

California Commission on Teacher Credentialing



Request for Applications For Teacher Residency Capacity Grants

Available Funding

Teacher Residency Capacity Grant awards of up to a maximum of \$250,000 per applicant are available to support a collaborative partnership between an eligible local education agency (LEA) or a consortium of LEAs partnering with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to expand, strengthen, improve access to, or create teacher residency programs. The funding may be used to establish new teacher residency programs that support either of the following: (a) designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (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 education agency community's diversity. Applicants should note that this funding is intended to supplement and not supplant any existing LEA and IHE teacher residency programs and efforts. A total of \$25 million was appropriated to continue the Teacher Residency Capacity Grant Program and to establish the Teacher Residency Sustainability Grant Program.

Who Is Eligible to Apply?

Eligible applicants for Teacher Residency Capacity Grants are LEAs that either have an existing partnership or are establishing a new partnership with one or more IHEs to operate a teacher residency pathway within the IHE's Commission-approved teacher preparation program to prepare residents in one of the designated shortage areas and/or diversification efforts identified above. Eligible applicants must have a CD/CDS code issued by the California Department of Education. An eligible LEA shall partner with any regionally accredited IHE with a Commission-approved teacher preparation program to develop and operate a student-teaching based teacher residency program pathway.

Only LEAs that have not been previously awarded a Teacher Residency Capacity Grant will be considered for this round of funding.

Project Period

Award announcement date through June 30, 2031, with a two-year liquidation period.

Due Date for Applications submitted electronically to the Commission

December 18, 2026, by 5:00 p.m.

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

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Request for Applications

Teacher Residency Capacity Grants

Section I: Introduction

Introduction

This Request for Applications (RFA) is to provide grant awards of up to a maximum of \$250,000 per grant to eligible local education agencies (LEAs) to support a collaborative partnership between the LEA and one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to develop the partnership's capacity to design and implement a teacher residency program within the applicant LEA for (a) special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten residents and/or (b) recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community's diversity.

Eligible LEAs must have a CD/CDS code issued by the California Department of Education and be one or more, or any combination - including a consortium - of the following:

- (a) a school district,
- (b) a county office of education,
- (c) a charter school,
- (d) a regional occupational center or programs operated by a joint powers authority or a county office of education.

The intent of the Teacher Residency Capacity Grant is to support building capacity in the collaborative LEA-IHE partnership and prepare the partnership and its members to implement and operate an effective teacher residency program within the applicant LEA or consortium. Offering a teacher residency program requires careful collaborative planning and supportive infrastructure within and between the LEA and the IHE to assure that the LEA sites that will host teacher residents are fully ready to implement this type of teacher preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor teacher residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium. Funding from this grant may be used to support these types of activities.

Local education agencies (LEAs) awarded state Teacher Residency grant funds may build capacity to support (a) residents earning a credential in designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (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 education agency community's diversity.

The Teacher Residency Capacity grant must be used to support the applicant LEA or consortium and its partner IHE in developing a 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. As required by the Commission's adopted Teacher

Preparation Program [Standards](#), the program should prepare the resident to teach the State Board-adopted academic content standards, using the content pedagogy addressed within the California frameworks. In addition, the teacher residency program should take into consideration the state's efforts regarding serving all students in the Least Restrictive Environment, applying Multi-Tiered Systems of Support, the Global California 2030 initiative, and the recent California Department of Education Statewide Literacy Initiative, as appropriate for the residency program that will be developed.

Note: The Commission plans to release an RFA annually for the next four years. In an effort to support more of California in developing a teacher residency program, LEAs that have previously been awarded a capacity grant are not eligible for this round of funding. 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.

Allowable Activities and Use of Funds

The Assembly Bill 126 authorizes the Commission to allocate up to \$25 million for teacher residency capacity and sustainability grants. It has been determined that Teacher Residency Capacity grants shall not exceed \$250,000 per grant recipient.

Sample activities that can be funded through the Teacher Residency Capacity Grants include but are not limited to: (a) planning and development of a new, collaborative LEA-IHE teacher residency program; (b) planning to expand an existing LEA-IHE collaborative teacher residency; (c) developing the LEA's/consortium's and IHE's capacity to effectively offer a teacher residency program within its local school(s); (d) developing the IHE's capacity to support a cohort model for residents in the program; and (e) developing the collaborative LEA-IHE partnership's capacity to apply for future grant funding to operate the intended teacher residency program.

Applicants should indicate their expected starting year for implementation of the teacher residency program resulting from the capacity building process in their responses to the selection criteria, as explained below.

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 students 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 significant advances the grant program (must be Commission approved).

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 approved application, 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 [information page](#) for more information about how to contact SRTAC.

Education Code [44415.71](#) extended funding for SRTAC and increased the scope of the center's work. The center will also provide support and guidance to local educational agencies on implementing teacher apprenticeship and grow-your-own preparation programs, and retention programs, including, but not limited to, the National Board for Professional Teaching Standards Certification Incentive Program pursuant to Section 44395.

Additional Information for Applicants

In making these grants available, it is the Commission's intention that grantees use these funds efficiently and effectively so that they will be prepared to implement the expanded or new teacher residency program in the applicant LEA or consortium. In addition, the partnership should consider in their planning how they will address and incorporate the [characteristics](#) of effective residencies. Applicants may also use these funds to support their readiness to develop a funding proposal for a teacher residency program in the applicant LEA or consortium under an upcoming Teacher Residency Grant competition. Additionally, in building capacity for a teacher residency program, applicants may consider how these funds can work in tandem with local efforts to apply for state and/or federal apprenticeship funding. The development of a registered apprenticeship program requires partnership with multiple educational and labor partners. As such, it is recommended that interested applicants contact SRTAC's [Educator Apprenticeship Resource Network](#) (EARN) for support in developing a pathway to a teacher residency program combined with apprenticeship.

The Teacher Residency Capacity grants are intended to prepare the LEA applicant and their IHE partner to implement or expand a Teacher Residency program. The Teacher Residency Capacity grant funding period may extend through June 30, 2031. Grantees who also apply for other Teacher Residency grant funding may continue to operate their Teacher Residency Capacity Grant and spend funds from both grants concurrently. Grantees may continue to expend funds in accordance with the approved budget and application through the liquidation phase in order to complete the planned activities described in response to the selection criteria.

In addition to being prepared to address their readiness to implement a residency program that exhibits the key [characteristics](#), LEA/IHE partnerships interested in responding to a Teacher Residency Implementation and/or Expansion RFA should be prepared to provide a plan:

- a. to provide new teacher induction support at no cost to residents once they are hired as a teacher of record (Per authorizing legislation, see [\(g\)\(3\) on Appendix A](#)).
- b. for program sustainability. Additional information on best practices for teacher residency sustainability can be found in this [report](#) published by Bank Street and the Learning Policy Institute.
- c. for developing innovative strategies that provide financial supports to residents.

Future Grant Opportunities

The Commission plans to release an RFA annually for the next four years. Future RFAs for this grant type will be announced on the Commission's [Teacher Residency Grant Program](#) page and in the [Educator Quality \(EQ\) Branch Weekly Update](#).

Additional Information for Applicants –Charter Schools and Charter Management Organizations (CMOs) Program Sponsor Alert ([Appendix I](#))

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 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 mailing address and LEA applicant name must match the fiscal agent listed on Appendix C. If awarded, this LEA name and mailing address must match the W-9/STD 204 form included in the grant award agreement.
- The fiscal agent must be from the charter school 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
September 25, 2026	Request for Applications (RFA) issued
October 23, 2026	Written questions about the RFA due to the Commission Previously posted Teacher Residency Capacity Grant Q&As
October 23, 2026	Intent to Apply due (optional)
November 6, 2026	Responses to written questions posted and distributed
December 18, 2026	RFAs must be received by the Commission by 5:00 p.m.
Dec. 21, 2026 – Feb. 11, 2027	Review of applications
February 12, 2027	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit an Intent to Apply ([Appendix B](#)) via email to TeacherResGrants@ctc.ca.gov by **October 23, 2026**. 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 Capacity Grant Questions” in the subject line by **October 23, 2026**, to: TeacherResGrants@ctc.ca.gov. Questions submitted after **October 23, 2026**, may not be answered.

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 on the [Teacher Residency Grants](#) reference page.

Acknowledgement of Receipt

Applicants who do not receive confirmation of submission within 24 hours are responsible for contacting Commission staff within one week of the application due date at TeacherResGrants@ctc.ca.gov.

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
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.
Experienced Mentor Teacher	An "experienced mentor teacher" for purposes of the Teacher Residency Capacity 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.
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.
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.
Teacher Residency Capacity 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.
Teacher Residency Program	A "teacher residency program" is a program that partners an eligible LEA or consortium 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.

Components to be Addressed in the Applicant's Response

LEAs/consortiums interested in applying for a Teacher Residency Capacity Grant must provide a narrative response to this Request for Applications (RFA) as described in the selection criteria below. In order to be considered, responses must include all of the components indicated. The response by each applicant will be evaluated based on the selection criteria detailed below. Responses to this RFA must be received by the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **5:00 p.m. on December 18, 2026**.

The following information provides guidance to applicants for organizing a complete response to the Selection Criteria of this RFA.

Responses must include an **Application Cover Page** ([Appendix C](#)) and **Program Summary (pages 1 and 2)** ([Appendix D](#)) that identifies contact persons and authorized signers at the applicant entity, along with contact information by telephone and email.

Important note: *The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.*

Following the cover page, applicants must provide a **Table of Contents** indicating where in the application each of the required responses can be found.

Selection Criteria for Applicant Responses

Directions: Provide a narrative response to each of the following selection criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant's proposed Teacher Residency Capacity Grant Program addresses the specified criteria.

Note: *In responding to this section of the criteria, applicants should carefully review the **Authorizing Legislation** ([Appendix A](#)), the **Key Characteristics of an Effective Residency Program** ([Appendix I](#)), as well as other resources relating to designing and implementing teacher residency programs to help inform the capacity building plans described within the response to the Selection Criteria. Applicants may also refer to the additional references regarding effective teacher residency approaches available on the [Teacher Residency Grants](#) reference page on the Commission's website.*

1. Provide an Overview of the Teacher Residency Partnership to be Developed between the Applicant LEA(s) and the Collaborating IHE(s) (10 points)

Provide an overview of the collaborative partnership to be developed under the Teacher Residency Capacity Grant program. A complete response will address all of the following:

- a) The LEA or consortium's rationale for applying for a Teacher Residency Capacity Grant, and
- b) The LEA or consortium's intended IHE partner(s) that has a Commission-approved educator preparation program in the targeted credential area and the reasons for selecting the identified IHE(s). This reasoning may include factors such as geographic location, building upon existing partnerships, a description of how the LEA and IHE will reciprocally support each other with existing needs, etc.

2. Describe the Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversify the Teacher Workforce of the LEA(s) to Match the LEA(s) Community's Diversity (15 points)

Describe and provide data to support the local need for planning and implementing a teacher residency program to: (a) support residents in one of the designated shortage fields including special education, bilingual education, computer science, STEM, TK, or kindergarten and/or (b) meet local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects the LEA community's diversity. Descriptions must include but are not limited to (1) a description of prior efforts to meet local needs; (2) current needs; and (3) the specific needs to be addressed in the proposed Teacher Residency Capacity Grant Program, including:

- a) The number of special education, STEM, bilingual education, computer science, TK and/or kindergarten teachers currently serving on less than a preliminary teaching credential.
- b) Demographic gaps between students and teachers within the LEA.

Complete both pages of [Appendix D](#), which requires applicants to provide:

- The target number of residents to be served annually.
- The schools in which residents would potentially be placed.
- The rationale for the selection of the identified target schools.

3. Describe the Components of the Capacity Building Process to be Implemented Through the Teacher Residency Capacity Grant Program (20 points)

Describe each of the following:

- a) How the partnership will design, develop the capacity for, and be ready to implement an expanded or new Teacher Residency Program in the applicant LEA or consortium. Applicants may provide a table indicating the range of planning/capacity building activities and the participants from the LEA and the IHE as applicable to each planned capacity building activity in response to this criterion. This design should include activities

that will result in a deep partnership and a sustainable model such as: a shared vision, a recruitment strategy that will increase the LEA's resident teacher retention rates, an MOU between the LEA and IHE, a plan for program evaluation, a vision of an effective program completer, a financial model, recruitment/selection plans, etc. Additional information on best practices for teacher residency sustainability can be found in this [report](#) published by Bank Street and the Learning Policy Institute.

- b) The plan for creating new or building upon existing structures to recruit, select, and train mentors while maintaining consistency with the Commission's program standards. This plan may include expanding the current process for selecting mentors to support student teachers, borrowing elements from a new teacher induction program, utilizing existing specialist/coach support models, including teachers certified by the National Board for Professional Teaching Standards, etc.
- c) How the teacher residency program would assure that residents have opportunities to work with students in an experienced [mentor teacher's](#) classroom.
- d) The plan for designing a cohort model approach within the Teacher Residency Program.
- e) The plan to determine how the existing Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education will be modified to work specifically with the partner LEA(s), or how the new Teacher Residency Program at the IHE will be tailored to work specifically with the partner LEA(s), as applicable. Plans may also include, but are not required to incorporate, strategies to eliminate duplicative coursework for competencies that are met during the residency placement, development of Integrated Undergraduate Teacher Preparation pathways, etc.
- f) If the lead LEA identified in this application is considering applying for apprenticeship funding, describe the initial thinking around how the structure of the proposed residency program will align with the requirements of a registered apprenticeship.

4. Key Program Personnel and Shared Program Governance (15 points)

Provide each of the following:

Provide a chart or graphic that identifies the management staff from the LEA and/or the consortium and the IHE(s) who will be responsible for the shared overall management of the Teacher Residency Capacity Grant, including position title, roles and responsibilities, and only the portion of staff member's full time equivalent (FTE) that is being devoted to capacity grant activities. When considering staff member's 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.

On this chart, identify (with name, title, and FTE) which staff will be responsible for:

- i. the overall management of the Teacher Residency Capacity Grant,
- ii. the fiscal management of the program, and
- iii. assuring that the Teacher Residency Capacity Grant functions as a consistently shared responsibility between the LEA or consortium and the

partner IHE(s).

- a) Identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the Teacher Residency Capacity Grant Program. For example, these other key staff could include individuals serving within the planned program such as mentor teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are or will be critical to the successful implementation of the planned Teacher Residency program.
- b) Describe broad constituent involvement during capacity building. This is encouraged and is a best practice as LEA and IHE partnerships consider the sustainability of a teacher residency program after the grant is completed. Representatives from constituent groups such as IHE program faculty, LEA Human Resources staff, LEA leadership, LEA site administrators, and LEA union leadership, among others, should participate in designing an innovative and comprehensive staffing plan that includes program completion for residents, hiring of residents, and a plan to retain them. (Per authorizing legislation, see [\(i\)\(i\) of Appendix A](#).)
- c) Complete both pages of [Appendix E](#), which requires applicants to provide an assurance that, if funded, they will adhere to all programmatic activities and budgets included in this application.

5. Timelines and Assurances (10 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide support for capacity building in preparation for implementing a teacher residency pathway within the applicant LEA or consortium.

- a) Applicants must provide a statement of assurance that, if funded, they will respond to the Commission's requirements to collect and submit data as required. Data requests include but are not limited to credential areas explored, successes, challenges, lessons learned, and the potential to apply for residency grants.
- b) Applicants should indicate the expected timelines for all of the following:
 - i. Completion of the planning and capacity building process.
 - ii. Recruitment of the initial cohort of Residents for the Teacher Residency Program.
 - iii. Enrollment of the initial cohort of Residents in the IHE Teacher Residency preparation pathway.
 - iv. The starting school year for the first cohort of Residents (e.g., 2027-28).

Note: Applicants may submit a table of expected timelines in response to this criterion.

6. Statutory Priority Points (up to 10 points total)

Applicants must fill out and submit the Statutory Priority Points form ([Appendix F](#)). These statutory points are dictated by the authorizing legislation.

7. Budgets and Budget Narratives for the Capacity Grant (20 points)

Provide a Budget Summary and narrative ([Appendix G](#)) for the proposed Teacher Residency Capacity Grant.

In the budget narrative, applicants must explain how each of the costs was determined/calculated. 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 Capacity Grant when determining costs to be funded by the grant.

Summary Review of the Selection Criteria

Application Component	Maximum Points
1. Overview of the Teacher Residency Partnership to be Developed Between the Applicant LEA(s) and the Collaborating IHE(s)	10
2. Local Need	15
3. Components of the Planned Capacity Development Process	20
4. Key Program Personnel and Shared Program Governance	15
5. Timelines and Assurances	10
6. Statutory Priority Points	10
7. Budgets and Budget Narratives for the Capacity Grant	20
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 Capacity 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.

The Commission plans to release an RFA annually for the next four years. Historically, the Teacher Residency Capacity Grant Program is competitive, and as such there will be a strict technical review.

During technical review, consideration will be given in this order to applications from LEAs/consortia that:

- Are not currently operating a teacher residency program.
- Have not previously been awarded a Teacher Residency Capacity Grant. In an effort to support more of California in developing a teacher residency program, LEAs that have previously been awarded a capacity grant are not eligible for this round of funding.
- Are located in geographic regions previously under-represented by grant-funded teacher residency programs.

And that:

- Strictly adhere to the page numbers requested in the RFA,
- Require minimal revision,
- Respond to all required elements of the RFA,
- 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.

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

- Appendix C, Cover Page and Contact Information
- Component 1. Overview of the Teacher Residency Partnership to be Developed Narrative
- Component 2. Local Need for Identified Shortage Areas OR to Diversify the Workforce Narrative
- Appendix D, Program Summary (2 pages)
- Component 3. Description of the Components of the Capacity Building Process to be Implemented Narrative
- Component 4. Key Program Personnel and Shared Program Governance Chart/Graphic and Narrative
- Appendix E, Partnership Agreements
- Component 5. Timelines and Assurances Narrative and/or Table
- Appendix F, Statutory Priority Points
- Component 6. Budgets and Budget Narrative (Appendix G)

All emailed applications must be received at the Commission by **5:00 p.m. on December 18, 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 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 must be submitted as one combined PDF with all pages formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a standard font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of an application narrative is not more than 30 double-spaced or 15 single-spaced pages, not including required appendices, forms, and budget information. 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 and rated according to the scoring criteria provided in the RFA.

A recommendation for awarding the grants will be made to the Commission's Executive Director. Selected grantees will receive a grant award letter from the Commission and grant acceptance conditions to be signed and returned to the Commission. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

Grantees will be expected to make appropriate progress in implementing the program planning process according to the operational plan provided in the funded application. Additionally, grantees will be expected to provide data when annual reports are requested by the Commission. Failure to comply with funding terms or reporting requirements for all grants funded for an institution could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments. Upon approval of the application, the first payment will be 90 percent (90%) of the total budget amount, and the second payment will be 10 percent (10%) of the total budget amount. The second payment will be provided to grantees after the program has completed its activities.

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 and sustainability 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 and sustainability grants to be awarded and the amount of the applicable grants.

(B) Notwithstanding subparagraph (A), individual capacity and sustainability grants shall range between one hundred thousand dollars (\$100,000) and three hundred thousand dollars (\$300,000) per grant recipient, depending on the size of the program.

(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.

Education Code §44415.9 provided \$250 million of additional funding for the Teacher and School Counselor Residency Grant Programs as follows:

(a) (1) For the 2026–27 fiscal year, the sum of two hundred fifty million dollars (\$250,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing to augment the Teacher Residency Grant Program pursuant to Sections 44415.5 and 44415.6 to support teacher and school counselor residency programs that recruit and support the preparation of teachers and school counselors. 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) Funds appropriated pursuant to subdivision (a) shall be available for capacity and sustainability grants authorized pursuant to subdivision (s) of Section 44415.5 and subdivision (t) of Section 44415.6.

(c) It is the intent of the Legislature that the commission utilizes the grant management system developed pursuant to subdivision (c) of Section 44400.03 to streamline the Teacher Residency Grant Program application and administration with other educator recruitment and retention programs administered by the commission.

(d) 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, for the 2026–27 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 2026–27 fiscal year.

Fillable RFA Appendices

Appendix B Intent to Apply for a Teacher Residency Capacity 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 Capacity 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 **the stated due date in the RFA**, 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:	
CD/CDS Code:	
Signature:	
Printed Name:	
Title:	
Date:	
Consortium application:	☐ Yes* ☐ No

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

Appendix C
Application Cover Page
Teacher Residency Capacity Grant

Note: The form below is provided for reference. The electronic version of [Appendix C](#) is available on the Commission's Grant Funded Programs 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 to 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
Teacher Residency Capacity Grant
Page 1 of 2

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 Capacity Grant to plan for a Teacher Residency program. Note: You may select any number of the residency programs listed below.

- 1. Estimate the target number of residents by credential or program type for the Teacher Residency Program to be planned under the Capacity Grant. The IHE partner(s) must already have a Commission-approved program for each residency area selected.**

Residency Area	Target Number of Residents Annually
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 here: 	
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	

Teacher Residency Capacity Program Summary
Appendix D - Page 2 of 2

2. LEA(s) and school sites where the residents would be placed during implementation of the Teacher Residency Program developed under the Capacity Grant. Please add rows if needed.

LEA(s)	School(s) for Resident Placement	Number of Residents Annually	Residency Area

3. Partner IHE(s) for the Teacher Residency Capacity Grant

Please add rows as necessary

Partner IHE	Residency Area

Appendix E

Partnership Agreements

Teacher Residency Capacity 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. A separate Appendix E must be provided for all partners in the grant. Signed MOUs are not an acceptable substitution for a signed Appendix E.

Administrative Approval from the Superintendent of the Applicant Local Education Agency (LEA)

It is expected that if the application represents a consortium, the superintendent/charter school principal 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 all portions of this application. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Capacity Grant, the LEA agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application.	
Name of Superintendent:	
LEA:	
Email Address:	
Signature:	
<i>Electronic signatures are acceptable:</i>	
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 all portions of this application. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Capacity Grant, the IHE agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application.	
Name of IHE Representative:	
Title:	
IHE:	
Signature:	
<i>Electronic signatures are acceptable:</i>	
Date:	

Appendix F

Statutory Priority Points

Teacher Residency Capacity Grant

Note: The form below is provided for reference. The electronic version of [Appendix F](#) 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 of the 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 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. If multiple schools/districts are involved, then provide the average unduplicated count.

Appendix G

Budget Summary and Narrative

Teacher Residency Capacity Grant – Page 1 of 2

Note: The form below is provided for reference. The electronic version of [Appendix G](#) is available on the Commission's Grant Funded Program website. All narrative responses and PDF appendices must be submitted as one application.

Directions: For each Teacher Residency Capacity Grant component/activity listed in the narrative descriptions of this application, please indicate the amount needed to fund the component/ If additional categories are necessary, list these in spaces provided below. All planned expenditures must be detailed in the Budget Narrative.

Reminders and Definitions:

1. The budget submitted on this form is the budget for the life of the grant period up to \$250,000.
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 or the corresponding budget narratives.

Program Component	Grant Funds Amount
LEA Personnel (Salaries)	
LEA Personnel (Stipends)	
LEA Personnel (Release time)	
IHE Personnel (Salaries)	
IHE Personnel (Stipends)	
IHE Personnel (Release time)	
Mentor Teacher Professional Development/Training	
Mentor Teacher Stipends	
Mentor Teacher Release Time	
Travel for LEA Personnel	
Travel for IHE Personnel	
Consultants/Technical Support Provider	
Program Administration	
Other (describe below)	
GRAND TOTALS	

Appendix G
Budget Summary and Narrative
Teacher Residency Capacity Grant – Page 2 of 2

Budget narrative: For each budget category with requested grant and matching funds indicated above, please provide a description of each program component, including cost breakdown (i.e., how the funding amounts were calculated). For example, if \$20,000 is requested for Mentor Teacher Professional Development/Training, provide a justification for why that amount is appropriate. A grantee could write, “Ten mentor teachers will receive professional development/training at \$2000/mentor in preparation to support ten residents.”

If funds are not being requested in a budget category, please leave blank.

1. LEA Personnel (Salaries)
2. LEA Personnel (Stipends)
3. LEA Personnel (Release time)
4. IHE Personnel (Salaries)
5. IHE Personnel (Stipends)
6. IHE Personnel (Release time)
7. Mentor Teacher Professional Development/Training
8. Mentor Teacher Stipends
9. Mentor Teacher Release Time
10. Travel for LEA Personnel
11. Travel for IHE Personnel
12. Consultants/Technical Support Provider
13. Program Administration
14. Other
15. Other
16. Other

Appendix H

Budget Definitions

Teacher Residency Capacity Grant

Directions: For each of the line-item budget categories on the Budget Form, provide a Budget Narrative that details how the total was calculated. Below are clarifications of what type of information should be included for each line item.

LEA Personnel (Salaries): Use this line item for any salary costs for LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

LEA Personnel (Stipends): Use this line item for any stipends paid to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

LEA Personnel (Release Time): Use this line item for the costs of providing release time to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

IHE Personnel (Salaries): Use this line item for any salary costs for IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

IHE Personnel (Stipends): Use this line item for any stipends paid to IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

IHE Personnel (Release Time): Use this line item for the costs of providing release time to IHE personnel for their non-program administration work within the Teacher Residency Capacity Grant program.

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

Mentor Teacher Stipends: Use this line item for costs relating to providing stipends to Master/Mentor teachers to help prepare them to serve as Master Teachers/Mentors to the Residents who will be co-teaching in their classrooms.

Mentor Teacher Release Time: Use this line item for costs relating to providing release time to Master/Mentor teachers to help prepare them to serve as Master Teachers/Mentors to the Residents who will be co-teaching in their classrooms.

Travel for LEA Personnel: Use this line item for travel costs for LEA personnel relating to participating in the activities of the Teacher Residency Capacity Grant Program.

Travel for IHE Personnel: Use this line item for travel costs for IHE personnel relating to participating in the activities of the Teacher Residency Capacity Grant Program.

Consultants/Technical Support Provider: Use this line item for the costs of working with expert consultants to help plan and design the expanded or new teacher residency program, assist with providing training or other professional development to staff, and assist with other capacity-building related activities to help develop the capacity of the LEA-IHE partnership to implement the planned teacher residency program.

Program Administration: Use this line item for costs relating to management and administration of the Teacher Residency Capacity Grant. The 5% restriction on program administration does not apply to the Teacher Residency Capacity Grants.

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.

Appendix I
Commission on Teacher Credentialing
Program Sponsor Alert (PSA 21-03)
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 on 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 subject, 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 subject, 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 Division of Standards, Accreditation, and Workforce Investment is available at the [Preparation Program Sponsors webpage](#).