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Information

Educator Preparation Committee

Update on the Teacher Residency Grant Programs

Executive Summary: This agenda item presents an update on the Teacher Residency Grant Programs. WestEd is conducting an evaluation of the Teacher Residency programs and will provide an update on their evaluation to date.

Recommended Action: For information only

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Update on the Teacher Residency Grant Programs

Introduction

This agenda item presents an update on the Teacher Residency Grant Programs, one of five grant programs administered by the Commission on Teacher Credentialing (Commission), provides both the first round of data collection required by the request for proposal (RFP) and the Commission, and provides information from the WestEd evaluation for Year One of the California Teacher Residency Grant Programs.

Background

The Teacher Residency Grant Programs—Capacity, Residency, and Expansion—were included in the 2018-19 state budget to support the development, implementation, and expansion of teacher residency programs. Authorizing legislation provided a total of \$75 million for competitive grants for local education agencies (LEAs) to work in partnership with institutions of higher education (IHEs) with Commission-approved programs to offer a teacher residency pathway to earn a teaching credential in special education, STEM, or bilingual education. Of the \$75 million, \$50 million was allocated for the preparation of special education residents and \$25 million was allocated for the preparation of STEM and/or bilingual residents. Grant funding is available through June 30, 2023.

In accordance with the provisions of the authorizing statute, the Teacher Residency Grant Programs:

- Address teacher shortages in special education, STEM, bilingual, and other shortage areas.
- Help to recruit and support the preparation of more individuals in the teaching profession.
- Promote and provide support for teacher residency program models.
- Support the induction of educators into the profession.

For the purposes of the Teacher Residency Grant Programs, a teacher residency program is defined in the authorizing legislation as an LEA-based partnership between an LEA and an IHE with a Commission-approved preliminary teacher preparation program, and in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

On September 14, 2018, the Commission published the request for proposal (RFP) for the Teacher Residency Expansion Grant Program, and grant proposals were due on November 15, 2018. On October 15, 2018, the RFP for the Teacher Residency Grant program was published, and grant proposals were due January 15, 2019. Grant awards were announced for both grant programs and five programs were awarded Teacher Residency Expansion Grants, and thirty-three LEAs were awarded Teacher Residency Grants. At the [April 2019 Commission meeting](#), staff presented updates for two state-funded grant programs administered by the Commission,

including the Teacher Residency Grant Programs. The April 2019 update contained the list of LEA grant recipients, the IHE partner(s) with a Commission-approved preliminary teacher preparation program, and the planned residency credential areas, and this information can be found at the end of this agenda item in [Appendix A](#).

Teacher Residency Lab and WestEd Evaluation

In response to the award of state-funded grants to thirty-eight Teacher Residency Grant Programs, funders and advocacy organizations created the [California Teacher Residency Lab \(The Lab\)](#) to provide a system of support to accelerate the progress of teacher residencies. The CDE Foundation coordinates The Lab to ensure a common vision of high-quality research based professional development that will result in effective teacher residencies.

Eighteen Teacher Residency LEA/IHE partners committed to joining the work of The Lab in Year One; nineteen LEAs with their IHE partners committed for Year Two. The Lab has formed an Advisory Committee that includes technical assistance providers, funders, advocacy organizations, the Lab convener, strategic advisors, and WestEd. Together, these organizations created The Lab whose mission is to “Strengthen California’s capacity to provide equity-driven, clinically rich, teacher preparation and support,” reaching the vision of “California’s powerfully prepared, diverse, and thriving teacher workforce advances educational equity and justice, providing the learning supports that ensure every student reaches their full potential.” In September 2020, the CDE Foundation published a [Statement of Strategic Direction for the California Teacher Residency Lab](#).

Over the last year, Commission staff worked closely with leaders of The Lab and with WestEd. WestEd is funded by the Gates Foundation and is conducting the formative evaluation of the California Teacher Residency Grant Program. Through data sharing agreements with the Commission, and by conducting surveys, interviews, and focus groups with grantees, WestEd has examined how grantees are progressing towards the grant’s overarching goal of preparing diverse, well-prepared STEM, bilingual, and special education teachers who are hired and retained in high-need schools. A report of learnings from the grant’s first year of implementation, academic year 2019-20, is titled [Launching the California Teacher Residency Grant Program: Findings from Year 1 \(2019/20\)](#).

Part of the Commission’s role in the overall evaluation process is to gather data each year over the life of the funding, through June 2023, as outlined in the RFP. WestEd and the Commission created a memorandum of understanding (MOU) which outlined procedures, processes, and securities around data sharing. As a result, the Commission has shared the initial data gathered for Year One with WestEd, and WestEd has shared initial findings with the Commission. The data and other evaluation information in this agenda item reflects this partnership between the Commission and WestEd, and the first full year of implementation for academic year 2019-20.

Initial Data Collection

To analyze the impact of this state-funded grant program, Commission staff requested data as outlined in the RFP in the areas noted below. As the programs were only in the first year of implementation, data is not available for all the data elements requested by the RFP, and notes that follow each data set indicate as such.

- The number of residents enrolled to be trained in each of the following areas: special education, STEM subjects, and bilingual education (initial data available).
- The range of total financial support provided to residents, such as stipends or tuition support (initial data available).
- The average per-resident costs of the program, including matching funds provided by the grantee and sources of these funds (initial data available).
- Information regarding the effectiveness of the Teacher Residency Grant Program in recruiting, developing support systems for, and retaining special education, bilingual education, and STEM teachers (data available in subsequent years).
- The percentage of program participants who complete the residency program and earn a Preliminary teaching credential (initial data available).
- The extent to which program graduates are teaching in high-need subjects and locations (data available in subsequent years).
- The number and percentage of program graduates who teach in special education, bilingual education, and STEM subjects within the grant recipient (data available in subsequent years).
- The number and percentage of program graduates who teach in hard to staff schools, as determined by the grant recipient (data available in subsequent years).
- The number and percentage of program graduates who teach in a school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals (data available in subsequent years).
- 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 underrepresented groups (subsequent years).
- Teacher retention rates for program graduates within the grant recipient (data available in subsequent years).
- Residency program graduate achievement on the Teaching Performance Assessment (TPA) (initial data available).
- The percentage of program participants who complete induction and earn a Clear teaching credential (data available in subsequent years).
- Results from candidate and program graduate surveys of the quality of preparation they received (initial data available, provided by WestEd).
- Best practices found to be effective in implementing the program (initial data available, provided by WestEd).
- Factors promoting or hindering program implementation (initial data available, provided by WestEd).
- Lessons learned to inform future investments in this type of program (initial data available, provided by WestEd).

The results of data collected are described in the remainder of this item.

Teacher Residency Programs Enrollment

To understand the ebb and flow of educator preparation programs, it is important to note that not all programs begin in the fall and end in the spring, including Teacher Residency Programs. As a result, Teacher Residency Programs reported the following information regarding program start dates:

- Twenty-seven (27) grantees began a Teacher Residency Program in fall 2019;
- One (1) program began in January 2020;
- Three (3) programs began in May/June 2020;
- One (1) grantee has not determined a start date; and
- Six (6) grantees have reported a fall 2020 start date.

The following tables reflect the number of teacher residents enrolled at any time in the 2019-20 academic year, July through June.

Number of Teacher Residents Enrolled by Credential Area and Clinical Placement

For Year One of the Teacher Residency Grant Programs, LEAs reported a total of 309 teacher residents in the thirty-one programs that began a Teacher Residency Program between July 2019 and June 2020. Table 1 indicates the number and percent of teacher residents by credential area and Table 2 shows the clinical placement.

Table 1: Teacher Residents Enrolled in Special Education, STEM, and Bilingual Programs

Teacher Residency Programs Credential Areas	Program Year 1 (n = 309)	Percent
Special Education	142	46%
STEM	100	32%
Bilingual	67	22%

Table 2: Clinical Placement of Enrolled Teacher Residents

Teacher Residents Clinical Placement	Program Year 1 (n = 309)	Percent
TK/2 Bilingual	36	13%
K/6 Bilingual	12	4%
Subject Specific Bilingual	9	3%
Math	32	10%
Science	64	21%
Special Education, Elementary	87	28%
Special Education, Secondary	49	16%
Other	17	5%

Number of Teacher Residents Enrolled by Race/Ethnicity and Gender

For the Year One reporting cycle, LEA grantees reported the number of teacher residents by self-identified race, ethnicity, and gender. Tables 3 and 4 provide this information.

Table 3: Race/Ethnicity of Enrolled Teacher Residents

Teacher Residents Race/Ethnicity	Program Year 1 (n = 309)	Percent
Asian	30	10%
Black/African American	10	3%
Filipino	6	2%
Hispanic/Latinx	144	47%
White	79	25%
Multiracial	16	5%
Not Reported	24	8%

Table 4: Gender of Enrolled Teacher Residents

Teacher Residents Gender	Program Year 1 (n = 309)	Percent
Female	228	74%
Male	73	24%
Non-binary	2	1%
Not Reported	6	1%

Teacher Residency Programs Completers

In addition to providing information about candidates enrolled in the Teacher Residency Programs, LEA grantees were required to provide data regarding the successful completion of the preparation program. Tables 5 and 6 provide data regarding the number of completers from programs that had a fall 2019 start date, and reasons for residents who did not complete the program.

For review of this data, it is important to note that of the twenty-seven Teacher Residency Programs with a fall start, fourteen programs enrolled teacher residents pursuing an Education Specialist credential, and many Education Specialist preparation programs are longer than one academic year. Thus, these teacher residents will not be noted as completers until Year Two data is collected. Additionally, it is significant to remember that COVID-19 occurred as teacher residents were entering the second half of the program, and it is expected that this pandemic has had an effect on completers in educator preparation programs, including Teacher Residency Programs.

Table 5: Teacher Residency Program Completers

Teacher Residency Program Completers	Program Year 1 (n = 220)	Percent
Residents Enrolled in Fall 2019	220	100%
Fall 2019 Enrollees Completed	153	70%
Fall 2019 Enrollees Not Completed	67	30%

Table 6: Teacher Residency Program, Reasons for Not Completing

Teacher Residents Gender	Program Year 1 (n = 67)	Percent
Education Specialist Program (18 month)	36	53%
Other	14	20%
Exited Program	7	10%
Did Not Pass Required Exam	5	7%
Unreported	4	5%
Program Sponsored Variable Term Waiver (PS VTW)	1	1%

Teacher Residency Completers Racial Diversity Compared to LEA and State Data

LEA grantees reported racial diversity of completers, and WestEd compared this information to two sets of data: (1) the race/ethnicity of PK-12 teachers in the grantee LEA and statewide, and (2) the race/ethnicity of the PK-12 students in the grantee LEA and statewide. Tables 7 and 8 show this data.

Table 7: Race/Ethnicity of Teacher Residency Program (TR) Completers Comparison to PK-12 Teachers in Grantee LEA and Statewide Data

Race/Ethnicity	TR Completers	Teachers in TR LEAs	Teachers Statewide
Asian	10%	9%	6%
Black/African American	3%	8%	4%
Filipino	3%	2%	2%
Hispanic/Latinx	45%	33%	21%
Multiracial	7%	1%	1%
White	30%	41%	62%
Other	0%	1%	1%
Not reported	3%	5%	4%

Table 8: Race/Ethnicity of Teacher Residency Program (TR) Completers Comparison to PK-12 Students in Grantee LEA and Statewide Data

Race/Ethnicity	TR Completers	Students in TR LEAs	Students Statewide
Asian	10%	6%	9%
Black/African American	3%	7%	5%
Filipino	3%	2%	2%
Hispanic/Latinx	45%	70%	55%
Multiracial	7%	2%	4%
White	30%	11%	22%
Other	0%	1%	1%
Not reported	3%	1%	1%

Teacher Residency and Teacher Performance Assessment (TPA)

Additional data required of the LEA grantees as outlined in the RFP include the results of Teacher Performance Assessment (TPA) pass rates for teacher residents. Tables 9 and 10 provide this information.

For review of this data, it is important to note that teacher residents in Education Specialist credential programs are not required to take and pass a Teacher Performance Assessment (TPA). For purposes of this report, only Multiple Subject and Single Subject Bilingual, and STEM teacher residents were required to take and pass the TPA as part of the credential requirement.

Table 9: Teacher Performance Assessment (TPA) Pass Rates—CalTPA

CalTPA # of Attempts	Passed	Postponed due to COVID	Not Passed
0	NA	11	3
1	28	16	3
2	3	2	0
Totals	31	39	6

Table 10: Teacher Performance Assessment (TPA) Pass Rates—edTPA

edTPA # of Attempts	Passed	Postponed due to COVID	Not Passed
0	NA	12	1
1	53	0	3
2	7	2	0
Totals	60	14	4

Teacher Residency Program Costs

The last of the data required of the LEA grantees that could be collected in Year One includes the range of total financial support provided to teacher residents, such as stipends or tuition support, and the average per-resident costs of the program including matching funds provided by the grantee and the sources of these funds.

Table 11 shows the types of financial support that the Teacher Residency Programs provided to residents and the overall costs of those supports. It is important to remember that the costs in Table 11 reflect grant and matching funds expended for residents who entered the program in the fall 2019, in January 2020, and in May/June 2020. Thus, not all spending on residents has spanned an entire year. Additionally, not all spending was proposed for only Year One; for example, many LEAs proposed matching funds in subsequent years for such supports as induction and signing bonuses. With this said, over \$9.5 million dollars of grant and matching funds have been expended in Year One of the Teacher Residency Grant Programs on 309 residents who enrolled in the programs for an average of \$31,221 per resident.

Table 11: Teacher Residency Program: Grant and Matching Funds Ranges of Financial Support

Type of Support	Grant Funds	Matching Funds
Teacher Preparation Costs (tuition, fees, etc.)	\$796,670	\$1,092,507
Salary/Stipends for Residents	\$2,198,922	\$500,929
TPA and/or Other Exam Fees	\$6,252	\$9,926
Other (signing bonuses, etc.)	\$0	\$46,458
Master/Mentor Teacher Professional Development/Training	\$239,040	\$115,448
Master/Mentor Support/Stipend/Release Time	\$526,548	\$571,136
Faculty Stipends/Release Time	\$124,359	\$256,615
Induction Support for Residents Who Complete the Program	\$88,740	\$470,700
Program Administration	\$165,456	\$929,472
Other	\$154,247	\$1,353,942
Totals	\$4,300,234	\$5,347,133

WestEd Evaluation Initial Findings

WestEd conducted a formative evaluation of the California Teacher Residency Grant Program during Year One and will continue the evaluation in Year Two. The evaluation is designed to understand how grantees are progressing toward the grant’s overarching goal of preparing diverse, well-prepared STEM, bilingual, and special education teachers who take jobs in and are retained in high-need schools.

The [full report from WestEd](#) summarizes learnings from the grant’s first year of implementation and presents early evidence on leading indicators of employment outcomes as well as findings about how central aspects of the grantee partnerships are functioning. Throughout the report, the voices of leaders in the grantee LEAs, their IHE partners, mentors, and participating teacher residents can be heard through brief vignettes.

Findings from the first year of the Teacher Residency grant programs—during the year of a pandemic—are as follows:

1. Many partnerships are beginning to make progress toward increasing the number of teachers in shortage areas, as well as the proportion of teachers of color.
2. All stakeholder groups valued the residency programs.
3. Partnerships are working to strengthen key components of their residency programs.
4. Partnerships are taking a variety of approaches toward building sustainable residency programs.
5. In the COVID-19 crisis, most residents and mentors adapted to working together in an online environment, but stakeholders are concerned about resident preparation and financial stresses for residents.

Next Steps

Staff will continue to provide technical assistance to Teacher Residency grantees, will continue to work as partners with The Lab and with WestEd, and will provide regular updates to the Commission regarding this state-funded grant program. A final report is due from the Commission to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2022.

Appendix A

Teacher Residency Grant Recipients, IHE Partners, and Planned Residency Areas

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Residency Focus
AchieveKids	Pacific Oaks College	Special Education
Bakersfield City School District*	California State University, Bakersfield	STEM; Multiple Subject Bilingual
Clovis Unified School District	California State University, Fresno	Special Education
Davis Joint Unified School District	California State University, Sacramento	Special Education
Elk Grove Unified School District	University of the Pacific	Special Education
Franklin McKinley School District	San Jose State University	Special Education; STEM
Fresno Unified School District	California State University, Fresno	Special Education; STEM; Multiple Subject with Bilingual Authorization
Humboldt County Office of Education	Humboldt State University	Special Education
Kern High School District	California State University, Bakersfield	STEM
La Mesa-Spring Valley School District	San Diego State University	Special Education; STEM; Multiple Subject with Bilingual Authorization
Los Angeles Unified School District	California State University, Dominguez Hills	Special Education; Multiple Subject with Bilingual Authorization
Los Angeles Unified School District	California State University, Los Angeles	Special Education; STEM
Los Angeles Unified School District	California State University, Northridge	Special Education; STEM
Los Angeles Unified School District	University of California, Los Angeles	STEM; Multiple Subject with Bilingual Authorization
Madera Unified School District	California State University, Fresno	Multiple Subject with Bilingual Authorization
Monterey County Office of Education	California State University, Monterey Bay	Special Education; STEM; Multiple Subject with Bilingual Authorization
Multicultural Learning Center	California State University, Northridge	Multiple Subject with Bilingual Authorization

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Residency Focus
Napa Valley Unified School District	Sonoma State University	Special Education; Special Education with Bilingual Authorization; STEM; STEM with Bilingual Authorization; Multiple Subject with Bilingual Authorization; Single Subject Non-STEM with Bilingual Authorization
Oakland Unified School District	Loyola Marymount University	Special Education
Oakland Unified School District*	California State University, East Bay University of California, Berkeley	STEM
Oxnard School District	California State University, Channel Islands	Special Education; Multiple Subject with Bilingual Authorization
Pasadena Unified School District	California State University, Los Angeles	Special Education
Patterson Joint Unified School District	California State University, Stanislaus	STEM
Partnerships to Uplift Communities (PUC) Schools	Loyola Marymount University	Special Education; STEM
Sacramento City Unified School District	California State University, Sacramento	STEM
Salinas Union High School District*	California State University, Monterey Bay	
San Francisco Unified School District*	San Francisco State University	STEM
San Francisco Unified School District*	University of San Francisco Stanford University	STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
San Joaquin County Office of Education	Teachers College of San Joaquin	Special Education; STEM
Santa Ana Unified School District	California State University, Fullerton University of California, Irvine	Special Education; STEM
Stockton Unified School District	University of the Pacific California State University, Stanislaus	Special Education; Multiple Subject with Bilingual Authorization

Local Education Agency (LEA)	Institution of Higher Education (IHE) Partner(s)	Residency Focus
Sweetwater Union High School District	San Diego State University University of California, San Diego	Special Education; Special Education with Bilingual Authorization; STEM; STEM with Bilingual Authorization; Single Subject Non-STEM with Bilingual Authorization
Tracy Joint Unified School District	Notre Dame de Namur University	Special Education
Turlock Unified School District	California State University, Stanislaus	Special Education; Multiple Subject with Bilingual Authorization
Upland Unified School District	California Polytechnic State University, Pomona	Special Education
Vista Hill Stein Education Center	San Diego State University	Special Education
West Contra Costa Unified School District	California State University, East Bay	Special Education
West Contra Costa Unified School District	California State University, East Bay University of California, Berkeley	STEM

*Teacher Residency Expansion LEA grantee