California Commission on Teacher Credentialing

Request for Applications
School Counselor Residency Implementation Grant Program

Available Funding

Grant awards of up to $40,000 per resident participating in the School Counselor Residency Implementation Grant Program are available for the purpose of creating or implementing LEA/IHE partnerships to operate a Commission-approved school counselor residency pathway. Implementation efforts must include local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor 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 school counselor residency programs and efforts.

Who Is Eligible to Apply?

Eligible applicants for School Counselor Residency Implementation Grants are local education agencies (LEAs), or a consortium of LEAs, currently working or planning to work in partnership with one or more Commission-approved preparation programs offering preparation in school counseling within a regionally accredited institution of higher education (IHE) that is planning to operate a school counselor residency pathway. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). Per Education Code §44415.6, 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 funds 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:
December 11, 2026, by 5:00 pm

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

Table of Contents

Section I: Introduction **3**

Introduction 3
Allowable Activities and Use of Funds 4
Non-Allowable Activities and Use of Funds 4
Information for Applicants – Program and Resident Obligations 5
Information for Applicants – Statewide Residency Technical Assistance Center 6
Future Grant Opportunities 7
Information for Applicants – Charter Schools and Charter Management Organizations 7
Key Dates in the Application Process 7
Notice of Intent to Apply 8
How to Submit Written Questions about this RFA 8
Acknowledgement of Receipt 8

Section II: How to Respond to this RFA **9**
Definitions of Terms as Used in this Request for Applications 9
Components to be Addressed in the Applicant's Response 10
1. Overview of the School Counselor Residency Partnership 11
2. Local Need 12
3. The School Counselor Residency Program to be Implemented 14
4. Key Program Personnel and Shared Program Governance 14
5. Sustainability 15
6. Budgets and Budget Narrative, Including Matching Funds 15
7. Statutory Priority Points 16
8. IHE Partnership Letter(s) 16
9. Grant Stewardship and Accreditation Status 17
Summary Review of the Selection Criteria 17

Section III: Application Submission and Process for Application Review **18**
How to Submit the Application 18
Format and Length of the Application 18
Application Review and Award Processes 18
Funding Considerations 19
Appendix A Authorizing Legislation 20
Appendix B Intent to Apply 27
Appendix C Application Cover Page and Contact Information 28
Appendix D Program Summary 29
Appendix E Assurance Statements and Partnership Agreements 31
Appendix F Budget Definitions 33
Appendix G Budget Overview and Narrative Form 34
Appendix H Statutory Priority Points 39
Appendix I Grant Stewardship and Accreditation Status 40
Appendix J Resources on Sustainability in Residency Programs 41

Request for Applications
School Counselor Residency Implementation Grant Program
Section I: Introduction

Introduction

This Request for Applications (RFA) is to provide grant awards of up to $40,000 per school counselor candidate in a residency program within the jurisdiction of the LEA grant recipient. 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 School Counselor Residency Program in partnership with a Commission-approved pupil personnel services preparation program specializing in school counseling (PPS – SC) offered by a regionally accredited Institution of higher education (IHE).

The intent of the School Counselor Residency Implementation Grant Program is to support the development and implementation of a new school counselor residency program. Residencies funded by the School Counselor Residency Implementation Grant Program may support residents in meeting local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor workforce that reflects a local education agency community's diversity.

The School Counselor Residency Implementation Grant Program must support the applicant LEA in developing and/or implementing a residency program that addresses all preparation requirements for a pupil personnel services credential specializing in school counseling, as well as preparation for working as a school counselor 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.

As required by the Commission's adopted Pupil Personnel Services School Counseling Program Preconditions, Program Standards, and Performance Expectations, the program should prepare the resident to address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing, and effective learning environments. In addition, the school counselor residency program should take into consideration the state's efforts to: establish educational opportunities of equity and culturally responsive practices to promote each student's academic success and well-being; recognize, respect, and utilize each student's strengths, experiences and background as assets for teaching and learning; confront and alter biases of student marginalization, deficit-based schooling, and low expectations; provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they might contribute to, or detract from, school success; increase awareness of mental health programs and services to address barriers; and foster a positive school culture and climate that can enhance the safety and well-being of all students.

Implementation efforts must include a collaborative partnership between the LEA and IHE(s) as there are both individual and shared responsibilities for each entity. For example, 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 pupil personnel services credential upon the residents' completion of the IHE program. Shared roles between both partners include the joint completion of reporting requirements, recruiting efforts, and support for residents during and beyond the school counselor residency program year.

California Education Code §44415.6 (Appendix A) authorizes the Commission on Teacher Credentialing (Commission) to provide competitive grants to eligible entities for School Counselor Residency Grants. In summer 2023, Senate Bill 114 amended education code, as seen in Appendix A. Applicants familiar with the previous legislation related to the School Counselor Residency Grant Program should take note of the updated per-resident funding, service requirement, and grant repayment language.

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,
- school counselor preparation costs,
- stipends for mentor school counselors, including but not limited to, housing stipends,
- residency program staff costs,
- mentoring costs following initial preparation.

Applicants operating a School Counselor Residency Grant Program may implement a residency program to support diversification efforts of the school counselor workforce, as named above.

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 School Counselor Residency Implementation Grant Program.

LEA School Counselor Residency Implementation Grant Program Obligations:

- Applicants should refer to the full text of the authorizing statute with respect to their monitoring and fiscal obligations if awarded a School Counselor Residency Implementation Grant.
    - Per subdivision (e), each resident participating in a School Counselor 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 (g), 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 partnership should consider in their planning:
    - Addressing and incorporating the Characteristics of Effective Counseling 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.
    - Creating an enrollment schedule that allows for residents to begin their clinical practice assignments on or before the first day of LEA pupil instruction and remain in the same assignment through the last day of LEA pupil instruction.
    - Establishing a hiring process or timeline that allows residents to secure employment within their residency program LEA soon after completing all school counselor preparation program/graduation requirements.
    - Working with the Statewide Residency Technical Assistance Center (SRTAC) for residency program technical assistance and support.

Participants in School Counselor Residency Implementation Grant Program Obligations:
Authorizing legislation requires a service commitment from the participants supported using grant funding. Information on these topics from the authorizing legislation, §44415.6, includes:

- A candidate in a school counselor residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in one or more schools 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 pupil personnel services credential specializing in school counseling. 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 school counseling commitment.
- If a candidate is unable to complete a school year of school counseling, 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 work as a school counselor 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.
- 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.

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 the 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 School Counselor Residency Implementation 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.

Future Grant Opportunities

Funding competitions will be announced on the Commission's School Counselor Residency Grant Program page and in the Educator Quality (EQ) Branch Weekly Update.

Information for Applicants – 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 School Counselor 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 application**. The charter school identified must be the manager of the School Counselor Residency Implementation 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 application 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 site 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 application 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 SCR Implementation Grant Q&As
October 23, 2026	Intent to Apply due
November 6, 2026	Responses to written questions posted and distributed
December 11, 2026, by 5:00 pm	**Applications must be received by the Commission**
December 14, 2026 – January 7, 2027	Review of applications
January 8, 2027	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 (Appendix B) 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 may submit questions via email with "SCR Implementation Grant Program Questions" in the subject line by **October 23, 2026,** to: SchoolCounselorResGrants@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.

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 SchoolCounselorResGrants@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
Admission in a grant funded residency program	The date when a candidate has been formally accepted into both the IHE and the LEA School Counselor Residency Program.
Cohort	A group of school counselor residents who share common experiences in coursework and/or other support services while participating in a school counselor 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 school counselor residency program AND is registered in a required IHE course for the school counselor residency program. The placement with the mentor school counselor may occur after the formal enrollment date.
Matching Funds	Actual dollars or the in-kind value of services or other expenditures from the grantee's own resources.
Mentor School Counselor	A "mentor school counselor" for purposes of the School Counselor Residency Implementation Grant Program is an LEA-employed school counselor who meets all of the following requirements: (A) Has at least three years of school counseling experience and holds a clear pupil personnel services credential with a specialization in school counseling. (B) Has a record of successful school counseling as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years. (C) Receives specific training for the mentor school counselor 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 fieldwork component of the school counselor 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.

Term	Definition as Used in this RFA
Residency Clinical Practice Enrollment	The date when a resident has been formally assigned to a placement with a mentor school counselor. The start date of the placement with the mentor school counselor must fall on or before the first day of pupil instruction at the assigned mentor's school.
Service Obligation	A requirement for School Counselor Residency Grant participants to work as a school counselor for the grantee LEA or consortium for a specified amount of time consistent with the applicable provisions of the School Counselor Residency Grant legislation.
School Counselor Residency Program	A "school counselor residency program" is a program that partners an eligible LEA or consortium with one or more Commission-approved Pupil Personnel Services preparation programs specializing in school counseling offered by a regionally accredited institution of higher education in which a prospective school counselor works at least one-half time alongside a school counselor of record, who is designated as the mentor school counselor, for at least one full school year while engaging in initial preparation coursework.
School Counselor Residency Grant Program	A state grant program authorized under the provisions of EC §44415.6 that provides funding for the development of school counselor 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 school counselor residency program addresses the specified criteria.

Documentation should provide evidence to substantiate that the applicant LEA is currently partnering with a viable school counselor residency pathway that meets the requirements of statute and that the applicant LEA or consortium has the capacity to implement the program along with its partner IHE(s). 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 **5:00pm on December 11, 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 on Appendix C changes.

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

Provide an overview of the school counselor residency partnership between the partner IHE(s) in collaboration with the LEA or consortium. The response to this question should only include 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 regarding school counselors, etc. need not be included.

Note: Partner IHE(s) must have a Commission-approved pupil personnel services preparation program specializing in school counseling, which the proposed School Counselor Residency Implementation Program will address.

a) Describe the factors that will make the LEA and IHE partnership effective in operating a school counselor residency program. Responses may include, and 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 school counselor residency program (whether grant or locally funded), provide evidence of the success of the currently operational residency program in producing fully credentialed school counselors for California public schools. If not applying to expand an existing school counselor 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 school counselor 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 the school counselor 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 resources 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 academic year of experience working with their mentor school counselor (at least 50% of each week across the year, from the first day to the last day of pupil instruction) and completion of the school counselor preparation program in a timely manner. Provide links to both the LEA and IHE calendars for the academic year in which the school counselor residency program will be implemented.
f) Describe the LEA's plan to provide employment opportunities and/or other financial supports to residents (outside of grant funding) during their residency year.
g) The school counselor 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 school counseling 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. Grantees will be required to continue reporting data until all residents have completed the four-year service commitment.

Note: The list below of required data is provided **for information and planning purposes only**. ***These data categories may change as a result of any future legislation concerning the School Counselor Residency Grant Program.***

a) The number of residents proposed to be trained that support local efforts specified in Appendix A(d)(1).
b) The range of total financial support provided to residents, such as salary/stipends, or tuition support.
c) The average per-resident costs of the program, including matching funds provided by the grantee and sources of these funds.
d) Information regarding the effectiveness of the School Counselor Residency Grant Program in recruiting, developing support systems for, and retaining the residency program completers.
e) The percentage of program participants who complete the residency program and earn a pupil personnel services credential specializing in school counseling.
f) The extent to which program graduates are working as school counselors in high-need locations.
g) The number and percentage of program graduates who work as school counselors in a school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.
h) 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.
i) School counselor retention rates for program graduates within the LEA grant recipient.
j) Results from candidate and program graduate surveys of the quality of preparation they received.
k) Best practices found to be effective in implementing the program.
l) Factors promoting or hindering program implementation.
m) Lessons learned in order to inform future investments in residency programs.

2. Local Need (15 points, 1-2 pages maximum)

Describe and provide data to support the local need to implement a residency program that meets local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counseling workforce that reflects the LEA community's diversity. *It should be clear from the evidence provided that the applicant LEA currently has a plan to ensure that there will be school counseling 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:

- The average number of PPS-credentialed school counselors in the LEA/consortium across the last three years.
- The historical and expected school counselor vacancy data in the LEA/consortium.
- The target number of residents to be served annually. *Note: the number of targeted residents per year should align with the historical and expected vacancy data provided.*
- Admission, enrollment, and residency program dates.
- The schools in which residents would potentially be placed.
- The student to school counselor ratio for each identified school site.
- The rationale for the selection of the identified target schools.
- The admission date for residents.
- The enrollment date for residents.
- The residency program start and end dates.
- Identification of the partner IHE(s).

After completing Appendix D, provide a narrative response to describe and provide data to indicate the local need to implement a school counselor residency program. Descriptions should be specific to the applicant LEA or consortium and must include:

a) Authorizing legislation requires that each resident be hired as a school counselor of record upon program completion. With this mandate in mind, provide a brief description of how the vacancy data included on Appendix D ensures an employment opportunity for each projected resident to fulfill the four-year service commitment. If the LEA/consortium's vacancy data does not support the projected cohort size, provide additional data here to demonstrate this local need.
b) A description of the diversification characteristic(s) that will guide recruitment efforts. These may include but are not limited to race, ethnicity, gender, sexual orientation, ability, other protected status, socioeconomic status, education (i.e., first-generation college going), etc.
c) The demographic differences between school counselors and pupils. If quantitative data is not available, provide a brief description of why the diversification characteristic(s) 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., 2027-28, 2028-29, 2029-30, and 2030-31.

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

Provide an overview of the proposed school counselor 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 School Counselor Residency Implementation Grant Program.
b) Provide the month and year that the residency program will begin.
c) Describe the structure of the proposed residency program and how it fits within the IHE partner's existing PPS-SC preparation program timeline. Include the length (e.g., number of years) of the PPS-SC preparation program and when the yearlong residency program falls within this timeframe. For example, if the PPS-SC preparation program is more than one year long, specify which year the residency program will occur. In this response, keep in mind the PPS-SC program standards requirement is that fieldwork hours must be completed at two school levels.
d) Describe how the proposed School Counselor Residency Implementation Grant Program would build on/supplement but not supplant local/IHE efforts.
e) Provide the number of mentor school counselors needed to implement the proposed residency program.
f) Describe how the residency program will utilize existing structures to recruit, select, and train new mentors.
g) Describe how consistency and coherence will be assured across multiple school sites, grade levels (e.g., elementary vs. secondary), and school administrations.
h) Describe how the LEA and IHE partners will collaborate to eliminate duplicative coursework and fieldwork experiences.

Note: In responding to this section of the criteria, applicants should review the Characteristics of Effective Counseling 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 School Counselor Residency Implementation Grant. When considering staff member FTEs, please note that FTEs should only reflect the percentage of each staff member's time that is dedicated this the school counselor residency implementation grant activities. It is important to keep other grant funded programs in mind, as 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 applicable FTE) will be responsible for:

a) The overall management of the grant, including institutional oversight and reporting.
b) The fiscal management of the program.
c) Assuring that the School Counselor Residency Implementation 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 School Counselor Residency Implementation Program. Representatives from groups such as human resources staff, site administrators, union leadership, etc., should participate in designing an innovative staffing plan that includes hiring 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 (Appendix J) curated by the Learning Policy Institute (LPI). While these resources are specific to teacher residency programs, applicants may find relevant information to consider in the development and implementation of a school counselor residency program.

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

Important Notes

Complete and submit the Budget and Budget Narrative form (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 salary/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 for additional program administration services uncovered by program administration and staff cost funding. Per Education Code §44415.6, 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.

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 School Counselor Residency Implementation Grant program using Appendix G. On Appendix G, please 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 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 provided in was determined/calculated for both grant funds and 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 School Counselor Residency Implementation 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 school counselor 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 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 school counselor residency program, including the four-year service commitment.
b) The name(s) of the Commission-approved pupil personnel services credential program specializing in school counseling to be included in the school counselor 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 school counselor candidates in cohorts to facilitate professional collaboration among residents.
d) Provide an assurance that key IHE staff will participate in regularly occurring shared governance meetings with the LEA grantee.
e) Identify 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 PPS clear 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 accreditation status of the proposed partner IHE(s).

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 School Counselor 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 School Counselor Residency Partnership	15
2. Local Need to Diversify the Workforce (include Appendices D and E)	15
3. School Counselor Residency Program to be Implemented	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 School Counselor Residency Implementation 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 forms.

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 School Counselor Residency Partnership narrative
- Appendix E – Assurance Statements and Partnership Agreements
- Component 2. Local Need to Diversify the Workforce narrative
- Appendix D – Program Summary
- Component 3. The School Counselor Residency Program to be Implemented narrative
- Component 4. Key Program Personnel and Shared Program Governance Chart/Graphic
- Component 5. Sustainability Narrative
- Component 6. Budgets and Budget Narratives, Including Matching Funds - Appendix G
- 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 **5:00pm on December 11, 2026.** Applications not received as noted will not be accepted, reviewed, or evaluated. The Commission no longer requires paper copies of applications to be submitted.

Email the electronic copy to SchoolCounselorResGrants@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. 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 are eligible for up to four years of funding and will be expected to make appropriate yearly progress in implementing their expanded residency model, resulting in an increase in the number of school counselor 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. An end of year budget form and program report will be collected annually and will be subject to Commission review and approval.

Per authorizing legislation, if the commission is informed that more than 10 percent of sponsored school counselor residency candidates in a local educational agency's yearly program cohort failed to earn a pupil personnel services credential or meet their commitment to work as a school counselor pursuant to subdivision (k), 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 pupil personnel services credential or meet their service 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 §44415.6.

(a) (1) For the 2022–23 fiscal year, the sum of one hundred eighty-four million dollars ($184,000,000) 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 and school counselor residency programs that recruit and support the preparation of teachers and school counselors pursuant to this section. This funding shall be available for encumbrance until June 30, 2027.

(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) For purposes of this section, the following definitions apply:

(1) "Mentor school counselor" means a school counselor who meets all of the following requirements:

(A) Has at least three years of experience and holds a clear pupil personnel services credential with a specialization in school counseling.

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

(2) "School counselor residency program" means a grant applicant-based program that partners with one or more commission-approved professional preparation programs offering preparation in school counseling provided by a regionally accredited institution of higher education in which a prospective school counselor works at least one-half time alongside a school counselor of record, who is designated as the mentor school counselor, for at least one full school year while engaging in initial preparation coursework.

(c) Of the amount appropriated pursuant to subdivision (a), the commission shall determine how to prioritize funding for residency programs that serve school counselors in training. Funds allocated for teacher residencies shall be subject to the requirements of, and administered pursuant to, subdivisions (c) to (r), inclusive, of Section 44415.5.

(d) Funds allocated by the commission for school counselor residency placements shall be administered pursuant to the following:

(1) The commission shall make one-time grants to grant applicants to establish new school counselor residency programs or add school counselor residencies to existing teacher residency programs that support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor workforce that reflects a local educational agency community's diversity.

(2) Grant recipients shall work with one or more commission-accredited professional preparation programs specializing in school counseling and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for

resident school counselors 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.

(e) Grants allocated for school counselor residencies pursuant to subdivision (c) shall be up to forty thousand dollars ($40,000) per school counselor 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 (g). 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) School counselor preparation costs.
(2) Stipends for mentor school counselors.
(3) Residency program staff costs.
(4) Compensation for residents.

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

(g) A school counselor residency 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 (e).
(2) An in-kind match of program director personnel costs, mentor personnel costs, resident compensation costs, or other personnel costs related to the grant program, provided by the grant recipient.

(h) School counselor residency grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a pupil personnel services credential with a specialization in school counseling that will authorize the candidate to perform the following duties:
(A) Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.
(B) Advocate for the high academic achievement and social development of all pupils.
(C) Provide schoolwide prevention and intervention strategies and counseling services.
(D) Provide consultation, training, and staff development to teachers and parents regarding pupils' needs.
(E) Supervise a local educational agency-approved educational counseling program as described in Section 49600.

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

(A) Engaging with, advocating for, and providing support for, all pupils with respect to learning and achievement.

(B) Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all pupils, including pupils from low-income families, foster youth, homeless youth, undocumented youth, pupils with disabilities, and pupils at all levels of academic, social, and emotional abilities.

(C) Using multiple sources of information to monitor and support strategies to improve pupil behavior and achievement.

(D) Collaborating and coordinating with school and community resources.

(E) Promoting and maintaining a safe learning environment for all pupils by supporting the provision of restorative justice practices, positive behavior interventions, and support services.

(F) Intervening to ameliorate school-related problems, including issues related to chronic absences.

(G) Using research-based strategies to reduce stigma, conflict, and pupil-to-pupil mistreatment and bullying.

(H) Improving school climate and pupil well-being.

(I) Enhancing pupils' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.

(J) Providing counseling interventions and support services for pupils classified as English learners, eligible for free or reduced-price meals, or foster youth, including enhancing equity and access to the education system and community services.

(3) Prepare candidates to work as a school counselor in a school within the jurisdiction of the grant recipient in which they will work and learn the school culture and climate of the grant recipient.

(4) Group school counselor candidates in cohorts, to the extent practicable, to facilitate professional collaboration among residents, and ensure candidates are enrolled in a professional development program that is organized to support a high-quality school counselor learning experience in a supportive work environment.

(5) (A) For grants awarded during and after the 2023–24 fiscal year, provide a minimum compensation package, which can 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).

(i) To receive a grant that supports school counselor residencies, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(j) When selecting residency grant recipients that include school counselors, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for school counselors, and to propose to establish or expand a residency program that recruits, prepares, and supports school counselors to work 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 school counselor 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.

(k) (1) A school counselor candidate in a residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in one or more schools 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 pupil personnel services 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 school counselor commitment.

(3) This subdivision shall apply to any current candidate or school counselor that participates in a residency program under this section.

(l) If a candidate is unable to complete a school year as a school counselor, 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 work as a school counselor 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.

(m) 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 (r).

(n) For purposes of administering a school counselor residency grant program pursuant to subdivision (d), 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 (k).

(o) (1) If the commission is informed that more than 10 percent of sponsored school counselor residency candidates in a local educational agency's yearly program cohort failed to earn a pupil personnel services credential or meet their commitment to work as a school counselor pursuant to subdivision (k), 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 pupil personnel services credential or meet their service 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 worked as a school counselor at least one year, but less than four years, at one or more public schools in California.

(3) A candidate who obtains a waiver pursuant to subdivision (m) shall not count toward the 10-percent attrition rate.

(p) Upon confirming the amount to be recovered from the school counselor residency grant recipient pursuant to subdivision (o), 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 consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate worked as a school counselor 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.

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

(r) (1) School counselor residency grant recipients may recover from a sponsored candidate who fails to earn a pupil personnel services credential or 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 worked as a school counselor 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.

(s) School counselor residency grant recipients shall not charge a school counselor resident a fee to participate in a school counselor residency grant program.

(t) (1) Notwithstanding subdivision (d), the commission may allocate up to ten million dollars ($10,000,000) of the amount appropriated pursuant to subdivision (a) 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 create school counselor residency programs that lead to more credentialed school counselors that reflect a local educational agency community's diversity.

(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.

(u) The commission shall conduct an evaluation of the school counselor residency grants allocated pursuant to this section to determine the effectiveness of this program in recruiting, developing support systems for, and retaining school counselors, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2029.

(v) 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 2021–22 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 2021–22 fiscal year.

Assembly Bill 121 provided $66 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.

44415.9.
(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

School Counselor Residency Implementation Grant Program

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 School Counselor Residency Implementation Grant to diversify the school counselor 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 applications 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 SchoolCounselorResGrants@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 and Contact Information

School Counselor Residency Implementation Grant Program

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, 2 pages

School Counselor Residency Implementation Grant Program

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 School Counselor Residency Implementation Grant. This form may be expanded if additional pages are needed.

Important Notes:

- It is expected that once residents obtain a Pupil Personnel Services-School Counseling credential, the grantee will hire residents as school counselors of record in accordance with the local need outlined in the approved application.

- In response to Question #1, provide: (1) the average number of PPS credentialed school counselors in the LEA/consortium across the last three years, (2) the average number of school counselor vacancies across the last three years, (3) the total number of expected school counselor vacancies across the next three years, and (4) the target number of residents annually for the program.

1. Complete the following table.

Residency Area	Average Number of PPS Credentialed School Counselors in the Last Three Years	Average Number of PPS Credentialed School Counselor Vacancies in the Last Three Years	Total Number of Expected PPS Credentialed School Counselor Vacancies in the Next Three Years	Target Number of Residents Annually
Diversifying School Counselor Workforce that Reflects the LEA Community's Diversity: PPS—School Counseling credential				

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 school counselor 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 school counselor residency program and is registered in a required IHE course for the school counselor residency program. The placement start date with the mentor school counselor may occur after the formal enrollment date.	
Residency Clinical Practice Start Date: Clinical Practice Enrollment in a grant funded residency program is defined as the date when a resident has been formally assigned to a placement with a mentor school counselor. **Note, the start date of the placement with the mentor school counselor must fall on or before the first day of pupil instruction.**	
Residency Clinical Practice End Date: The end of the clinical practice assignment is the last date that the resident will be working with the mentor school counselor. **This date may not occur before the final 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., 0-2 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.

LEA(s)	School(s) for Resident Placement	Date (MM/DD/YYYY) of the first day of instruction at the school	Number of Residents Annually	Student to Counselor Ratio by School Site

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

5. Partner IHE(s) for the School Counselor Residency Implementation Grant

Partner IHE(s)

Appendix E
Assurance Statements and Partnership Agreements, 3 pages
School Counselor Residency Implementation Grant Program

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 work at least one-half time alongside a school counselor of record, who is designated as the experienced mentor school counselor, **for at least one full school year** while engaging in initial preparation coursework. (Appendix A (b)(2))
2. The Commission-approved pupil personnel services preparation program specializing in school counseling offered at the regionally accredited IHE will enroll candidates in the program and recommend them for the clear pupil personnel services credential once all requirements have been met.
3. Grantee LEAs will prepare residents to become school counselors and eventually be hired in a school within the jurisdiction of the grant recipient.
4. All residents 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 with the school year immediately following the candidate's successful completion of the preparation program and upon earning a pupil personnel services credential. (Appendix A (k))
5. The LEA will participate in SRTAC programming and events.
6. The LEA and IHE will participate in regularly occurring shared governance meetings.
7. 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. School Counselor Residency Implementation 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 school counselor residency programs.

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 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 School Counselor Residency Implementation 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 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 (or equivalent) 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 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 School Counselor Residency Implementation Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion **1-9 in Section II** of this application.

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

Appendix F
Budget Definitions

School Counselor Residency Implementation Grant Program

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

Mentor School Counselor Professional Development/Training: Use this line item for costs relating to training and/or providing professional development for school counselors who will serve as mentor school counselors to the residents working with them.

Mentor School Counselor Stipends: Use this line item for costs relating to providing stipends to mentor school counselors for preparing for their work with the residents in the program.

School Counselor 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 pupil personnel services credential preparation program specializing in school counseling.

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 School Counselor Residency Implementation Grant Program.

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

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 school counselor residency program component listed in the narrative descriptions of this appendix, indicate the number of intended School Counselor Residency Implementation 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 blank spaces in the table below to add any additional components or services not listed. All categories of planned grant funds expenditures must 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 School Counselor Residency Implementation 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 awarded, an LEA may not alter the list of approved grant funded categories or their corresponding budget narratives.
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 "Salary/Stipend for Residents."
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 School Counselor Preparation Costs (Tuition, Fees, Books, 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
School Counselor Residency Implementation Grant Program

Grant Funds

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor School Counselor Professional Development/ Training			
Mentor School Counselor Stipend (this may include housing stipends)			
School Counselor 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			
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 of funding being requested in this application: _____

Appendix G
Budget Overview Form, Page 3 of 5
School Counselor Residency Implementation Grant Program

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 $45,000 is requested for Mentor School Counselor Stipends, provide a justification for why that amount is appropriate. A grantee could write, "Ten mentor school counselors will each receive a $4,500 stipend to support ten school counselor residents."

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

1. Mentor School Counselor Professional Development/Training
2. Mentor School Counselor Stipend (this may include housing stipends)
3. School Counselor Preparation Costs (Tuition, fees, books, etc.)
4. 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.)
5. IHE Faculty Stipends
6. IHE Faculty Release Time
7. Residency Program Staff Costs
8. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose)
9. Other
10. Other

Appendix G
Budget Overview Form, Page 4 of 5
School Counselor Residency Implementation Grant Program

Matching Funds

Program Component	Actual Matching Funds	In-Kind Matching Funds	Total Matching Funds
Mentor School Counselor Professional Development/ Training			
Mentor School Counselor Stipend (this may include housing stipends)			
School Counselor 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			
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
School Counselor Residency Implementation Grant Program

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 was calculated). For example, if $5,000 in matching funds is being allocated for Mentor School Counselor Stipends, provide a justification for why that amount is appropriate. A grantee could write, "Ten mentor school counselors will each receive a grant funded stipend of $4,500 each. The grantee LEA will allocate an additional $500 each in matching funds to make the total stipend $5,000 per mentor school counselor."

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

1. Mentor School Counselor Professional Development/Training
2. Mentor School Counselor Stipend (this may include housing stipends)
3. School Counselor Preparation Costs (Tuition, fees, books, etc.)
4. 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.)
5. IHE Faculty Stipends
6. IHE Faculty Release Time
7. Residency Program Staff Costs
8. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose)
9. Other
10. Other

Appendix H
Statutory Priority Points

School Counselor Residency Implementation Grant Program

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 school counseling 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 school counseling workforce.**
   - ☐ Yes
   - ☐ No

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

2. **Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils ae 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
School Counselor Residency Implementation Grant Program

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 and/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
- Mathematics Instruction Added Authorization and 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 of higher education (IHE) 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.**

IHE Name	Commission-Approved Pupil Personnel Services (School Counseling) Preparation Program	Accreditation Decision (awarded to the unit)	Date of the Accreditation Report

Appendix J
Resources on Sustainability in Residency Programs
School Counselor Residency Implementation Grant Program

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. While these resources are specific to teacher residency programs, applicants may find relevant information to consider in the development and implementation of a school counselor residency program.

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)