applicants applying for this grant opportunity will be assessed on appropriate stewardship of past grant awards. The degree to which LEA applicants/IHE partners who previously received Commission-administered grants have repeatedly missed reporting deadlines, have not responded to Commission staff emails/calls, have not informed the Commission of program leadership changes, have used grant funds outside of the approved grant program approved categories, or otherwise exhibited poor stewardship of grant funds will be considered for grant funding decisions.

Accreditation Status

As accreditation is a step in an institution's continuous improvement process, applications will not be affected negatively if LEA applicants/IHE partners have an accreditation finding of "Accreditation with Stipulations." It is important to the Commission that applicant LEAs know the accreditation status of all partners included in the Teacher Residency grant program and consider that status when developing a partnership for the grant program.

Summary Review of the Selection Criteria

Application Component	Maximum Points
Application Cover Page and Contact Information – Appendix C	n/a
1. Overview of the Teacher Residency Partnership	15
2. Local Need for Identified Shortage Areas OR to Diversify the Workforce (include Appendices D and E)	15
3. Teacher Residency Program to be Implemented or Expanded	15
4. Key Program Personnel and Shared Program Governance	10
5. Sustainability	15
6. Budgets and Budget Narratives for the First Program Year - Appendix G	10
7. Statutory Priority Points – Appendix H	10
8. IHE Partnership Letter(s)	10
9. Grant Stewardship and Accreditation Status – Appendix I	n/a
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Teacher Residency Implementation and Expansion Grant must submit an electronic copy of the entire grant application. Each application must be submitted by a representative of the applicant LEA/the lead LEA of a consortium. Please note that the appendices must be generated using the links to the online form.

As stated previously, **applicants should note that demand for participation across the state may exceed funding for the program and not all teacher resident slots requested by each successful grant applicant may ultimately be authorized.** It is expected that this round of applications will be competitive, and as such there will be a strict technical review.

Additionally, during technical review, consideration will be given to applications in this order:

1. Applicants that have not yet been awarded a Teacher Residency Implementation Expansion Grant after receiving a Teacher Residency Capacity Grant.
2. Applicants from geographic regions previously under-represented by grant-funded teacher residency programs.
3. Applicants applying to implement a grant-funded teacher residency program for the first time.
4. Applicants that have an existing grant-funded Teacher Residency Implementation and/or Expansion Program that:
 - Meet annual projections of residents,
 - Recommend residents for a preliminary teaching credential by the cohort's expected completion date, and
 - Have a viable sustainability plan as described in the response to RFA Question #5.

5. Applications that:

- Require minimal revision,
- Respond to all required elements of the RFA,
- Provide clear evidence of expected vacancies for the number of residents projected annually,
- Propose a program in credential areas for which the partner IHE already has Commission approval to operate,
- Include accurate calculations and budget narratives that align with proposed expenditures,
- Propose expenditures in allowable spending categories,
- Adhere to the stated order, length, and format listed below.

As a result of the extra considerations listed above, LEAs that have already been awarded one or more Teacher Residency Implementation and Expansion grant are encouraged to apply to the Annual Appendix D Update opportunity to expand their existing grants-funded programs.

Please combine all required elements of the application into one PDF document, in this order:

- Appendix C – Application Cover Page and Contact Information
- Component 1. Overview of the Teacher Residency Partnership Narrative
- Appendix E – Assurance Statements and Partnership Agreements
- Component 2. Local Need for Identified Shortage Areas OR to Diversify the Workforce Narrative
- Appendix D – Program Summary
- Component 3. The Teacher Residency Program to be Implemented Narrative
- Component 4. Key Program Personnel and Shared Program Governance Chart/Graphic
- Component 5. Sustainability Narrative
- Component 6. Appendix G – Budget Overview and Narrative Form
- Component 7. Statutory Priority Points – Appendix H
- Component 8. IHE Partnership Letter(s)
- Component 9. Grant Stewardship and Accreditation Status - Appendix I

All emailed applications must be received at the Commission by **5:00 pm on January 30, 2026**. Applications must be submitted by a representative of the applicant LEA/the lead LEA of a consortium. Applications not received as noted will not be reviewed or evaluated. The Commission no longer requires paper copies of applications to be submitted.

Email the electronic copy as one PDF document to TeacherResGrants@ctc.ca.gov. Commission staff will send an email confirming receipt of each submitted application. If an applicant does not receive a confirmation email, the Commission has not received the application.

Format and Length of the Application

Applications should be formatted to 8 ½ x 11 pages, with one-inch margins on all sides, using a font of not less than 12-point font. Pages may be double or single spaced. **The suggested maximum length of an application is not more than 30 double spaced or 15 single spaced pages, not**

including appendices. Conciseness and brevity are appreciated to the extent possible.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members.

A recommendation for awarding the grants will be made to the Executive Director and will result in a grant award letter from the Commission and grant acceptance conditions to be signed and returned by each grantee. Further information about the grant process will then be provided to grantees.

Funding Considerations

Grantees will be expected to make appropriate yearly progress in implementing their expanded residency model, resulting in an increase in the number of teacher resident candidates and according to the operational plan provided in the funded application. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments each fiscal year; 90 percent (90%) of the annual budget amount will be sent first and the second payment of 10 percent (10%) of the annual budget amount will be provided to grantees after the program has complied with annual reporting requirements. A report including program enrollment, completion, expenditure, and hiring data will be collected annually and will be subject to Commission review and approval.

Any unspent or unencumbered funds in a given fiscal year will roll over to the next fiscal year assuming successful completion of all reporting requirements.

Per authorizing legislation, if the Commission is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn a preliminary credential or failed to meet their commitment to teach pursuant subdivision (j), the Commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a preliminary credential or meet their teaching commitment above a 10 percent attrition rate, as outlined in the authorizing legislation.

Note: Each resident may only receive a maximum of a one-time \$40,000 support from the grant funds.

Appendix A

Authorizing Legislation

Education Code §44415.5

(a) For purposes of this section, the following definitions apply for the Teacher Residency Grant Program:

(1) “Experienced mentor teacher” means an educator who meets all of the following requirements:

(A) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring. For programs leading to the issuance of new PK-3 early childhood education specialist credentials, the mentor teacher must have at least three years of teaching experience in prekindergarten, transitional kindergarten, kindergarten, or any of grades 1 to 3, inclusive, and hold a clear multiple subject credential.

(B) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

(C) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors.

(D) Receives compensation, appropriate release time, or both, to serve as a mentor in the initial preparation or beginning teacher induction component of the teacher residency program.

(2) “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 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.

(b) (1) For the 2021–22 fiscal year, the sum of three hundred fifty million dollars (\$350,000,000) is hereby appropriated from the General Fund to the commission for the Teacher Residency Grant Program to support teacher residency programs that recruit and support the preparation of teachers pursuant to this section. This funding shall be available for encumbrance until June 30, 2026.

(2) Grant funding awarded pursuant to this section shall be expended by a grant recipient within five fiscal years of the fiscal year in which the grant was awarded.

(c) (1) The commission shall make grants to applicants to establish new teacher residency programs, or expand, strengthen, or improve access to existing teacher residency programs that support either of the following:

(A) Designated shortage fields, including, but not limited to, special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, school counselors, and any other fields identified by the commission based on an annual analysis of state and regional 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.

(2) Grant recipients shall work with one or more commission-accredited teacher preparation programs and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident teachers who will be supported through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

(A) A school district.

(B) A county office of education.

(C) A charter school.

(D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(d) Grants allocated pursuant to subdivision (c) shall be up to forty thousand dollars \$40,000 per teacher candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the first twenty-five thousand dollars (\$25,000) of the grant amount received per participant, as described in subdivision (f). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

(1) Teacher preparation costs.

(2) Stipends for mentor teachers, including, but not limited to, housing stipends.

(3) Residency program staff costs.

(4) Mentoring and beginning teacher induction costs following initial preparation.

(5) Compensation for residents.

(e) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(f) A grant recipient shall provide a match of grant funding in the form of one or both of the following:

(1) Eighty cents (\$0.80) for every one dollar (\$1) of the first twenty-five thousand dollars (\$25,000) in grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (d).

(2) An in-kind match of program director personnel costs, mentor teacher personnel costs, resident compensation costs, or other personnel costs related to the Teacher Residency Grant Program, provided by the grant recipient.

(g) Grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a preliminary teaching credential, including a PK-3 early childhood education specialist credential, in furtherance of paragraph (1) of subdivision (c) upon completion of the program.

(2) Ensure that candidates are provided instruction in all of the following:

(A) Teaching the content area or areas in which the teacher will become certified to teach.

(B) Planning, curriculum development, and assessment.

(C) Learning and child development.

(D) Management of the classroom environment.

(E) Use of culturally responsive practices supports for language development, and supports for serving pupils with disabilities.

(F) Professional responsibilities, including interaction with families and colleagues.

(3) Provide each candidate mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional

development and networking opportunities during the candidate's first years of teaching at no cost to the candidate.

(4) Prepare candidates to teach in a school within the jurisdiction of the grant recipient in which they will work and learn the instructional initiatives and curriculum of the grant recipient.

(5) Group teacher candidates in cohorts to facilitate professional collaboration among residents, and ensure candidates are enrolled in a teaching school or professional development program that is organized to support a high-quality teacher learning experience in a supportive work environment.

(6) (A) For grants awarded during and after the 2023–24 fiscal year, provide a minimum compensation package, which may include, but is not limited to, a living stipend or wages for employment of no less than twenty thousand dollars (\$20,000) per candidate. Nothing in this section precludes a grant recipient from providing a larger compensation package to candidates, and 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.

(B) To the extent a grant recipient received an award of up to twenty-five thousand dollars (\$25,000) per candidate before the 2023–24 fiscal year and is serving candidates during and after the 2023–24 school year with that award, and commits to providing the minimum compensation package to those candidates, the grant recipient may submit the number of those candidates and associated per-resident award to the commission for an additional per-resident allocation for a combined per-resident total of up to forty thousand dollars (\$40,000).

(h) To receive a grant, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(i) When selecting grant recipients, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for teachers in one or more designated shortage fields or for the purposes described in subparagraph (B) of paragraph (1) of subdivision (c), and to propose to establish a new, or expand, strengthen, or improve access to an existing, teacher residency program that recruits, prepares, and supports teachers to teach in either one or more such fields or in furtherance of subparagraph (B) of paragraph (1) of subdivision (c) in a school within the jurisdiction of the sponsoring grant applicant.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(j) (1) A candidate in a teacher residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential, including a PK-3 early childhood education specialist credential. The candidate shall also commit in the written agreement to annually reporting to their sponsoring local educational agency where they are employed and their current contact information until they have completed their service requirement or eight years after completion of residency, whichever occurs first.

- (2) A candidate shall have eight school years to complete the four-school-year teaching commitment.
- (3) This subdivision shall apply to any current candidate or teacher that participates in a residency program under this section.
- (k) If a candidate is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
- (1) The candidate has completed at least one-half of the school year.
 - (2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
 - (3) The candidate was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.
 - (4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
 - (5) The candidate was called or ordered to active-duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.
- (l) If a candidate is unable to complete their residency program or service requirement because of hardship, as defined by the commission, they may apply to waive any repayment obligation as described in subdivision (q).
- (m) For purposes of administering the grant program pursuant to subdivision (c), the commission shall do all of the following:
- (1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.
 - (2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.
 - (3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (j).
- (n) (1) If the commission is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn a preliminary credential or failed to meet their commitment to teach pursuant to subdivision (j), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a preliminary credential or meet their teaching commitment above a 10-percent attrition rate.
- (2) The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a public school in California.
 - (3) A candidate who obtains a waiver pursuant to subdivision (l) shall not count toward the 10-percent attrition rate.
- (o) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (n), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortium

of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(p) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (o) shall be deposited into the Proposition 98 Reversion Account.

(q) (1) Grant recipients may recover from a sponsored candidate who fails to earn a preliminary credential, or who fails to complete the period of placement, the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate taught at least one year, but less than four years, at a public school in California.

(2) Costs considered as part of a candidate's residency training for purposes of this subdivision shall not include costs associated with a candidate's compensation package, mentor compensation, or overall program administration and shall be limited to costs incurred that are specific to that candidate, such as tuition and materials.

(r) Grant recipients shall not charge a teacher resident a fee to participate in the Teacher Residency Grant Program.

(s) (1) Notwithstanding subdivision (c), the commission may allocate up to twenty-five million dollars (\$25,000,000) of the amount appropriated pursuant to subdivision (b) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to expand, strengthen, improve access to, or create teacher residency programs.

(2) (A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Individual capacity grants shall not exceed two hundred fifty thousand dollars (\$250,000) per grant recipient.

(t) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (b) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2020–21 fiscal year.

Assembly Bill 121 provided \$136 million of additional funding for the Teacher and School Counselor Residency Grant Programs as follows:

Section 82 of Assembly Bill 121 made available \$66 million to augment the Teacher Residency Grant Program established pursuant to Section 44415.6 of the Education Code. The funds received by the Commission on Teacher Credentialing shall be available for encumbrance until June 30, 2027, and for liquidation until June 30, 2032.

§44415.8 is added to the Education Code to read:

(a) (1) For the 2025–26 fiscal year, the sum of seventy million dollars (\$70,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing to augment the Teacher Residency Grant Program pursuant to Section 44415.5 to support teacher residency programs that recruit and support the preparation of teachers. This funding shall be available for encumbrance until June 30, 2030.

(2) Grant funding awarded pursuant to this section shall be expended by a grant recipient within five fiscal years of the fiscal year in which the grant was awarded.

(b) It is the intent of the Legislature that the commission utilizes the grant management system developed pursuant to subdivision (a) of Section 44400.3 to streamline the Teacher Residency Grant Program application and administration with other educator recruitment and retention programs administered by the commission.

(c) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2025–26 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2025–26 fiscal year.

[Fillable RFA Appendices](#)

Appendix B Intent to Apply

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix B](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

As indicated by the signature of the Superintendent or authorized administrator, it is the intent of the institution identified below to apply for a Teacher Residency Implementation or Expansion Grant to address the shortage of special education, STEM, computer science, TK, kindergarten, and/or bilingual education teachers and to diversify the teacher workforce to reflect the LEA's community. The institution understands that this optional Intent to Apply must be received by the Commission **by December 5, 2025**, and that submission of this form does not require or otherwise obligate the institution to submit an application to the Commission. Applicants may submit proposals to the Commission without submitting an intent form; however, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to TeacherResGrants@ctc.ca.gov

LEA:	
Printed name of Signatory:	
Title of Signatory:	
Signature: <i>electronic signatures are acceptable.</i>	
Date:	
Consortium application?	Yes* No

*If Yes, indicate below all LEA consortium members and CD/CDS codes

Appendix C

Application Cover Page and Contact Information

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix C](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

This form should be the cover page of the application submitted to the Commission.

LEA Applicant Information

Name of LEA Applicant:		
Mailing Address:		
City:	State:	Zip:
CD/CDS Code:		
County:		

LEA Contact Information – Person authorized to sign grant award agreement

Name of LEA Signatory:
Title:
Telephone number:
Email address:

LEA Contact Information – Person responsible for day-to-day grant management

Name of LEA Contact Person:
Title:
Telephone number:
Email address:

LEA Fiscal Agent Information – Person responsible for grant budget oversight

Name of Fiscal Agent:		
Title:		
Agency:		
Mailing Address:		
City:	State:	Zip:
Telephone Number:		
Email address:		

Is this a consortium application? Yes ☐ No ☐

Appendix D

Program Summary, 3 Pages

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix D](#) is available on the Commission’s Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Fill in this form as applicable to the Teacher Residency Implementation and Expansion Grant.

Important Notes

- You may select any number of the residency areas listed below. **The IHE partner(s) must have a Commission-approved program for each area selected.**
- Estimate the target number of residents and the proposed per resident spending by credential or program type. Applicants may include a range of residents to be placed at an individual school site (e.g., 2-4 residents per year at XYZ school) if the sum of the maximum numbers in each range is equal to the total residents projected in the first table on this appendix.
- Projected residents should be counted only once on this table. For example, a program intending to recruit ten residents per year who are working toward an Education Specialist teaching credential and who may diversify the LEA’s teacher workforce will place the number 10 in the row titled “Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Special Education.”
- It is expected that once residents obtain a preliminary teaching credential, the grantee will hire residents as teachers of record in a position that matches their residency training and in accordance with the local need outlined in the approved grant application. This is especially important for residents earning either a Multiple Subject or PK-3 ECE Specialist credential to teach TK or kindergarten. If the program is designed to prepare TK or kindergarten teachers, residents must be hired in those settings even though their credentials authorize them to teach other grade levels.
- Once the grant is submitted annual resident projections may not be increased.

1. Residency area, target number of residents annually, and proposed amount of grant funds per resident. Please fill out the following table.

Residency Area	Targeted Number of Residents Annually	Proposed Amount of Grant Funds Per Resident
Special Education		
Special Education with Bilingual Authorization		

Single Subject in a STEM Area		
Single Subject in a STEM Area that Authorizes Teaching of Computer Science		
Single Subject in a STEM Area with Bilingual Authorization		
Single Subject Non-STEM with Bilingual Authorization		
Multiple Subject (to teach in TK or Kindergarten)		
PK-3 ECE Specialist Instruction Credential (to teach in TK or Kindergarten)		
Multiple Subject with Bilingual Authorization		
PK-3 ECE Specialist with Bilingual Authorization		
Dual Credential Please specify the two credentials below:		
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education		
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects and/or PK-3 ECE with or without added authorizations		
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Single Subjects with or without added authorizations		

2. Admission, enrollment, and clinical practice dates

Program Element	Date
Admission Date: Admission in a grant funded residency program is defined as the date when a candidate has been formally accepted into both the IHE and the LEA teacher residency program.	
Enrollment Date: Enrollment in a grant funded residency program is defined as the date when a candidate has been formally admitted into the LEA teacher residency program and is registered in a required IHE course for the teacher residency program. The placement in the mentor teacher's classroom may occur after the formal enrollment date.	
Clinical Practice Start Date: Clinical Practice Enrollment in a grant funded teacher residency program is defined as the date when a resident has been formally assigned to a placement in a mentor teacher's classroom. Note: the start date of the placement in the mentor teacher's classroom must fall on or before the first day of classroom instruction.	

3. LEA(s) and school sites where the residents would be placed. Please add rows if needed.

Applicants may include a range of residents to be placed at an individual school site (e.g., 2-4 residents per year at XYZ school). The sum of the maximum numbers in each range must be equal to the total residents projected in the first table on this appendix.

LEA(s)	School(s) for Resident Placement	Date (MM/DD/YYYY) of the first day of instruction at the school	Targeted Number of Residents Annually	Residency Area

4. Describe the rationale for the selection of the identified resident placement school(s):

--

5. Partner IHE(s) for the Teacher Residency Implementation and Expansion Grant

Partner IHE	Residency Area

6. Previous Teacher Residency Grant partnerships.

Has the applicant LEA ever been awarded a Teacher Residency Capacity grant with any IHE partner(s) named in this application?

Yes ☐ No ☐

Has the applicant LEA ever been awarded a Teacher Residency Implementation or Expansion grant with any IHE partner(s) named in this application?

Yes ☐ No ☐

Appendix E

Assurance Statements and Partnership Agreements, Page 1 of 3

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix E](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

The applicant LEA assures the Commission that if awarded grant funding:

1. All residents will 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. ([Appendix A \(a\)\(2\)](#))
2. The Commission-approved teacher preparation program offered at the regionally accredited IHE enrolls the candidate in the program and recommends them for the preliminary teaching credential once all requirements have been met.
3. The program will prepare residents to teach and eventually be hired in a school within the jurisdiction of the grant recipient, or in the state of California.
4. All residents will be prepared to teach and will agree, in writing, to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate, or another public school in California, for a period of **at least four academic years**. The service commitment will begin in the school year following the candidate's successful completion of the preparation program and upon earning a preliminary teaching credential. ([Appendix A \(i\)](#))
5. Each resident employed by the grantee LEA will receive mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching **at no cost to the candidate**. ([Appendix A \(g\)\(3\)](#))
6. The LEA will participate in SRTAC [programming and events](#).
7. The LEA and IHE will participate in regularly occurring shared governance meetings.
8. The LEA and IHE will cooperatively collect, analyze, use and report data annually. The partnership will comply with the Commission's mandated reporting requirements, submitted by stated due dates, including but not limited to:
 - a. Teacher Residency Implementation and Expansion Grant Program Annual Report. The report template is available upon request. This report is updated by the grantee every year in the grant reporting cycle.
 - b. Results from candidate and program graduate surveys of the quality of preparation they received.
 - c. Best practices found to be effective in implementing the program.
 - d. Factors promoting or hindering residency program implementation.
 - e. Lessons learned to inform future investments in teacher residency programs.

Appendix E

Assurance Statements and Partnership Agreements, Page 2 of 3

Teacher Residency Implementation and Expansion Grant

Administrative approval from the Superintendent of the applicant local education agency (LEA):

****It is expected that if the application represents a consortium, the superintendent from each LEA partner will sign an agreement, including partner LEAs within a county office of education.***

By signing below, I affirm that:

1. I have thoroughly read and agree to all portions of this application including the assurance statements included on this form.
2. All statements and data contained in this application are accurate.
3. If awarded a Teacher Residency Implementation and Expansion Grant, the LEA agrees to participation in the activities described as well as the timelines and budgets proposed in the responses to criterion **1-9 in Section II** of this application.

Name of Superintendent:	
LEA:	
Signature: (Electronic signatures are acceptable)	
Date:	

Approval from the Human Resources representative from the applicant local education agency (LEA):

****It is expected that if the application represents a consortium, an HR representative from each LEA partner will sign an agreement, including partner LEAs within a county office of education.***

By signing below, I affirm that I have thoroughly read and confirm that the data and narrative included in the response to RFA Question #2 (Local Need) is accurate.

Name of HR representative:	
Title of representative:	
LEA:	
Signature: (Electronic signatures are acceptable)	
Date:	

Administrative approval from an authorized administrator of the applicant's IHE partner(s)

****It is expected that EACH IHE partner will sign an agreement.***

By signing below, I affirm that:

1. I have thoroughly read and agree to all portions of this application including the assurance statements included on this form.
2. All statements and data contained in this application are accurate.
3. If awarded a Teacher Residency Implementation and Expansion Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets proposed in the responses to criterion **1-9 in Section II** of this application.

Name of IHE Representative:	
Title:	
IHE:	
Signature: (Electronic signatures are acceptable)	
Date:	

Appendix F

Budget Definitions

Teacher Residency Implementation and Expansion Grant

Directions: Use the budget definitions below to inform entries on the Budget Form (Appendix G.) These definitions are provided in the order from Appendix G.

Mentor Teacher Professional Development/Training: Use this line item for costs relating to training and/or providing professional development for teachers who will serve as Mentor teachers to the residents co-teaching in their classrooms.

Mentor Teacher Stipends: Use this line item for costs relating to providing stipends to Mentor teachers for preparing for their work with the residents in the program.

Mentor Teacher Release Time: Use this line item for costs relating to providing release time to Mentor teachers for preparing for their work with the residents in the program.

Teacher Preparation Costs (Tuition, Fees, Books, etc.): Use this line item for costs relating to the tuition, fees, and books for residents in the partner IHE teacher preparation program.

Salary/Stipends for Residents: Use this line item for funds provided to residents for salaries and/or stipends for living expenses.

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

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

Examination Fees for Residents: Use this line item for payments on behalf of residents and/or reimbursements to residents for registration fees for examinations required to earn a preliminary credential.

Induction Support for Residents who complete the Program: Use this line item for Induction costs for residents who complete the Teacher Residency Implementation and Expansion Grant Program.

Residency Program Staff Costs: Use this line item for a locally determined proportion of the costs relating to management and administration of the Teacher Residency Implementation and Expansion Grant Program not otherwise covered by the Program Administration line item or by grantee matching funds.

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

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

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

Supplement vs. Supplant: grant funds are to supplement and not supplant existing funding or efforts including costs otherwise necessary to operate a school or program without this grant. State funds cannot be used to acquire equipment for administrative or personal use.

Appendix G

Budget Overview and Narrative Form, Page 1 of 5

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix G](#) is available on the Commission’s Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: For each teacher residency program component listed in the narrative descriptions of this appendix, please indicate the number of intended Teacher Residency Implementation and Expansion Grant Program residents to be supported by that component, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each component. Use the blank spaces in the table below to add any additional components or services not listed. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

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

Reminders and Definitions:

1. Applicants may select from any combination of program components listed. When completing the online form, leave blank any options not being selected. Do not type n/a.
2. Once an application has been approved and a grant award has been disbursed, an LEA may not alter the list of approved grant funded categories.
3. The budget submitted on this form must not exceed \$40,000 per resident.
4. A minimum of \$20,000 per resident must be allocated in the Salary/Stipend for Residents component.
5. Per Authorizing Legislation, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of the grant amount received per resident. Matching funds may be actual dollars or in-kind. Matching funds may be actual funds and/or in-kind match. Grantees may claim indirect costs as part of their matching funds, but not as part of the use of grant funds.
- a. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA’s accounts.
- b. **In-Kind Matching Funds** are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.
6. Residents are also eligible for other forms of federal, state, and LEA financial assistance to support the cost of their preparation.
7. Per authorizing legislation, grant funds in the Teacher Preparation Costs (Tuition, Fees, Books, etc.), Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.), and possibly the “other” category must be paid back to the grant if a resident exits early from the residency program or does not complete their four-year service requirement.

Appendix G
Budget Overview Form, Page 2 of 5
Teacher Residency Implementation and Expansion Grant

Grant Funds

Program Component	Proposed Amount of Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor Teacher Professional Development/ Training			
Mentor Teacher Stipend (This may include housing stipends.)			
Mentor Teacher Release Time			
Teacher Preparation Costs (e.g., Tuition, Fees, Books, etc.)			
Salary/Stipend for Residents (This may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages, with a minimum of \$20,000.)			
IHE Faculty Stipends			
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (e.g., TPA, RICA, CSET, etc.)			
Induction Support for Residents who Complete the Program			
Residency program staff costs			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)			
Other (describe below)			
TOTALS			

Grantees are eligible to receive up to four cohorts of funding. Provide the number of cohorts being requested in this application: _____

Appendix G
Budget Overview Form, Page 3 of 5
Teacher Residency Implementation and Expansion Grant

Budget narrative – Grant Funds: For each budget category with requested grant funds indicated above, please provide a description of each program component, including cost breakdown (i.e., how the amount of grant funds requested were calculated). For example, if \$5,000 is requested for Induction Support for Residents who complete the program, provide a justification for why that amount is appropriate for the number of grantees. A grantee could write, “The induction program at XYZ District costs \$500 per teacher and we will support our ten residents for induction.”

If funds are not being requested in a budget category, please put n/a.

1. Mentor Teacher Professional Development/Training
2. Mentor Teacher Stipend (this may include housing stipends)
3. Mentor Teacher Release Time
4. Teacher Preparation Costs (Tuition, fees, books, etc.)
5. Salary/Stipend for Residents (this may include housing stipends)
6. IHE Faculty Stipends
7. IHE Faculty Release Time
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)
9. Induction Support for Residents who Complete the Program
10. Residency Program Staff Costs
11. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose)
12. Other
13. Other

Appendix G
Budget Overview Form, Page 4 of 5
Teacher Residency Implementation and Expansion Grant

Matching Funds

Program Component	Actual Matching Funds	In-Kind Matching Funds	Total Matching Funds
Mentor Teacher Professional Development/ Training			
Mentor Teacher Stipend (this may include housing stipends)			
Mentor Teacher Release Time			
Teacher Preparation Costs (Tuition, Fees, Books, etc.)			
Salary/Stipend for Residents (This may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages.)			
IHE Faculty Stipends			
IHE Faculty Release Time			
Examination fees for Residents to Earn a Preliminary Credential (e.g., TPA, RICA, CSET,			
Induction Support for Residents who Complete the Program			
Residency program staff costs			
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)			
Other (describe below)			
TOTALS			

Appendix G
Budget Overview Form, Page 5 of 5
Teacher Residency Implementation and Expansion Grant

Budget narrative – Matching Funds: For each budget category with matching funds indicated above, please provide a description of each program component, including cost breakdown (i.e., how the amount of matching funds requested were calculated). For example, if \$5,000 in matching funds is being allocated for Induction Support for Residents who complete the program, provide a justification for why that amount is appropriate for the number of grantees. A grantee could write, “The induction program at XYZ District costs \$500 per teacher and we will support our ten residents for induction.”

If funds are not being requested in a budget category, please put n/a.

1. Mentor Teacher Professional Development/Training
2. Mentor Teacher Stipend (this may include housing stipends)
3. Mentor Teacher Release Time
4. Teacher Preparation Costs (Tuition, fees, books, etc.)
5. Salary/Stipend for Residents (this may include housing stipends)
6. IHE Faculty Stipends
7. IHE Faculty Release Time
8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)
9. Induction Support for Residents who Complete the Program
10. Residency Program Staff Costs
11. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose)
12. Other
13. Other

Appendix H

Statutory Priority Points

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix H](#) is available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both characteristics listed below.

Directions: Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

1. **Applicant LEA or consortium has a commitment to increasing diversity in the teaching workforce.**

☐ Yes

☐ No

If "Yes," provide a link to published statements or policies reflecting the commitment to diversity in the teaching workforce and/or for addressing demographic gaps between students and teachers.

2. **Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.**

☐ Yes

☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

3. **Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.**

☐ Yes

☐ No

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

4. **Applicant LEA or consortium has a higher percentage than other applicants of unduplicated pupils as defined in Section 42238.02.**

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. Applicant responses will be compared during the technical review process by Commission staff.

Appendix I

Grant Stewardship and Accreditation Status

Teacher Residency Implementation and Expansion Grant

Note: The form below is provided for reference. The electronic version of [Appendix I](#) is available on the Commission’s Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Section I - Past Grant Stewardship

In the table below, list the names of all state-funded Commission-administered grants that have been awarded to the LEA, any LEA member listed in a consortium, and any of the IHE partners named in the application. Commission administered grants include:

- Teacher or School Counselor Residency Grant Programs
- Classified School Employee Teacher Credentialing Program
- Diverse Education Leaders Pipeline Initiative Grant Program
- Local Solutions to the Shortage of Special Education Teachers Grant
- Integrated Undergraduate Teacher Preparation Grants
- Dyslexia Grants to Preparation Programs
- Computer Science Supplementary Authorization Incentive
- Reading and Literacy Supplementary Authorization Incentive

Important note: if applicants and IHE partners have never received a grant award, enter N/A in each column of the first row of the table.

*Please add rows as necessary.

LEA or IHE Name	Commission-Administered Grant Awarded	Academic Year of Grant Award

Section II – Accreditation Status

In the table below, enter the current accreditation status of each Commission-approved institution (LEA, IHE) - including induction programs - named in the application. For assistance in completing this table, refer to the [Accreditation Report](#) page on the Commission’s website.

*Please add rows as necessary.

LEA or IHE Name	Commission-Approved Teacher Preparation Program	Accreditation Decision (awarded to the unit)	Date of the Accreditation Report	Commission-Approved Teacher Induction Program

Appendix J

Resources on Sustainability in Residency Programs

Teacher Residency Implementation and Expansion Grant

Below is a list of resources curated by the Learning Policy Institute (LPI) and partners designed to support programs as they plan for post-grant sustainability. LPI conducts and communicates independent, high-quality research to improve education policy and practice.

Teacher Residency Sustainability Resources

- [Toolkit for scaling a high-quality, sustainable, and accessible preparation program](#) [toolkit with downloadable pdf] (US PREP)
- [Simple Shifts: Paying Aspiring Teachers with Existing Resources](#) [report] (Prepared To Teach)
- [The Residency Revolution: Funding High-quality Teacher Preparation](#) [report] (Prepared To Teach)
- [Teacher Turnover Calculator](#) [interactive tool] (LPI)
- [Immediate Cost Savings Through Better Teacher Preparation](#) [infographic] (Prepared To Teach)
- [Exploring District Investments in Residencies](#) [infographic] (Prepared To Teach)
- [Pipeline to Leadership Strategic Staffing](#) [infographic] (US PREP)
- [Aspiring for More: Deeper Partnerships for Sustainable Residencies](#) [report] (Prepared To Teach)
- [Meeting Local Staffing Needs with Negotiated Agreements](#) (SRTAC)
- [Finding Meaningful, Compensated Roles for Teacher Candidates](#) [autoplay slide show] (Prepared To Teach) (Download and view in presentation mode for voiceovers and timed animations.)
- [Paraeducator Resident Model](#) (SRTAC)
- [Incorporating Substitute Teaching into Teacher Residencies](#) [brief] (Prepared To Teach)
- [Leveraging LCAP Funding: Insights and Best Practices for Sustainable Residency Programs](#) (SRTAC)
- [Investing in Residencies: District Cost Centers to Consider](#) [brief] (Prepared To Teach)
- [Developing Sustainable Teacher Residencies in Texas](#) (LPI)
- [SRTAC Partnership Resources, including MOUs, Stakeholder agreements, and Program handbooks](#)
- [Sustainable Strategies for Funding Teacher Residencies: Lessons from California](#) [report, brief] (LPI and Prepared to Teach)

California Residency Case Studies

- [Educating for Equity: Alder Graduate School's Teacher Residency](#) (LPI)
- [Humanizing Teacher Preparation: Claremont Graduate University's Teacher Residency](#) (LPI)
- [Meeting Urban and Rural District Needs for Educators: California State University, Bakersfield's Teacher Residencies](#) (LPI)

Texas Residency Case Studies

- [Tarleton State University: Accelerating into Scaled Yearlong Residencies for All Candidates](#) (US PREP)
- [Sam Houston State University: Ensuring Access to High-quality Teacher Residencies for All Candidates](#) (US PREP)
- [UTEP: Building Sustainable Teacher Residences Through Strategic Staffing Models](#) (US PREP)

Appendix K
Program Sponsor Alert ([PSA 22-03](#))
Commission on Teacher Credentialing
Date: March 11, 2022

SUBJECT: AB 320 IMPACT ON PRELIMINARY MULTIPLE SUBJECT, SINGLE SUBJECT, AND EDUCATION SPECIALIST EDUCATOR PREPARATION PROGRAMS

Summary:

This Program Sponsor Alert (PSA) clarifies several changes to the California Education Code as a result of [Assembly Bill 320](#) (Chap. 663, Stats. 2021) and its impact on the preliminary multiple subject, single subject, and education specialist credential programs.

Key Provisions:

On October 8, 2021, the Governor signed [AB 320](#). Effective January 1, 2022, AB 320 made changes to numerous provisions of the Education Code with respect to teacher preparation. Among its many provisions, it clarified that an individual who earned a bachelor's degree at an institution of higher education that was in the process of gaining full regional accreditation is eligible to enter a teacher education program and earn their credential.

Further, the law now defines "regionally accredited" – as it applies to institutions of higher education with teacher preparation programs – in one of two ways. "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. "Regionally accredited" can also refer to an institution of higher education that held pre-accreditation status at the time the degree of an applicant for a credential was conferred if that institution achieved full accreditation status within five years of earning pre-accreditation status. It also defines "regionally accredited" to include community or junior colleges that confer baccalaureate degrees and are regionally accredited by one of the seven accrediting agencies mentioned above or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Education Code Section 44259 defines the requirements for the preliminary multiple subject, single subject, and the education specialist credential. AB 320 made changes to Education Code Section 44259.1 (d) (1) governing preliminary multiple subject, single subject, and education specialist programs, as follows:

(d) A postbaccalaureate program of professional preparation may only be offered by a regionally accredited institution of higher education. These programs shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited institutions of higher education. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the regionally

accredited institutions of higher education and local public elementary and secondary school districts.

This language clarifies that only regionally accredited institutions of higher education may offer preliminary multiple, single, and education specialist programs. Separate sections of California Education Code (44325-44329) govern intern programs offered by local education agencies.

Impact on Student Teaching-Based Preliminary Multiple, Single, and Education Specialist Programs

The recent changes in the law clarify that student teaching-based programs in California must be offered by a regionally accredited institution of higher education (IHE) and that the intern option is allowed for local education agencies (LEA). Pursuant to 44259 (d) (1), and in keeping with the Commission adopted standards for the preliminary multiple subjects, single subject, and education specialist preparation programs, as well as with the Common Standards, all teacher education programs require a close partnership with local public elementary and secondary school districts in the implementation of their program. LEAs interested in offering student teaching-based programs, including residency programs, as the *program sponsor* may seek to establish a regionally accredited institution of higher education and apply for initial institutional approval by the Commission as such. A few examples of LEAs that have successfully undertaken this process exist in California.

Student teaching-based programs include teacher residency programs. It is important to note that residency programs and intern programs are not the same. They differ in significant ways, mainly that intern candidates are employees of the district and teachers of record whereas residents (candidate enrolled in teacher residency pathways) are student teachers in a year-long student teaching placement. By design, teacher residency programs require that the institution of higher education and the local education agencies with which it partners share responsibilities for the critical operation and success of the program.

Over the past few years, and in the 2021-22 budget year, the state has invested significant state resources in the development and implementation of student teaching-based residency programs. This high-quality pathway offers strong preparation to help address the state's significant teacher shortage. These resources are allocated to local education agencies to support the IHE/LEA partnership. It is important to note that while the state investment is at the LEA level as the grant recipient, the law requires that the program sponsor for such programs be a regionally accredited institution of higher education. Regardless of the source of funding, the law requires that only institutions of higher education approved by the Commission may be authorized to serve as the program sponsor for multiple subjects, single subject, or education specialist teacher residency programs. As such, for teacher residency programs, as well as other student teaching-based pathways, it is the institution of higher education that enrolls the candidate in the program and ultimately recommends them for the credential, and not the local education agency partner.

Any student teaching-based program, including a teacher residency pathway, submitted for initial program review after January 1, 2022 (the effective date of AB 320) by a local education agency will not be accepted. LEAs must partner with Commission approved institutions of higher education that are authorized by the Commission to offer a residency-based program of teacher education. Programs that were submitted by LEAs for a teacher residency pathway prior to January 1, 2022 and

that partner with a regionally accredited institution of higher education will be reviewed and if they are deemed to meet the standards and program requirements, will be moved forward to Committee on Accreditation (COA) for consideration and approval. Any LEA student teaching-based programs approved before January 1, 2022, may continue to operate after January 1, 2022, as long as a partnership with an IHE exists.

Important Dates:

January 1, 2022

Background:

AB 130 (Medina) was signed by the Governor on October 9, 2021, effective January 1, 2022.

Sources:

[AB 130 \(Chap. 663, Stats. 2021\)](#)

Contact Information:

Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).