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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 first 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 Goals

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 (LEAs), 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 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 the first round of data on the use 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, local educational agencies, and teacher preparation programs.
- Best practices in recruitment of residents, particularly residents that 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. To start building its infrastructure, SCCOE recruited and 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, develop memorandums of understanding, and 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. The Residency Lab was added as an SRTAC partner to harness their experience in supporting residency programs with building effective partnerships, advancing equity, promoting sustainability, securing funding, analyzing recruitment and retention data, as well as providing high-quality mentor and resident training. As the external evaluator for the 2018 Teacher Residency Grant Program, WestEd has existing access to program and statewide data and expertise as formative, learning-oriented evaluators with extensive knowledge of high-leverage residency practices. UCLA will conduct action research to better understand the experience of residents and to promote continuous improvement and assess program impact.

Under SCCOE leadership and with SRTAC partners, the regional hub leadership developed a strategic plan to implement the structure described in the application and began developing the tools needed to support programs in the field. The outcome of the strategic planning 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 sustain these efforts beyond the grant period.

During the 2023-24 academic year, SRTAC partners built capacity while hosting 22 grant overview sessions, 68 one-on-one LEA coaching sessions, 59 region-specific events, 12 presentations to education partners, five presentations at professional learning conferences, four statewide virtual candidate recruitment events, publishing an [article](#) for California Council on Teacher Education, writing a [paper](#) for Association of California School Administrators that will be released in 2025, and creating over 45 online resources for use by LEAs to use within their residency programs.

Operational Plan for the 2024-25 Academic Year

As SRTAC enters its second year of operation, the work from Year 1 will continue while layering technical assistance to teacher and school counselor residency programs to include topics such as:

- Attracting and retaining diverse cohorts of residents reflective of the communities served.
- Making preparation programs affordable for candidates.
- Becoming sustainable and independent of grant funds or other one-time funding.
- Designing a clinically rich, high-retention preparation route.
- Supporting resident learning through well-prepared and culturally responsive mentors.

The specific focus of the fall 2024 semester is to collaborate with the Residency Lab to design differentiated support through learning modules that regional hub leads will use when coaching teacher and school counselor residency programs. The modules are designed using the California Characteristics of an Effective Teacher Residency, WestEd, and Learning Policy Institute data and research. Development is nearly complete for Module 1: Residency Foundations. Module 1 includes six sections:

- 1) Authentic partnerships between LEAs and IHEs.
- 2) Establishing a mission and vision with commitments to equity and justice.
- 3) Mentor recruitment and selection processes.
- 4) Recruitment and retention strategies targeting mentors and candidates reflecting the LEA's diversity.
- 5) Data-based education residency program (ERP) goals and milestones.
- 6) Braiding funding to support program affordability and building program sustainability.

Each section of materials includes an introduction or overview, an instructional piece (slide deck with accompanying linked resources), articles, briefs, videos or other resources that deepen understanding, an assignment that allows residency programs to apply their learnings in the coaching scenario, considerations for success, and a closure or larger connection section.

Each section of the module is supported by a facilitation guide that links to major connected resources, and main points to cover during facilitation of the module and coaching. The materials developed and integrated into the modules are intended to be used in the coaching relationship between SRTAC hub leads and Residency Lab coaches and residency programs. Training for hub leads and coaches will occur December 2024.

Assignments integrated into the modules will assist residency programs with developing materials (i.e., mission and vision statements, recruitment materials, etc.) that are relevant to their particular program and context.

Additional modules being developed include Module 2: Residency Implementation, and Module 3: Residency Integration. These are slated for completion by March 2025 and will follow a similar cadence as Module 1. SRTAC hub leads and Residency Lab Coaches will be trained on Modules 2 and 3 in spring of 2025 and responsive edits on materials will be completed as requested by the hub implementation team, with a goal of final completion by July 2025.

Statewide Residency Technical Assistance Center 2023-24 Data

Annually, the Commission collects from SRTAC a report that includes information about expenditures and data on the progress of program implementation. In the first annual report, SRTAC leadership was asked to indicate the total number of LEAs supported by each SRTAC regional hub in the 2023-24 fiscal year. The number of teacher residency programs contacted are listed in Table 1 below. When reviewing these data, please note, the figures indicate the number of unique LEAs contacted, not the total number of individual contacts. Additionally, several LEAs were contacted regarding both teacher and school counselor residency programs. Examples of the support provided to LEAs follows Table 1.

Table 1: Summary of Support Provided in 2023-24 to Teacher Residency Programs by Regional Hubs

	Grant-funded TR Programs	Locally Funded TR Programs	Prospective TR Programs*
Humboldt COE	9	1	19
Sacramento COE	16	0	18
San Diego COE	24	5	30
Santa Clara COE	20	0	8
Tulare COE	5	2	2
Totals	74	8	77

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

In addition to teacher residency programs, school counselor residencies are also supported by SRTAC hub leads. School counselor residency programs are 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 recently

authorized in 2022. There are currently eight LEAs that have been awarded capacity and/or implementation grants by the Commission to establish counselor residency programs. SRTAC hub leads have contacted four of the funded grantees and another six prospective applicants.

Examples of Regional Hub Support Provided to LEAs

Examples of support provided by Regional Hubs to **grant-funded teacher residency** programs during the 2023-24 academic year include:

- Hosting informational meetings about SRTAC and Year 1 Lab/SRTAC events (e.g., Lab grant writing workshops, CTC office hours, and SRTAC regional kick-off meetings).
- Providing group and 1:1 coaching on a variety of technical assistance and support topics, including:
 - Program design and development
 - LEA-IHE partnership support, including introductions to potential partners
 - Consortium model development support, including introductions to potential partners
 - Models of implementation
 - Program advisement on financial affordability and sustainability:
 - Budgeting
 - Grant application writing
 - Residency model options (e.g., strategic staffing with substitutes and paraprofessionals)
 - Additional funding opportunities
 - Program support with measurement and accountability
 - Data collection expectations for residencies
 - Tracking resident placement and attrition

Examples of support provided by Regional Hubs to **locally funded* teacher residency** programs during the 2023-24 academic year include:

- Establishing locally funded SPED paraprofessional residency program (e.g., Humboldt COE in partnership with Cal Poly)
- Sharing models of implementation
- Observing classrooms and visiting schools
- Meeting with mentors and residents
- Sharing resources (e.g., CSET prep)
- Introducing potential partners
- Consulting on expansion grant development (for programs with a combination of local and grant funding)
- Advising them on the technical assistance available through SRTAC
- Supporting LEAs who couldn't hire residents upon program completion

*Note: some programs leverage funding from both the Commission and local sources.

Examples of support provided by Regional Hubs to **prospective teacher residency** applicants during the 2023-24 academic year include:

- Hosting informational meetings about SRTAC and Year 1 Lab/SRTAC events
- Consulting and supporting programs with implementation and capacity grant application writing, submissions, and conditional award revisions
- Coaching on planning a residency program and building residency program teams
- Advising COEs on potential roles and responsibilities in residency program development and implementation
- Visiting sites that host residents and meeting with residency program participants (e.g., residents, mentors, etc.)
- Developing and maintaining relationships through follow-up communications

Examples of support provided by Regional Hubs to **grant-funded school counselor residency** programs during the 2023-24 academic year include:

- Launching a new school counselor residency program
- Writing grant applications
- Communicating about the launch of SRTAC and Lab/SRTAC events
- Consulting on various residency programs models/designs
- Brokering connections between potential partners
- Sharing overview of culturally responsive practices
- Discussing mentor-mentee pairing

For the 2023-24 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 2023-24 academic year include:

- Providing support to build a residency program by leveraging existing systems that were established by federal mental health funds.
- Hosting informational meetings about SRTAC and Year 1 Lab/SRTAC events
- Visiting sites, observing, and meeting with leadership
- Discussing program design and planning
- Consulting on potential partnerships and consortia development

WestEd Findings

WestEd will review both qualitative and quantitative findings from their study on the first year of SRTAC implementation as well as data representations showing the distribution of Teacher Residency Grant Programs across California. Additionally, they will review key learnings from formative evaluations that have driven the design and delivery of the technical assistance provided by SRTAC.

Statewide Residency Technical Assistance Center 2023-24 Expenditures

The full \$20 million in grant funds is being distributed to Santa Clara County Office of Education

(SCCOE) in multiple payments. Upon approval of the application in August 2023, the first payment of 40 percent (40%) of the total grant award was sent. Subsequent payments will be disseminated as a result of showing progress toward the implementation of the goals outlined in the funded application. 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 2 shows the grant fund expenditures through June 2024 as well as the funds encumbered for expense in 2024-25.

Table 2: SRTAC Grant Fund Expenditures and Encumbrances from August 2023 – June 30, 2024

Program Component	2023-24 Expenditures	2024-25 Encumbrances
LEA Personnel (Salaries)	\$426,282.62	\$751,458.83
LEA Personnel (Stipends)	\$0	\$26,666.67
LEA Personnel (Release time)	\$0	\$10,000
IHE Personnel (Stipends)	\$0	\$10,000
Consultant Personnel (Stipends)	\$0	\$16,666.67
Travel for LEA Personnel	\$27,138.90	\$10,000
Software/Program Development	\$1,000	\$5,833.33
Materials	\$2,075.26	\$6,396.18
Sub Agreement: Humboldt COE	\$825,600	\$412,800
Sub Agreement: Sacramento COE	\$825,600	\$412,800
Sub Agreement: San Diego COE	\$825,600	\$412,800
Sub Agreement: Tulare COE	\$825,600	\$412,800
Sub Agreement: UCLA	\$152,000	\$76,000
Sub Agreement: WestEd	\$480,000	\$240,000
Sub Agreement: Residency Lab	\$1,440,000	\$720,000
Operational Costs	\$53,212.05	\$91,666.67
Indirect Costs	\$80,915.66	\$130,676.70
TOTALS	\$5,965,024.49	\$3,746,565.05

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 attending 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 SRTAC and will collect annual reports that include data that will be presented to the Commission.