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Information

Educator Preparation Committee

Update on the Statewide Residency Technical Assistance Center

Executive Summary: This agenda item presents an update on the second year of implementation of the Statewide Residency Technical Assistance Center Grant Program funded by 2022 legislation.

Recommended Action: For information only

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Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.
- **Goal 3.** California's educators reflect the diversity of the students they serve.
 - F. Administer grant programs that expand pathways to credentialing

Update on the Statewide Residency Technical Assistance Center

Introduction

The California state budget signed by the Governor in July 2022 included \$20 million in funding for a competitive grant to create a statewide technical assistance center for teacher and school counselor residency programs. Per authorizing legislation, eligible applicants for this grant program were local education agencies, with a preference for those with experience administering residency programs. Consideration was also given to applicants that demonstrated an ability to disseminate information and expertly advise and support residency program leaders in a large and widely diverse field of best practices to minimize costs to program participants and develop sustainability plans.

In August 2023, the Commission on Teacher Credentialing (Commission) awarded the grant to Santa Clara County Office of Education to operate the Statewide Residency Technical Assistance Center (SRTAC). Santa Clara County Office of Education partnered with Humboldt, Sacramento, San Diego, and Tulare County Offices of Education to establish regional hubs. Collectively, these five regional hubs collaborated to develop a localized system of support to serve the state.

Authorizing legislation requires the Commission to submit a report to the Governor and appropriate policy and fiscal committees of the Legislature on the impact of the statewide technical assistance center by December 31, 2029. In preparation for this report and as stated in the request for applications, annual expenditure reports and data will be collected from SRTAC related to the technical assistance provided to local education agencies and educator preparation programs. This agenda item includes data on the use of the first two disbursements of grant funds and the support being provided across the state.

Background

The Statewide Residency Technical Assistance Center Grant Program was included in the 2022-23 state budget to establish a statewide support network for successful residency program implementation and sustainability. Authorizing legislation provided \$20 million for a statewide technical assistance center to support teacher and school counselor residency programs. Per statute, the framework and technical assistance should leverage and build upon existing technical assistance offerings disseminated by local education agencies (LEAs), nonprofit organizations, institutions of higher education (IHEs), and foundations. Grant funding is available for encumbrance through June 30, 2029, including a two-year liquidation period.

In accordance with the provisions of the legislation, the technical assistance offered shall include, but not be limited to, all of the following:

- Information to the field regarding the benefits of establishing residency programs to teacher candidates, LEAs, and teacher preparation programs.
- Best practices in recruitment of residents, particularly residents who represent the diversity of the state's pupil population.

- Minimizing cost burden to residents, including leveraging Golden State Teacher Grant Program funding pursuant to Section 69617.
- Best practices in partnership and administration of residency programs between local educational agencies and teacher preparation programs.
- Scaling up and sustaining residency programs.

Statewide Residency Technical Assistance Center Design

In the approved application, Santa Clara County Office of Education (SCCOE) detailed the goal of the Statewide Residency Technical Assistance Center (SRTAC) which is to provide targeted, developmentally appropriate technical assistance to local education agencies and institutions of higher education partnerships, ensuring alignment with residency program outcomes. SCCOE first hired the SRTAC director and administrative staff. Additionally, they worked with each regional hub county office to hire staff dedicated to the operation of the center, and to design the plan to communicate with LEAs across the state.

Authorizing legislation directed the center to leverage existing technical assistance offerings disseminated by other statewide agencies, organizations, institutions, and foundations. As such, SRTAC partners with The Residency Lab, to curate support modules, and with WestEd, and UCLA to measure the effectiveness of the center’s operations.

Under SCCOE leadership and with SRTAC partners, the regional hub leadership developed a strategic plan to implement the structure described in the application and developed the tools needed to support programs in the field. The strategic plan includes systems for:

- Providing differentiated technical assistance to county offices of education (COEs), district, and IHE leadership. These tools are designed for specific audiences such as human resource departments, accounting departments, deans, site administrators, etc.
- Designing differentiated models for LEA/IHE partnerships on recruitment, awareness building, and engagement.
- Supporting a subset of programs with intensive coaching.
- Harnessing existing Residency Lab structures to offer grant application support sessions.
- Coordinating data collection efforts between the Commission, regional hubs, WestEd, and UCLA.
- Building the capacity of COE regional hubs to support the launch, scaling, and sustainability of residency programs.
- Increasing awareness of and support for residency models across the state.
- Expanding residency initiatives and addressing educator workforce shortages through established relationships and connections between local education agencies and institutions of higher education.
- Developing a Community of Practice (CoP) to study best practices for sustaining residency programs beyond the grant periods.

Table 1 presents a summary of the events offered and resources created by SRTAC during the first two years of operation. While the bulk of the work is aimed at Teacher Residency Grant

Programs, it is important to note that as the interest in the School Counselor Residency Grant Program grows, there are more resources being offered for LEAs interested in the model.

Table 1: SRTAC Summary of Support and Resources for Years 1 & 2

	2023-24	2024-25
Articles and papers published	2	3
Grant overview sessions	22	24
Resources created	45	78
Presentations to educational partners	12	18
Presentations at professional learning conferences	5	10
Region-specific events	59	47

Operational Plan

As SRTAC enters its third year of operation, the work from the first two years will continue while layering technical assistance to current and prospective teacher and school counselor residency programs in the forms of:

- Individualized intensive coaching and advising
- Resource sharing and peer coaching between programs
- Partnership engagement and facilitation
- Long-term sustainability model development
- Regional and statewide professional learning events
- Application support sessions

SRTAC continues to collaborate with the Residency Lab to design and offer differentiated support through learning modules that regional hub leads use when coaching teacher and school counselor residency programs. The modules are designed using the California Characteristics of Effective Residency programs, WestEd, and Learning Policy Institute data and research. The module titles and completion status are listed below:

- 1) Residency Foundations (completed)
- 2) Residency Implementation (completed)
- 3) Residency Integration (expected completion date of December 2025)

In early 2025, the Bill & Melinda Gates Foundation provided funding for SRTAC to launch a Sustainability Community of Practice. Through a competitive statewide process that yielded 25 applications, eight LEA–IHE partnerships were selected for their program maturity, leadership commitment, and alignment with sustainability goals. This initiative engages these partners in exploring financial and structural solutions to sustain teacher residencies beyond initial funding. The communities of practice focus on identifying systemic barriers, co-developing sustainability plans, and producing practical tools and case studies that inform future investments. This work addresses a central challenge in California’s educator workforce strategy: ensuring that high-quality, diverse teacher residency programs remain viable and impactful over time.

Finally, SRTAC is taking proactive steps to connect with grantee LEAs that are not seeking technical assistance support. Regional hub leads are:

- Sending monthly group invitations as well as individualized emails to notify the LEA about events and coaching opportunities.
- Leveraging existing LEA and/or IHE relationships to connect with or be introduced to program leadership.
- Surveying program leaders to learn what programming they would find helpful.

Statewide Residency Technical Assistance Center 2024-25 Data

Annually, the Commission collects from SRTAC a report that includes information about expenditures and data on the progress of program implementation. SRTAC leadership was asked to indicate the total number of LEAs supported by each SRTAC regional hub in the 2024-25 academic year. The number of current and prospective residency programs contacted are listed in Table 2 below. When reviewing these data, please note, the figures indicate the number of unique LEAs contacted, not the total number of individual contacts. In the 2024-25 academic year, there were 534 individualized coaching sessions provided by regional hubs. Additionally, several LEAs were contacted regarding both teacher and school counselor residency programs. Examples of the support provided to LEAs follow the table.

Table 2: Number of LEAs Supported in 2024-25 by Regional Hubs

	Grant-funded TR Programs	Locally Funded TR Programs	Prospective TR Programs*	Grant-funded SCR Programs	Prospective SCR Programs*
Humboldt COE	14	1	26	0	0
Sacramento COE	16	0	1	2	0
San Diego COE	20	0	4	5	3
Santa Clara COE	47	0	6	6	1
Tulare COE	15	1	5	5	2
Totals	112	2	42	18	6

*Note: “Prospective TR/SCR Programs” are defined as LEAs in which a teacher or school counselor residency program is not currently being operated. SRTAC hub leaders meet with these LEAs to inform them of the residency model and support them as they consider applying to plan or implement a program.

When reviewing these data, it is important to remember that the school counselor residency model is new and not currently as prevalent across the state as teacher residencies. Commission and SRTAC staff are unaware of any school counselor residency programs that existed prior to grant funding, which was authorized in 2022. There are currently 16 LEAs that have been awarded capacity grants and 10 LEAs that have been awarded implementation grants by the Commission to establish school counselor residency programs.

Examples of Regional Hub Support Provided to LEAs

Examples of support provided by regional hubs to **grant-funded residency** programs during the 2024-25 academic year include:

- Hosting informational meetings about SRTAC and events (e.g., grant writing workshops, CTC office hours, and regional kick-off meetings).
- Providing group and 1:1 coaching on a variety of technical assistance and support topics, including:
 - Candidate advisement
 - Equity in residency implementation
 - Partner engagement and collaborative processes
 - Funding opportunities for sustainability

Examples of support provided by regional hubs to **locally funded teacher residency** programs during the 2024-25 academic year include:

- Engagement with residency leaders
- Grant application support
- Sustainability and funding strategies
- Partnership and program adaptation
- Program design and establishment

Examples of support provided by regional hubs to **prospective teacher residency** applicants during the 2024-25 academic year include:

- Hosting informational meetings about SRTAC and events
- Grant application support
- Partnership and collaboration enhancement
- Sustainability planning
- Program development support
- Resource sharing

Examples of support provided by regional hubs to **grant-funded school counselor residency** programs during the 2024-25 academic year include:

- Individualized intensive coaching
- Resource sharing and archiving
- Partner engagement and collaborative processes
- Sustainability assessment
- Grant application and funding support

For the 2024-25 academic year, there are no examples of support provided by Regional Hubs to **locally funded school counselor residency** programs. All school counselor residency programs contacted were funded through the School Counselor Residency Grant Program managed by the Commission.

Examples of support provided by regional hubs to **prospective school counselor residency** applicants during the 2024-25 academic year include:

- Individualized coaching and introduction to residency models

- Grant application support
- Facilitated workgroups
- Leadership support and awareness
- Funding and sustainability guidance
- Best practices on program objectives, candidate advisement, mentor selection, and recruitment.

WestEd Findings

In early 2025, WestEd published a brief, [Emerging Insights from Early Implementation of California’s Statewide Residency Technical Assistance Center](#), which documents the key findings from the formative evaluations that have driven the design and delivery of the technical assistance provided by SRTAC. In spring 2025, WestEd surveyed programs to learn more about leadership engagement, sustainability planning, and the perceived value of the technical assistance provided by SRTAC. The publication documenting the survey results will be included in the next SRTAC agenda item presented to the Commission.

UCLA Findings

UCLA will publish a research brief in late 2025 that examines how rural teacher residency programs in California are designed, implemented, and sustained to address educational inequities and meet local community needs. The brief explores how the Teacher Residency Grant Program supports residents through a full year of clinical experience, mentorship, credentialing coursework, and living stipends ranging from \$20,000 to \$35,000. The brief investigates California’s assets, challenges, and opportunities for developing rural residencies, emphasizing how these programs can reflect and strengthen local contexts. The research also highlights how universities, county offices, and district consortia are partnering to prepare and retain teachers in geographically and economically isolated regions. This publication, developed in collaboration with SRTAC, will also be included in the 2026 SRTAC agenda item presented to the Commission.

Statewide Residency Technical Assistance Center Expenditures

The full \$20 million in grant funds is being distributed to Santa Clara County Office of Education (SCCOE) in multiple payments. To date, 60 percent (60%) of the total grant funds awarded have been disbursed across two payments. Subsequent payments are intended to cover two years of SRTAC activities and will be disseminated if annual reports continue to demonstrate progress toward the implementation of the goals outlined in the funded application. The planned release schedule is as follows:

- 40 percent (40%) in July 2023
- 20 percent (20%) in July 2024
- 20 percent (20%) in July 2026
- 10 percent (10%) in July 2028
- 10 percent (10%) in December 2029*

*The final 10 percent (10%) of the total grant award will be provided to the SCCOE after SRTAC leadership has completed their portion of the report due to the Governor’s office and Legislature on or before the December 31, 2029, deadline. The report will detail the impact of

the statewide technical assistance center in providing technical assistance to LEAs and Commission-approved IHE-based educator preparation programs to implement, scale up, and sustain residency programs to support a well-trained and diverse educator workforce. Table 3 shows the grant fund expenditures through June 2025.

Table 3: SRTAC Grant Fund Cumulative Expenditures from August 2023 – June 30, 2025

Program Component	Cumulative Expenditures August 2023 - June 30, 2025
LEA Personnel (Salaries)	\$1,074,633.76
LEA Personnel (Stipends)	\$16,540.86
LEA Personnel (Release time)	\$0
IHE Personnel (Stipends)	\$0
Consultant Personnel (Stipends)	\$20,000
Travel for LEA Personnel	\$48,333.82
Software/Program Development	\$10,349
Materials	\$14,135.29
Sub Agreement: Humboldt COE	\$1,238,400
Sub Agreement: Sacramento COE	\$1,238,400
Sub Agreement: San Diego COE	\$1,238,400
Sub Agreement: Tulare COE	\$1,238,400
Sub Agreement: UCLA	\$228,000
Sub Agreement: WestEd	\$720,000
Sub Agreement: Residency Lab	\$2,160,000
Operational Costs	\$110,268.24
Indirect Costs	\$186,332.40
TOTALS	\$9,542,193.37

Next Steps

Commission staff will continue to meet monthly with SRTAC leadership, attend quarterly Steering Committee meetings, participate in research and evaluation data discussions with WestEd, as well as attend kick-off meetings and other events, as requested and scheduled. Staff will also continue partnership with the regional hub leads who attend the Commission sponsored Teacher Residency Program monthly office hours. Staff are committed to maintaining frequent contact with SCCOE and the SRTAC regional hubs and will collect annual reports that include data that will be presented to the Commission.