

Appendix C

Teacher Residency Implementation Grant

Application Cover Page

Applicant Information

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North Bay STEM Teacher Residency Program (NBSTEM) Grant Application

1. Overview of the Teacher Residency Partnership between Santa Rosa City Schools, Petaluma City Schools, and Sonoma State University

1a. How the local partnership is organized and roles within the partnership. To meet the increasing demand for Science, Technology, Engineering, and Math (STEM) teachers in California public schools, Santa Rosa City Schools (SRCS) and Petaluma City Schools (PCS), in partnership with Sonoma State University's (SSU) School of Education (SOE) will develop a collaborative partnership, called the North Bay STEM Teacher Residency Program (NBSTEM). The goal of this partnership is to provide STEM teacher candidates, with an emphasis on biliteracy integration, with the opportunity to participate in an intensive Teacher Residency Program (TRP) instead of a traditional student teaching placement so they will be well-prepared and highly effective teachers for our local contexts.

SRCS will serve as the LEA applicant and will be responsible for overall project management, as well as SRCS-specific residency program implementation. In its project management role, SRCS will be responsible for facilitating communications and meetings among partners; grant reporting; project data management; and evaluation reporting. In their role as host districts for the residency program, both SRCS and PCS will be responsible for supervising day-to-day district-specific project management activities; supporting resident selection and placements; facilitating mentor training opportunities; facilitating substitute teaching opportunities for residents; and managing district data collection and reporting for their respective district. Both SRCS and PCS will support mentor teachers with ongoing professional development and training and will provide necessary release time for residents and mentor teachers to attend educational programs. NBSTEM will host its first cohort in fall 2023.

SRCS and PCS will develop the TRP in collaboration with IHE partner SSU. SSU will be responsible for SSU-specific data collection and reporting; collaborating with district staff to implement the residency program in both districts; screening and admitting potential residents into the SSU teaching credential program; supporting mentor training opportunities; coordinating post-secondary coursework; overseeing district residency supervisors; and supporting collaboration among all residents in both districts.

1b. Factors making the partnership effective in operating a residency program. NBSTEM mirrors the ten characteristics of an effective California TRP identified by the California Teacher Residency Lab. (1) Equity and justice are central to the TRP. NBSTEM is founded on the partners' shared vision and values of supporting new teachers to embrace inclusivity, justice, and diversity. Resident and mentor teacher training includes equitable teaching practices and involves SSU faculty with expertise in biliteracy to support emergent bilinguals through anti-racist/anti-bias and LGBTQI+ inclusive workshops with residents and mentors. (2) The partnerships between SRCS and PCS and with SSU are authentic and have existed for decades. Both SRCS and PCS staff partner in professional development and planning activities through the Sonoma County Office of Education. Both LEAs have been student teacher placement sites for SSU students for over 20 years. Both LEAs work with common community-based organizations to serve students and parents. (3) All partners are committed to the long-term sustainability of the residency program. The Dean of the SSU SOE has established an endowment fund, with 50% dedicated to residencies. Residents in NBSTEM can receive up to \$6,500 in scholarships from SSU programs and grants with funding exclusively earmarked for STEM teachers. The LEAs make substitute teaching available to residents to earn additional

income. Through our current TRP Capacity Grant, the partnership is developing a sustainability plan. (4) As part of our TRP Capacity Grant, we have created a robust evaluation plan. The partnership collects and analyzes formative and outcome data, as described in Section 6 below and reflected in the evaluation plan. The LEAs' HR Directors are responsible for data collection and reporting. Evaluation and continuous improvement will be topics at monthly NBSTEM Lead Team meeting. (5) Both LEAs have a teacher population that is less than 9% Latinx, with a PCS Latinx student population 4 times the Latinx teacher population and a SRCS Latinx population 6-7 times its Latinx teacher population. Recruiting to increase diversity is an important priority for both LEAs. The LEA HR Directors define their annual hiring needs, with a focus on hard-to-fill STEM positions and a need to reflect the diversity of the student populations. (6) NBSTEM residents receive a full year of clinical practice teaching alongside an accomplished mentor teacher. SSU, in collaboration with both LEAs, provides mentor teachers with an annual orientation; monthly mentor meetings on best practices for preparing residents to become part of the community, co-teaching strategies, and gradual release of responsibility from mentor to resident; and quarterly seminars (also attended by residents, followed by a post-seminar resident reflection session) on in-depth topics, such as translanguaging and equity. (7) SSU coursework and professional learning are tightly integrated with clinical practice that has been honed since SSU started its first TRP in 2019. (8) Strong mentorship is key to the success of NBSTEM. All residents are mentored by accomplished mentor teachers. (8) Each resident will be placed under the apprenticeship of an expert mentor teacher in a partner school who reflects the district's and community's unique diversity. Mentors will provide continuous feedback to residents to help them develop knowledge, skills, and positive classroom habits. (9) NBSTEM will feature a cohort model to provide collaborative learning and ongoing mutual resident and mentor support. Residents will complete their coursework as a cohort in one of eight secondary teaching schools and receive intensive classroom-based mentoring from experienced, trained mentors during their year-long residency. (10) The LEA HR Directors, in collaboration with the Educational Services leadership, will take responsibility for supporting residency graduates' ongoing professional learning and leadership development opportunities. Funding will be allocated in the budget to enable residents to attend professional learning activities after they are hired by an LEA. The LEA HR Directors will ensure residents file for credentials and receive post-residency induction.

1c. Evidence of success of the currently operational residency program. Not applicable.

1d. Evidence of authentic partnership and other key collaboration. The partnership among SRCS, PCS, and SSU leverages the existing relationship between these districts and SSU. NBSTEM is founded on the partners' shared vision and values of supporting new teachers to embrace inclusivity, justice, and diversity. SSU's service area encompasses Santa Rosa and Petaluma and SSU currently places teacher candidates in SRCS and PCS. These partners are collaborating on a TRP Capacity Grant, awarded in 2022. Given SSU's model for single subject teacher candidates, modifying existing candidate placement protocols to meet the requirements of a TRP requires considerably less work than building new relationships. SSU offers initiatives aimed at supporting a grow-your-own model of teacher preparation, including *La Promesa*, a program to support future STEM teachers in high schools; *Tu Eres La Diferencia* Future Teacher Conference, a day-long conference in which high school students visit SSU to learn about teaching pathways; *Preparing Underrepresented Educators to Realize Their Teaching Aspirations (PUERTA)*, a federally funded program supporting the development of Latinx teachers; and *Biliteracy and Content Area Integrated Preparation (BCAIP): Bridging Teachers, University Educators, and Families for Emergent Bilingual Learning*, a federally-funded

program to improve teacher preparation and instruction for emergent bilinguals. SSU offers a community involvement course for undergraduates, which places prospective credential students in classrooms as tutors. The LEAs are involved in these programs.

SSU has excelled at preparing effective teachers since 1964. In 2021, the SSU SOE and all of its credential programs (including the residency) received full accreditation from CTC. The proposed residency program will use the existing and highly rated teaching credential program as the basis for teacher residencies. While some adaptations will be required, the foundation of the proposed TRP remains the same by focusing on strong preparation for all teachers. SSU faculty will oversee coursework that integrates field experiences, collaborate with the LEAs around mentor teacher training, lead undergraduate recruitment, and integrate their residency supervision model. PCS and SRCS will designate teaching schools where residents will be placed and will oversee recruitment of qualified mentor teachers and induction support, collaborate on resident recruitment, support professional development, and guarantee placement for residents. Mentor teachers and university faculty will work together to ensure that the concepts and theories taught at the university and the knowledge of the practices that occur within the classroom are supported. Location based cohort groups are central to our TRP and will support our commitment to preparing teachers for school and community contexts.

1e. SRCS, PCS, and SSU academic calendars alignment. SSU has partnered on TRPs with LEAs in Sonoma and Napa Counties for three years. Thus, SSU has adopted policies for aligning its academic calendar with LEA calendars. The LEAs and SSU start the academic year at the same time. Although the SSU winter break is longer than that of the LEAs, the residents follow the LEA schedules. Although SSU ends its academic year earlier than that of the LEAs, the residents remain at their school sites until their LEA's academic year ends.

1f. The ability of SRCS and PCS to provide employment opportunities and financial supports to residents. SSU's STEM Teacher Education Pathways (STEP) Program provides a \$4,000 annual stipend for residents pursuing science and math programs. The BCAIP grant will provide a \$500 annual stipend to all residents in this TRP. Residents who pursue a bilingual credential will receive an additional \$2,000 stipend. LEA HR Directors will encourage residents to obtain Substitute Teaching Permits and facilitate substitute teaching opportunities for residents, including times when the mentor teacher is absent. The LEA Residency Coordinators will connect residents to community-based organizations that provide before- and after-school programming for possible employment opportunities.

2. Local Need for STEM Teachers who are Biliterate and to Diversify the Teacher Workforce of the LEAs to Match the LEAs' Community Diversity

Focusing on our community's needs for STEM educators, NBSTEM will design a TRP through a residency model of student teaching to increase and diversify the pool of STEM teachers, with an emphasis on supporting emergent and experienced bilingual students in Sonoma County. NBSTEM will increase and diversify the STEM teacher pool by (1) building the capacity of SRCS, PCS, and SSU to plan a successful TRP and (2) recruiting and retaining high-quality local teacher candidates in STEM education who are bilingual and reflect the demographics of SRCS and PCS students. NBSTEM will recruit, prepare, and retain new teachers working toward a Single Subject Credential or authorization in math, science, or computer science. NBSTEM will support 17 residents/year, for a total of 51 teachers over 3 years, through a practice-based teacher preparation program addressing needs of local schools.

Neither LEA has STEM teachers with Bilingual Authorizations. In SRCS, there are teacher vacancies in math, science, and computer science. Both SSU and SRCS have strong maker

programs, supported by several Sonoma County businesses. SSU offers a Maker Certificate program. One of SRCS' targeted teaching schools, Piner High School, has a maker program and AP computer science. SRCS plans to conduct two math classes in Spanish at its dual immersion teaching school, Caesar Chavez Learning Academy (CCLA), but there are no content teachers qualified to conduct these classes. There are no STEM pathways at the middle schools in either LEA and a high need for STEM bilingual teachers who are familiar with local contexts. The following is a description of the TRP partnership LEAs and IHE and our communities.

Santa Rosa City Schools: SRCS has 15,472 students in 24 schools including 9 elementary schools, 5 middle schools, 5 high schools, and 1 continuation high school. SRCS also has 4 dependent charter schools, including French and Spanish immersion schools, a TK-8 charter school for the arts, and a nationally recognized accelerated charter school. The SRCS community is diverse. Most students are Hispanic/Latinx (50.2%), followed by non-Hispanic White students (27.3%) and Filipino/Asian students (5.1%). Students and families speak 52 languages, with the majority speaking English and/or Spanish. The district has 6,044 students classified as English learners. Additionally, 15% of youth are students with disabilities and the district-wide student population eligible for FRPM is 43.3%. Due to the devastating consequences of several wildfires over the past four years in which over 800 students and 100 teachers lost their homes, and the international pandemic, SRCS is short-staffed in highly critical areas, including STEM. Housing prices make it unaffordable for many new teachers to live in Santa Rosa. The average rent for a one-bedroom apartment in Santa Rosa is \$1,800, a 9% increase over 2020 (Zumper, 1/30/22). Santa Rosa's median home price ranges from \$535,000 to \$765,000 (Compass, 12/1/20).

Petaluma City Schools: PCS has 7,657 students in 18 schools including 7 elementary schools, 1 TK-8 school, 3 middle schools, 2 high schools, 1 grade 7-12 alternative school, and 3 alternative high schools. PCS also has 1 Waldorf-inspired dependent K-8 charter school. Non-Hispanic White students comprise the majority of PCS enrollment at 56%, followed by Hispanic/Latinx students at 32.8% and Filipino/Asian students at 3.2%. English Learner (EL) student enrollment is 9.8% and 16.3% are students with disabilities. The District-wide student population eligible for Free or Reduced-Price Meals (FRPM) is 38.3%. In December 2021, the median listing home price in Petaluma was \$869,000 (Realtor.com, 2021). The cost to rent a one-bedroom apartment is \$2,163 (Apartments.com, 2022). These rising housing costs force new teachers to spend close to half of their salaries on housing. Locating a new STEM teacher who can afford to live in either Santa Rosa or Petaluma is challenging, and therefore, supporting teacher candidates who already live in the area can positively impact the LEA's ability to hire teachers. A key factor of resident recruitment is finding local individuals who want to become teachers.

Sonoma State University: Historically, SSU has offered teacher candidates a traditional model for its student teaching practice. In 2018-19, SSU began offering NBTRC, its first residency program, to provide teacher candidates with preparation for the field. Despite recent recruitment initiatives through PUERTA, SSU's bilingual teacher preparation programs are not producing enough credentialed teachers to meet community needs. Further developing our TRP will contribute to residents' opportunities to understand the multiple layers of contextual features that impact teaching and learning in their local communities. By expanding our already successful TRP, we anticipate increased interest in SSU's current credentialing programs. The TRP will support SSU's work on its BCAIP grant, which enables pre-service teachers to experience professional learning that integrates biliteracy into STEM teaching. The SSU faculty liaison to NBSTEM also serves as the BCAIP Director.

The need to prepare for a STEM teacher workforce. This Teacher Residency Implementation Grant (TRIG) will enable NBSTEM to support residents with stipends to help recruit diverse teacher candidates, as many SSU students are first-generation college students and come from low-income families. In examining data since 2015 from applicants who decided not to attend SSU, a common response for applicants not choosing to pursue their teaching credential was the lack of financial resources. SSU's teaching credential program is prohibitively expensive for these students who elect to enter the workforce upon completion of their bachelor's degree instead of continuing their education to obtain a teaching credential; however, our residency program offers a stipend for participation and, as a result, is more popular than the traditional credential program. Enabling students to receive a TRP stipend has encouraged more diverse students to pursue a teaching career and ultimately serve in our partner LEAs.

An important need identified by the LEAs is ensuring they have a diverse workforce that reflects the diversity of their communities and a culture of equity and inclusion. In February 2019, after hearing stories of local racism and discrimination from Petaluma area high school students and community members, 17 community members from 9 different schools created TIDE: Team for Inclusivity, Diversity and Equity. TIDE works with youth, communities, and schools to ensure that everyone in PCS schools is treated fairly. TIDE has established DEI teams in seven schools and conducted equity training in 15 schools across 6 districts. SRCS has implemented Ethnic Studies, Culturally Responsive Sustaining Humanizing education, and Collaborative Curriculum Design as opportunities for students to see themselves reflected in the curriculum and teaching staff. SSU's SOE's STEM Teacher Education Pathways (STEP) Center conducts intensive recruitment from the undergraduate population to identify diverse STEM teaching candidates. STEP Center staff and former teacher candidate Ambassadors conduct presentations within classes, develop promotional materials, and meet with students one on one. SSU also provides subject waiver programs, field experience classes, and scholarships to create a strong pipeline of highly diverse teacher candidates into our residency programs.

NBSTEM will focus on creating two location-based cohorts: SRCS Cohort and PCS Cohort. We will place SRCS cohort residents at the following schools: Caesar Chavez Learning Academy—Dual Language School (CCLA) (TK-8); Comstock Middle School (Comstock) (7-8), Elsie Allen High School (Elsie Allen) (9-12), and Piner High School (Piner) (9-12). We will place PCS residents in Kenilworth Middle School (KMS) (7-8), Petaluma Jr. High (PJHS) (7-8), Casa Grande HS (Casa Grande) (9-12) & Petaluma HS (9-12).

Both LEAs are growing STEM programs in their middle schools, so we want to create a STEM pathway to enable students to start STEM classes in middle school or junior high and continue into the high schools where they will matriculate. In SRCS, students from CCLA transition to Elsie Allen and students from Comstock attend Piner. In PCS, Kenilworth students transition to Casa Grande and PJHS students attend PHS. In addition, SRCS currently has residents at CCLA, Elsie Allen, and Piner through the NBTRC, meaning the faculty are familiar with the TRP model and are more likely to want to serve as mentor teachers. The consortium also selected the eight target teaching schools based upon the following criteria: (1) community/school need for STEM teachers who can support STEM teaching for emergent bilinguals and who may be bilingual themselves; (2) proximity to one another within the cohort to facilitate the cohort model; and (3) school support, including availability of high-quality, willing and collaborative STEM mentors. Data on the eight teaching schools appears below.

Cohort Sites: Student Demographic and Performance Data

Targeted Teaching Schools	FRPM Eligibility 2020-21	English Learners 2020-21	ELA CAASPP Met/Exceeded 2018-19	Math CAASPP Met/Exceeded 2018-19
CCLA	58.6%	39%	30.77%	22.22%
Comstock Middle School	82.9%	33.1%	20.84%	5.7%
Elsie Allen HS	57.8%	30.9%	23.5%	5.8%
Piner HS	54.5%	13.2%	33.57%	8.45%
Kenilworth Middle School	44%	14.1%	55.7%	42.38%
Petaluma Jr. HS	39.6%	7.2%	56.46%	40.38%
Casa Grande HS	41.2%	7.8%	77.08%	43.41%
Petaluma HS	30.9%	6.7%	73.61%	42.60%

Cohort Sites: STEM Staffing Information

Targeted Teaching Schools	Temp	Intern	Probation Year 1	Probation Year 2	Vacancies
CCLA	0	5	12	10	3
Comstock Middle School	0	0	5	4	0
Elsie Allen HS	0	3	15	5	2
Piner HS	1	3	10	6	0
Kenilworth Middle School	0	0	0	0	0
Petaluma Jr. HS	4	0	2	2	0
Casa Grande HS	6	0	2	3	5
Petaluma HS	5	0	2	5	1

Prior efforts to meet local STEM teacher shortages and diversity needs and how those needs will be met with the proposed implementation efforts. In 2021-22, 8.8% of teachers in SRCS identified as Latinx; 63.2% of SR Elementary District students identified as Latinx and 52.9% of SR Secondary District students identified as Latinx. In PCS, 8% of teachers and 36% of students identified as Latinx. The gaps are significant, requiring recruitment of residents among Latinx communities to diversify the teacher workforce. A major goal of the SSU PUERTA program is to increase the number of SSU Latinx students who earn a teaching credential. SSU’s recruitment efforts through PUERTA have consisted of the following actions: (1) partnering with the California State University (CSU) EduCorps program, an initiative designed to increase the number and diversity of students entering CSU’s teacher preparation programs, especially in high need areas; (2) engaging families of Latinx teaching prospects so that they provide critical support; (3) engaging Teacher Ambassadors, Latinx undergraduate teacher preparation students, to serve as promotores to conduct peer-to-peer outreach; (4) providing opportunities for aspiring Latinx teachers to serve as peer tutors; and (5) providing opportunities for aspiring Latinx teachers to be placed in K-12 practicum sites in local high-need school districts.

Plan for 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.

To encourage students to consider a TRP, SSU will change its teacher preparation program application to enable incoming students to declare from the beginning that they wish to participate in a TRP. SSU will change its interview process so prospective students interview for their credential and TRP through one interview that includes both SSU and LEA staff. Through our current TRP Capacity grant we will (1) identify a shared vision for a successful TRP completer; (2) revise residency requirements and application procedures to attract candidates

who will be successful, with a focus on equity, inclusion, and diversity that reflects the LEAs' student population; (3) review and update requirements annually; and (4) update our recruitment plan annually to include targeting qualified classified employees, substitute teachers, and career-change candidates. Both SRCS and PCS have sufficient need to be able to hire residents for four years after they have completed their residency. Both LEAs will prioritize residents over external candidates during the hiring process.

3. Description of the Teacher Residency Program to be Implemented

3a. Annual target number of candidates, how they will be recruited and enrolled, and start date. NBSTEM's target number of STEM residents, with an emphasis on biliterate teachers, is 17 per year for 3 years, for a total of 51 residents, starting at the beginning of the 2023-24 academic year in August 2023. The 51 candidates targeted for participation in the TRP will be those in the SSU single subject program in math or science. Priority will be given to candidates who reside in the geographic area served by the LEA where they would be placed.

As part of the NBSTEM's funded TRP Capacity Grant, the partners created a Resident Recruitment Team to oversee the recruitment and selection of qualified candidates to participate in the TRP. Members of this team include the following: SSU Residency Partnership Program Director (Residency Director); the two LEA Residency Coordinators; SSU STEM Faculty Liaison; SSU Biliteracy STEM Integration Coordinator & STEP Center Co-Director; HR Directors from the two LEAs; SSU recruiter from Student Affairs; SSU Career Services staff; SSU Mathematics, Engineering, Science Achievement (MESA) staff; and recruiters from the two LEAs who are staff members familiar/experienced with the Residency Program. In a joint effort between the LEAs and SSU to find candidates to participate in the TRP, the Resident Recruitment Team is already implementing a highly selective recruitment process. The recruitment effort aims to attract teacher candidates with deep content knowledge and a commitment to teaching in the high need areas identified above. Initial recruitment planning occurred May-June 2022 and will be repeated annually throughout the grant period to coincide with application deadlines. Active recruitment for the first cohort of residents to be placed in the 2023-24 academic year will start in November 2022 and will continue through April 2023. Active recruitment for all subsequent cohorts will be conducted from November through April prior to being placed in their teaching schools in August throughout the grant period.

The LEAs and SSU will build on existing *Grow Your Own* pathways in which candidates are recruited from the community to teach in the residency schools. In particular, SRCS and PCS are looking to their current teacher pool of promising substitute teachers and classified staff and are encouraging applicants to apply to the TRP. Both LEAs will conduct recruitment events each year in early spring for classified staff. All applicants to SSU's teacher credentialing program will receive an application to NBSTEM. In addition, SSU will recruit candidates through multiple recruitment events targeting SSU undergraduate students enrolled in pre-credential coursework and teacher prep pathway majors in STEM, the new Education minor, Chicax and Latinx Studies, Spanish, and Liberal Studies. These students will receive emails about the TRP and will be notified about the TRP opportunities via their academic advisors. The STEP Center has a dedicated program and recruitment coordinator, and an undergraduate recruitment liaison and MESA Director who communicate through newsletters, email, social media, academic advisors, and websites. SSU will also recruit candidates at its annual teacher conference.

The project partners are currently creating a TRP application that describes the benefits of the program and provides an opportunity for candidates to identify their qualifications, experience, and interest in serving as a resident in the two LEAs. By November 2022, the project partners

will complete the candidate interview questions and rubric for scoring the applications. Screening of applicants will be conducted each February, with candidates undergoing a rigorous interview process each March, followed by selection and placement each April-May. The Resident Recruitment Team will place high value on recruiting diverse teacher candidates, especially teachers who are multilingual, value diversity, and are familiar with the LEA contexts. The team will also consider each candidate's GPA, transcript, and results of their California Basic Educational Skills Test and California Subject Examinations for Teachers during the selection process. The Residency Site Leaders at both LEAs will facilitate the resident hiring process through close collaboration between HR staff in the LEAs and the SSU credential office. Ultimately, the LEAs will make the final decision for resident selection.

3b. How the program will supplement but not supplant LEA/SSU existing efforts.

The proposed TRP will expand upon current LEA and IHE efforts to prepare teachers for STEM education. SSU will modify its current teacher preparation model to work specifically with the two LEAs. We will supplement existing efforts by placing residents at one school with one mentor for the entire academic year. Additionally, we will place a critical mass of residents at each partner school and all residents from partner schools in the same LEA will form a cohort. Forming cohorts will require major modifications to the current SSU program, specifically (1) SSU will revise coursework so it aligns with the clinical practice experiences of the residents and contextual features of the schools; (2) resident site-based seminars and/or methods courses based upon the specific cohort's needs will be developed or modified based upon existing credential programs; and (3) SSU Science and Math Supervisors' expectations and requirements will need to be modified to support a cohort of residents that could be from various disciplines across STEM Education.

Residents will work with students in an experienced mentor classroom within their own credential area. The LEAs selected schools to provide a diversity of experiences and a wide range of instructional settings and approaches. We will place two residents pursuing Single Subject Credentials in a STEM area in each teaching school, with the exception of Casa Grande, which will have three residents. NBSTEM assures that residents will be placed in a relevant classroom at the start of the school year and will continue to work alongside the mentor teacher for the complete academic year. Within the residency model, the mentor teacher will gradually release teaching responsibility to the resident as the resident becomes more accustomed to teaching and can enact more complex practices. Eventually, the mentor teacher and residents will be considered co-teachers. When they become co-teachers, residents will share daily teaching activities, including lesson planning, teaching, and assessing. In addition to teaching in their own classroom with their mentor for an entire academic year, residents will observe and/or work with students across a range of instructional settings during instructional rounds with cohort members.

3c. Number of mentor teachers needed to implement the program. We have identified an annual need of 17 single subject (SS) STEM mentors, with a preference for those who are bilingual. We have 8 SS STEM mentors from SRCS who are currently participating in the NBTRC. Since their mentoring commitment ends in June 2023, we will ask the 6 current SRCS mentors to continue their mentoring roles through the end of the grant period.

3d. Utilizing existing structures to recruit, select, and train new mentors. While there are teachers in SRCS and PCS with the pre-requisites required to mentor (certifications, a minimum of three years with satisfactory evaluations, etc.), we have not yet recruited nor trained these mentors. To recruit additional mentors, we will send a survey to all teachers at the cohort hosting sites who meet the certification and experience requirements to mentor residents. We will

capitalize on the positive experiences of our existing mentors in our NBTRC program to nominate colleagues. We will encourage nominations from teaching school principals. SSU's BCAIP grant has also supported the recruitment process, by identifying potential mentor teachers for the residency program. We will schedule annual mixers at the school sites for existing and prospective mentors to meet and discuss the value of mentoring. We will have two mentor teacher leads from each district to support recruitment of mentor teachers. We will also survey the needs of the mentors to inform the content of the mentor training TRP Institute each August and ongoing mentor training. The LEA Residency Coordinators, Site Leaders, and Mentor Leads will assess mentors' needs for additional, ongoing support and training through observations, surveys, interviews, and focus groups. The Mentor Leads, supported by SSU SOE faculty selected by the SSU STEM Faculty Liaison, will support mentors individually and in small groups through collaborative coaching, workshops, mentor modeling, and peer observations. A Mentor Support Coordinator (MSC), a SRCS employee and the district's Mentor Lead, will manage the logistics for mentor training and provide additional assistance to mentors, as needed. Ongoing mentor support will be a crucial component of our program, intentionally developed with the flexibility to address needs as they emerge. The SSU Residency Director, SSU STEM Faculty Liaison, SSU Supervisors, LEA Site Leaders, and Lead Mentors will develop and provide training for the residency mentors, in collaboration with the LEA Residency Coordinators, who understand the unique contexts of their schools.

3e. Assuring consistency and coherence across multiple school sites, content areas, and school administrations. All residents and mentors will receive the same training, preparation, and guidance across all sites. NBSTEM will feature a cohort model to provide collaborative learning and ongoing mutual resident and mentor support. Each resident will be placed under the apprenticeship of an expert mentor teacher in a partner schools. Residents will complete their coursework as a cohort and receive intensive classroom-based mentoring from experienced, trained mentors during their year-long residency. Mentors will use a variety of tools, including Teacher Performance Expectations (TPEs) observation forms. Through the observation form mentors observe, focus on a specific teaching dimension then immediately debrief and provide feedback. During their first semester at their host site, residents will spend 2.5 days per week in the placement classroom, with the majority of their coursework being offered in the evening between 4-7pm at SSU. As residents, they will experience a gradual increase in their teaching responsibilities and complete two teacher learning cycle (TLC) assignments where they plan, rehearse, and analyze focal teaching practices that will also be featured in mentor training. During their second semester at their host site, residents will increase their time to 4.5 days per week in the classroom, with the half-day to accommodate the residents' remaining courses. Beginning on day one of their second semester, residents will share co-teaching responsibilities with mentor teachers. Each resident-mentor dyad will observe one another, plan lessons together, share roles, and assess progress of students together. We anticipate having eight residents per year in the SRCS cohort and nine residents per year in the PCS cohort. There will be a focus on how to support emergent bilingual learners. Residents and mentors will be supported by the BCAIP Project in which they will experience and participate in professional learning around integrating biliteracy into STEM teaching.

The SSU STEM Faculty Liaison, SSU Math and Science Supervisors, NBSTEM Residency Coordinators, and Lead Mentors will provide training and ongoing support for residents and teaching mentors. The SSU STEM Faculty Liaison, along with selected topic-specific SSU faculty will conduct one 90-minute onsite seminar on teaching best practices within the context

of the host school twice/semester. Lead Mentors, with the guidance of the Mentor Support Coordinator, will facilitate identical biweekly 60-minute training/coaching seminars for mentor teachers. Four times per year, the Lead Mentors and residents will conduct instructional rounds, during which they will observe teaching practices at multiple sites, followed by intensive debriefs. The LEA Residency Coordinators will be responsible for working with the Site Leaders in their LEAs to coordinate the professional development for all residents in their respective LEA. The LEA Site Leaders will directly supervise the residents; conduct twice monthly resident classroom observations and debriefs; engage in learning walks with residents in classrooms within the LEA; and engage in regular informal learning experiences with residents and their mentors. After all residents' one-year residency ends, Site Leaders will continue to coach residents during the subsequent three-year induction period within their LEA.

The integration of residents' coursework and fieldwork will be structured and provide planned opportunities for residents to enact theory-based practices from university coursework in field placements. Once per week, residents will have a guest teaching experience in another classroom to practice and integrate strategies learned during coursework. Experts in university and school settings will provide guidance that will allow residents to reflect on classroom practices.

Twice/semester, we will conduct Collaborative Learning Events (CLEs), where we engage in investigation around core teaching practices, content, justice, and language and literacy. The first step is for residents to collectively see certain aspects of a teaching practice in action. We then analyze and develop questions about the core teaching practice to investigate it in greater depth. We decompose the complex practice into smaller components to determine how the practice can be enacted with students. Finally, the residents approximate the core teaching practice through rehearsal or roleplay before they enact the activity with students in the classroom. It is through this iterative learning process of investigation, practice, and reflection, that residents develop proficiency in core teaching practices. The SSU STEM Faculty Liaison and Mentor Support Coordinator will facilitate the CLEs, with each session addressing a different topic. CLE participants include residents, mentor teachers, and LEA Site Leaders.

Each May, beginning in 2023, the SSU Residency Director and LEA Residency Coordinators will facilitate a half-day Teacher Residency Forum for LEA leaders and staff from both LEAs and SSU involved in the implementation of the TRP, including Lead Team members, resident recruiters, host site school principals, mentor teachers, and the Mentor Support Coordinator. The purpose of the Forum is to establish common vision, roles, responsibilities, and expectations for the TRP implementation; plan for the implementation of the TRP yearlong activities; discuss program outcomes; and strategize on ways to overcome program implementation challenges. Each August, the SSU Residency Director and LEA Residency Coordinators will lead a three-day Summer Residency Institute for all members of NBSTEM to address ways to support residents' professional development; logistics for the year; and roles and responsibilities.

3f. Collaboration to eliminate duplicative coursework and fieldwork experiences. In spring 2023, the SSU Residency Director, Faculty Liaison, and LEA Residency Coordinators will collaborate to conduct a course and program audit to ensure there is no duplicative coursework and fieldwork experiences. In addition, (1) SSU will revise coursework so it aligns with the clinical practice experiences of the residents and contextual features of the schools; (2) resident site-based seminars and/or methods courses based upon the specific cohort's needs will be developed or modified based upon existing credential programs; and (3) SSU Supervisors' expectations and requirements will need to be modified to support a cohort of residents that could be from various disciplines across STEM Education.

3g. How the residency model will support expansion to UPK. Not applicable

3h. Modifications/improvements to the currently operating TRP and rationale. Not applicable

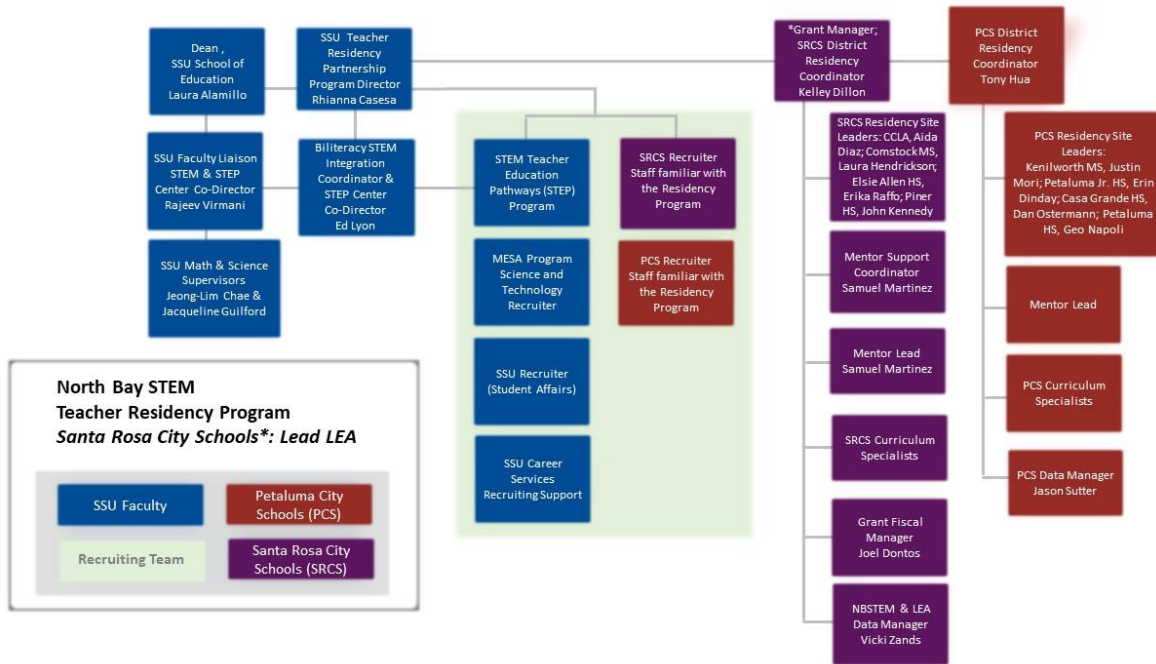
3i. Current focus of existing residency program to remain the same/expand. Not applicable

4. Key Program Personnel and Shared Program Governance

SRCS is the lead applicant for NBSTEM. Kelley Dillon, SRCS Executive Director of Educational Services, will serve as the Grant Manager and is responsible for the overall management of the TRIG. She will assure that the TRIG functions as a consistently shared responsibility between SRCS and PCS and IHE partner SSU. Joel Dontos, SRCS Executive Director, Fiscal Services, will be responsible for the fiscal management of the TRIG. A Lead Team comprised of SSU and LEA leaders will guide the day-to-day implementation of NBSTEM and will meet monthly to discuss TRP successes and challenges. Lead Team members are indicated by an asterisk (*) in the chart below. The SSU Dean of the SOE, SSU Residency Director, SSU STEM Faculty Liaison, and LEA Residency Coordinators will present TRP progress twice per year to the 5-member SSU SOE Dean’s Council and the 20-member SSU President’s Commission on Teacher Education, which will serve as the TRP advisory panels. Faculty and staff from NBSTEM institutions will support this initiative through the roles and responsibilities identified below.

Name/Title/FTE	Grant Role	Responsibilities
Kelley Dillon* , SRCS Executive Director of Educational Services (.10 FTE)	NBSTEM Grant Manager; Overall TRIG management; Assure TRCG functions as a shared responsibility among all partners; SRCS Residency Coordinator	Coordinate grant management and collaboration between IHE & LEAs; Report evaluative data to CTC; Manage SRCS participation in NBSTEM
Tony Hua* PCS Asst. Superintendent, Educational Services (.05 FTE)	PCS Residency Coordinator; Overall management of PCS TRP activities	Support collaboration between PCS, SSU, and SRCS; Manage PCS participation in NBSTEM; Recruit, select and place residents in PCS; Recruit PCS mentor teacher candidates
Dr. Rhianna Casesa* SSU Assoc. Professor of Biliteracy & Dual-Language: (.25 FTE)	Residency Director; Lead Team member	Provide leadership for all SSU residency partnerships; Oversee all aspects of SSU’s participation in the TRP; Collaborate and communicate with LEAs, SSU Liaisons, & supervisors; Facilitate and plan meetings; Evaluate SSU’s TRPs; Write & present reports to key stakeholders & community; visit residency sites, mentors, administrators, residents; create and maintain systems of communication
Dr. Rajeev Virmani* SSU Assoc. Professor of Math Ed.: (.07 FTE)	SSU STEM Faculty Liaison; Lead Team member	Support STEM curriculum design; Provide STEM expertise; Recruit STEM residents

Dr. Ed Lyon* SSU Assoc. Professor, Science Ed.: (.02 FTE)	SSU Bilingual STEM Integration Coordinator; STEP Center Co-Director; Lead Team member	Support STEM biliteracy curriculum design; Provide STEM biliteracy expertise; Recruit STEM residents
SRCS Residency Site Leaders *: CCLA, Aida Diaz; Comstock Middle School, Laura Hendrickson; Elsie Allen HS, Erika Raffo; Piner HS, John Kennedy (.05 FTE)	Overall management of SRCS cohort activities conducted at CCLA, Comstock MS, Elsie Allen HS & Piner HS; Lead Team members	Conduct day-to-day management of residency activities at SRCS sites; Oversee SRCS' residents' professional development; Support the MSC; Manage logistics for residents' placement; Coordinate post-residency induction
PCS Residency Site Leaders TBD*: Kenilworth Middle School, Justin Mori; Petaluma Jr. HS, Erin Dinday; Casa Grande HS, Dan Ostermann; Petaluma HS, Geo Napoli (.05 FTE)	Overall management of PCS cohort activities conducted at Kenilworth Middle School, Petaluma Jr. High, Casa Grande HS & Petaluma HS); Lead Team members	Conduct day-to-day management of residency activities at PCS sites; Oversee PCS' residents' professional development; Support MSC; Manage logistics for residents' placement; Coordinate post-residency induction
Samuel Martinez* SRCS Director, Secondary Education Services (.10 FTE)	Mentor Support Coordinator (MSC); SRCS Lead Mentor; Lead Team member	Provide training and ongoing support for residents and mentors; Conduct weekly seminar for residents; Conduct bi-weekly training/coaching for mentors; Facilitate 6 instructional rounds per year at multiple sites
Joel Dontos* SRCS Exec. Director, Fiscal Services (.025 FTE)	Grant Fiscal Manager; Lead Team member	Conduct fiscal management of project; Provide accounting and reporting of grant funds
Vicki Zands * SRCS HR Director (.05 FTE)	Grant Data Manager; Lead Team member	Manage collection, analysis, reporting, and use of data regarding SRCS TRP outcomes and overall grant outcomes: Design staffing plan for hiring and retaining residents at SRCS
Jason Sutter* PCS HR Asst. Superintendent (.025 FTE)	PCS Data Manager	Manage collection, analysis, reporting, and use of data regarding PCS TRP outcomes; Design staffing plan for hiring and retaining residents at PCS
TBD* PCS Mentor Teacher (.05 FTE)	PCS Mentor Lead; Lead Team Member	Support recruitment, planning, and mentor professional development.



Other Key Staff: The following key staff play important roles in implementing the NBSTEM:
SSU SOE Dean: Dr. Laura Alamillo will support the development and implementation of NBSTEM through SSU programming and coursework. Dr. Alamillo has led teacher residency programs through Fresno State University and is knowledgeable about best practices in teacher residencies, recruiting diverse teacher candidates, and evaluation.

Mentor teachers: These teachers will host residents in their classrooms. The majority have experience mentoring SSU teacher candidates or residents or new teachers. They will receive training focused on engaging in content, examining student work, analyzing classroom artifacts, co-teaching, and modeling instruction. All mentor teachers will participate in professional development activities regardless of experience level. Two mentor teachers from each LEA will serve as Mentor Leads to support recruitment, planning, and mentor professional development.

LEA leadership: LEA superintendents, bargaining unit leaders, site principals, and teachers from the teaching schools will support NBSTEM implementation and retention of residents through participation in recruitment, retention, and professional development. LEA credential analysts, HR staff, and other support staff will ensure residents file for credentials and receive induction.

SSU Math and Science Supervisors: Two SSU faculty with expertise in math and science, Jeong-Lim Chae and Jacqueline Guilford, will serve as Supervisors at the LEAs. They will support both the residents and the mentors on-site. They will conduct monthly meetings for mentors on best practices for preparing residents to become a part of the community, co-teaching strategies, gradual release of responsibility (mentor to resident); Supervisors ensure alignment of coursework and fieldwork and provide support for residents to enact theory-based practices.

Community members: Parents of students from the teaching schools and representatives from businesses and community-based organizations will support retention and community awareness through community-building activities.

5. Sustainability. The Dean of the SSU SOE, who has primary responsibility for assuring program sustainability, has dedicated funding for a position to lead all partner residencies. She has established an endowment fund to support SOE activities, with 50% dedicated to growing a

sustainable TRP in Northern California. SSU's STEP program provides a \$4,000 annual stipend for residents pursuing science and math programs. Residents who pursue a bilingual credential receive a \$2,000 stipend from SSU. SSU SOE will pursue government, foundation, and CSU funding for resident stipends and scholarships. LEAs will explore allocating district funding to support future residents through recruitment, induction, and professional development line items and enabling principals to dedicate funds from site budgets for residents to serve as co-teachers. **Kelley Dillon, SRCS, and Jason Sutter, PCS, will assure program sustainability.**

6. Data Collection and Evaluation Reporting. The Grant Data Manager will work collaboratively with the PCS Data Manager, NBSTEM Grant Manager, and the SSU Residency Director to collect, analyze, and report all required data to CTC. After the Grant Data Manager collects and analyzes the required data and develops related reports, the Lead Team will review the data during its monthly meetings to ensure the TRP is on track and in compliance with reporting requirements. The NBSTEM Grant Manager will present all required reports to CTC. SRCS assures it will respond to CTC's requirements for data collection, evaluation, and reporting as listed below and as required by statute. SRCS recognizes that these data types may change as a result of any future legislation concerning TRP grants. The following information describes who will have primary responsibility for providing required data to the Grant Data Manager and when it will be reported to CTC:

- a. *Number of residents enrolled to be trained in STEM education:* Provided by SSU Credential Analyst annually, beginning in fall 2023, with aggregates available beginning fall 2024.
- b. *Range of total financial support provided to residents:* Provided by SSU Residency Director and LEA HR Directors annually, beginning in spring 2024, with aggregates available beginning spring 2025.
- c. *Average per-resident costs of the program:* Provided by the Grant Fiscal Manager annually, beginning in spring 2024, with aggregates available beginning spring 2025.
- d. *Information regarding the effectiveness of the Teacher Residency Grant:* SSU Residency Director will provide edTPA and RICA passing rates; final reports of Student Teaching Effectiveness; SSU exit survey results; CSU one-year out and CSU one-year out supervisors' survey. This data will be analyzed and debriefed with Residency Site Leaders. Available annually, beginning spring 2024, with aggregates available beginning spring 2025.
- e. *Percentage of participants who complete TRP/earn preliminary credential:* Provided yearly by SSU Credential Analyst, beginning spring 2024 with aggregates starting spring 2025.
- f. *Extent to which program graduates teach in high-need subjects and locations:* Provided by LEA HR Directors annually, beginning spring 2024, with aggregates beginning spring 2025.
- g. *Number and percentage of program graduates who teach in subject area matching the credential earned and clinical placement of the residency program:* Provided by LEA HR Directors annually, beginning spring 2024, with aggregates available beginning spring 2025.
- h. *Number and percentage of program graduates who teach in a school where 50% or more of the enrolled pupils are eligible for free or reduced-price meals:* Provided by LEA HR Directors annually, beginning fall 2024.
- i. *Extent to which program graduates increase the diversity of the grant recipient's workforce:* Provided by LEA HR Directors annually, beginning fall 2024.
- j. *Teacher retention rates for program graduates within the grant recipient's LEA:* Provided by LEA HR Directors annually, beginning fall 2024.
- k. *Residency program graduate achievement on the Teaching Performance Assessments:* Provided by SSU Credential Analyst annually, beginning fall 2024.

- l. *Percentage of residents who complete induction and earn clear teaching credential:* Provided by LEA HR Directors annually, beginning fall 2025.
- m. *Results quality preparation surveys:* Provided by the SSU Residency Director and housed in SSU's Center for Teacher Quality Data Dashboard; Obtained via SSU and CSU exit surveys and CSU year-out surveys; Provided annually, beginning spring 2024.
- n. *Best practices found to be effective in implementing the program:* Provided by the SSU Residency Director and housed in SSU's Center for Teacher Quality Data Dashboard; Obtained via the SSU exit surveys, the CSU exit survey, and the CSU year-out surveys; Provided annually, beginning spring 2024.
- o. *Factors promoting or hindering program implementation:* Provided by the TRP Grant Manager, based on feedback collected during semi-annual TRP advisory panel meetings available annually, beginning spring 2024.
- p. *Lessons learned:* Provided by the TRP Grant Manager, based on feedback collected during semi-annual TRP advisory panel meetings annually, beginning spring 2024.

7. Budgets and Budget Narratives, including Matching Funds—See Appendix G

NBSTEM is requesting \$425,000 to support the first fiscal year of a new TRP to be implemented for 17 residents per year through June 2026. Local matching funds in the amount of \$349,668 @ 82.3% of the grant request, will support this work. SSU is providing additional support, estimated at \$50,000, in faculty and staff in-kind support. In determining costs, SRCS has considered the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing NBSTEM **Mentor Teacher Professional Development/ Training. Grant @ \$4,534:** SSU faculty seminars on biliteracy, translanguaging, equitable teaching practices, and social-emotional learning, co-taught with LEA faculty: 4/year @ \$1,133.50/seminar = \$4,534 (to SSU) for salary & benefits **Mentor Teacher Stipend. Grant @ \$25,500:** \$1,500/mentor for 17 mentors = \$25,500 **Mentor Teacher Release Time. Grant @ \$12,750:** Sub release time @ \$250/day for 3 days/year for 17 mentors = \$12,750

Salary/Stipend for Residents. Grant @ 314,500: \$18,500 stipend/resident x 17 residents = \$314,500; **Actual match @ \$25,500:** \$1,500/resident from SSU STEP for 17 residents = \$25,500

Residency program staff costs. Grant @ \$7,259: SSU administrative program support staff @ \$7259/year (Sara Jordan & Lara Herrera)

Program Administration @ 5%. Grant @ \$21,250: \$1,250/resident x 17=\$21,250 (\$7,084 for SSU; \$7,083 for SRCS; \$7,083 for PCS for program administration)

Other. Grant @ 39,207: Professional literature for mentors & residents to support seminars and collaborative learning @ \$200/resident/mentor x 34 residents/mentors = \$3,400; Professional learning opportunities (conferences, seminars) for mentors & residents @ \$775/resident x 17 residents + \$1,000/mentor x 17 mentors = \$30,175; Training materials to support professional learning opportunities for mentors & residents (paid to SSU) - \$227.71/mentor x 17 mentors = \$3,871.00; SSU Supervisors to attend mentor and resident events – 2 Supervisors @ 2 extra days of pay/supervisor @ \$440.25/day = \$1,761; **In-kind match @ 324,168:** Resident teacher support & coaching (provided by mentors) - Mentors at 8 hours/week @ \$68/hour (SRCS driven extended day pay) for 39 weeks x 8 mentors = \$169,728 + Mentors at 8 hours/week @ \$55/hour (PCS driven extended day pay) for 39 weeks x 9 mentors = \$154,440

8. Statutory Priority Points. Please see attached Appendix H.

9. IHE Partnership Letters. Please see attached letter from the Dean of SSU's SOE.

10. Grant Stewardship and Accreditation Status. Please see attached Appendix I.

Appendix D

Teacher Residency Implementation Grant

Program Summary

Directions: Fill in this form as applicable to the Teacher Residency Implementation Grant.

Note: You may select any number of the residency programs listed below; this form may be expanded if additional pages are needed.

Estimate the target number of residents and the proposed per resident spending by credential or program type:

Residency Area	Targeted Number of Residents Annually	Proposed Amount of Grant Funds Per Resident
Special Education	0	\$0.00
Special Education with Bilingual Authorization	0	\$0.00
Single Subject in a STEM Area	17	\$25,000.00
Single Subject in a STEM Area that Authorizes Teaching of Computer Science	0	\$0.00
Single Subject in a STEM Area with Bilingual Authorization	0	\$0.00
Single Subject Non-STEM with Bilingual Authorization	0	\$0.00
Multiple Subject (to teach in TK or Kindergarten)	0	\$0.00
Multiple Subject with Bilingual Authorization	0	\$0.00
Dual Credential Please specify the two credentials here:	0	\$0.00
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education	0	\$0.00
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations	0	\$0.00
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Single Subjects with or without added authorizations	0	\$0.00

1. LEA(s) and school sites where the residents would be placed. Please add rows if needed.

Santa Rosa City Schools (SRCS) - Cesar Chavez Language Academy (CCLA) - 2 Residents Annually - Single Subject Credential in a STEM AREA

Santa Rosa City Schools - Comstock Middle School - 2 Residents Annually - Single

Subject Credential in a STEM AREA

Santa Rosa City Schools - Elsie Allen High School - 2 Residents Annually - Single Subject Credential in a STEM AREA

Santa Rosa City Schools - Piner High School - 2 Residents Annually - Single Subject Credential in a STEM AREA

Petaluma City Schools (PCS) - Kenilworth Middle School - 2 Residents Annually - Single Subject Credential in a STEM AREA

Petaluma City Schools - Petaluma Jr. High School - 2 Residents Annually - Single Subject Credential in a STEM AREA

Petaluma City Schools - Casa Grande High School - 3 Residents Annually - Single Subject Credential in a STEM AREA

Petaluma City Schools - Petaluma High School - 2 Residents Annually - Single Subject Credential in a STEM AREA

2. Provide the rationale for the selection of the identified resident placement schools:

Both LEAs are growing STEM programs in their middle schools, so we want to create a STEM pathway to enable students to start STEM classes in middle school or junior high and continue into the high schools where they will matriculate. In SRCS, students from CCLA transition to Elsie Allen and students from Comstock attend Piner. In PCS, Kenilworth students transition to Casa Grande and PJHS students attend PHS. In addition, SRCS currently has residents at CCLA, Elsie Allen, and Piner through an existing Teacher Residency Program (North Bay Teacher Residency Consortium), meaning the faculty are familiar with the TRP model and are more likely to want to serve as mentor teachers. We also selected the eight target teaching schools based upon the following criteria: (1) community/school need for STEM teachers who can support STEM teaching for emergent bilinguals and who may be bilingual themselves; (2) proximity to one another within the cohort to facilitate the cohort model; and (3) school support, including availability of high-quality, willing and collaborative STEM mentors.

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

Sonoma State University - Single Subject Credential in STEM AREA

Appendix E

Teacher Residency Implementation Grant


Assurance Statements and Partnership Agreements

The Residency Program Assures the Commission that if awarded grant funding:


1. All residents will teach 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. (Appendix A (a)(2))
2. It is the responsibility of the Commission-approved teacher preparation program offered at the regionally accredited IHE to enroll the candidate in the program and to recommend a resident for the preliminary teaching credential once all requirements have been met.
3. Grantee LEAs or consortiums agree to prepare residents to teach and eventually be hired in a school within the jurisdiction of the grant recipient.
4. All residents agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for a period of **at least four school years** beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. (Appendix A (j))
5. Each resident employed by the grantee LEA will receive mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching **at no cost to the candidate**. (Appendix A (g)(3))
6. The LEA and IHE will cooperatively comply with annual reporting requests including but not limited to:
 - a. Teacher Residency Implementation Grant Program Annual Report– this template and the exact reporting areas are subject to change.
 - b. The Teacher Residency Implementation Grant Program Projections Report- this template and the exact reporting areas are subject to change.
 - c. Results from candidate and program graduate surveys of the quality of preparation they received.
 - d. Best practices found to be effective in implementing the program.
 - e. Factors promoting or hindering program implementation.
 - f. Lessons learned in order to inform future investments in this type of program.

Administrative Approval from both the Superintendent or Authorized Administrator of the Applicant Local education agency (LEA) and the Authorized Administrator of the Applicant IHE Partner:

****It is expected that if the application represents a consortium, ALL LEA partners will sign these agreements, including partner LEAs within a county office of education****

By signing below, I affirm that:	
1. I have thoroughly read all portions of this application including the assurance statements included on this form.	
2. All statements and data contained in this application are accurate.	
3. If awarded a Teacher Residency Implementation Grant, the LEA agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application.	
Name of Signatory:	Roderick Castro
Title of Signatory:	Assistant Superintendent, Educational Services
LEA Signatory Represents:	Santa Rosa City Schools
Signature: <i>Electronic signatures are acceptable</i>	
Date:	10/12/2022


Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)
****It is expected that ALL IHE partners will sign these agreements****

By signing below, I affirm that:	
1. I have thoroughly read 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 Teacher 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 1-10 in Section II of this application.	
Name of Signatory:	Gabrielle Utarid
Title of Signatory:	Director, Office of Research & Sponsored Programs
IHE Signatory Represents:	Sonoma State University
Signature: <i>Electronic signatures are acceptable</i>	 Digitally signed by Gabrielle Utarid Date: 2022.10.11 19:06:48 -07'00'
Date:	10/11/2022


1: *If there are multiple signers, please combine all signature blocks into one PDF before submitting the Appendix with the grant application.*

Administrative Approval from both the Superintendent or Authorized Administrator of the Applicant Local education agency (LEA) and the Authorized Administrator of the Applicant IHE Partner:

****It is expected that if the application represents a consortium, ALL LEA partners will sign these agreements, including partner LEAs within a county office of education****

By signing below, I affirm that:	
1. I have thoroughly read all portions of this application including the assurance statements included on this form.	
2. All statements and data contained in this application are accurate.	
3. If awarded a Teacher Residency Implementation Grant, the LEA agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application.	
Name of Signatory:	Tony Hua
Title of Signatory:	Assistant Superintendent, Educational Services
LEA Signatory Represents:	Petaluma City Schools
Signature: <i>Electronic signatures are acceptable</i>	
Date:	10/03/2022

Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)
****It is expected that ALL IHE partners will sign these agreements****

By signing below, I affirm that:	
1. I have thoroughly read 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 Teacher 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 1-10 in Section II of this application.	
Name of Signatory:	Gabrielle Utarid
Title of Signatory:	Director, Office of Research & Sponsored Programs
IHE Signatory Represents:	Sonoma State University
Signature: <i>Electronic signatures are acceptable</i>	 Digitally signed by Gabrielle Utarid Date: 2022.10.05 16:51:36 -07'00'
Date:	10/05//2022

1: *If there are multiple signers, please combine all signature blocks into one PDF before submitting the Appendix with the grant application.*

Appendix G

Teacher Residency Implementation Grant

Budget Overview Form

Directions: For each teacher residency program component listed in the narrative descriptions of this application, please indicate the number of intended Teacher 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 the blank spaces in the table below to add any additional components or services not listed. All categories of planned grant funds expenditures must also 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 Teacher Residency Implementation Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Reminders and Definitions:

1. The budget submitted on this form must not exceed \$25,000 per resident.
2. Authorizing legislation requires an 80% LEA match to grant funds (\$0.80 district funds per every one grant dollar).
3. Once an application has been approved and a grant award has been disbursed, an LEA or consortium may not alter the list of approved grant funded categories.
4. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.
5. **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.

Grant Funds

Program Component	Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor Teacher Professional Development/ Training	\$266.71	17	\$4,534.00
Mentor Teacher Stipend (this may include housing stipends)	\$1,500.00	17	\$25,500.00
Mentor Teacher Release Time	\$750.00	17	\$12,750.00
Teacher Preparation Costs (Tuition, Fees,	\$0.00	0	\$0.00
Salary/Stipend for Residents (this may include housing stipends)	\$18,500.00	17	\$314,500.00
IHE Faculty Stipends	\$0.00	0	\$0.00
IHE Faculty Release Time	\$0.00	0	\$0.00
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET,	\$0.00	0	\$0.00
Induction Support for Residents who Complete the Program	\$0.00	0	\$0.00
Residency program staff costs	\$427.00	17	\$7,259.00
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this	\$1,250.00	17	\$21,250.00
Other (describe below)	\$2,306.29	0	\$39,207.00
Professional Literature for Mentors & Residents - \$200.00 - 17 - \$3,400.00			
Professional Learning Opportunities for Mentors & Residents - \$1,775.00 - 17 - \$30,175			
Professional Learning Opportunities for Mentors & Residents - \$227.71 - 17 - \$3,871.00			
SSU Supervisors - \$103.59 - 17 - \$1,761			
TOTALS	\$25,000.00		\$425,000.00

Matching Funds

Program Component	Actual Matching Funds	In-Kind Matching Funds	Total Matching Funds
Mentor Teacher Professional Development/ Training	\$0.00	\$0.00	\$0.00
Mentor Teacher Stipend (this may include housing stipends)	\$0.00	\$0.00	\$0.00
Mentor Teacher Release Time	\$0.00	\$0.00	\$0.00
Teacher Preparation Costs (Tuition, Fees,	\$0.00	\$0.00	\$0.00
Salary/Stipend for Residents (this may include housing stipends)	\$25,500.00	\$0.00	\$25,500.00
IHE Faculty Stipends	\$0.00	\$0.00	\$0.00
IHE Faculty Release Time	\$0.00	\$0.00	\$0.00
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$0.00	\$0.00	\$0.00
Induction Support for Residents who Complete the Program	\$0.00	\$0.00	\$0.00
Residency program staff costs	\$0.00	\$0.00	\$0.00
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$0.00	\$0.00	\$0.00
Other (describe below)	\$0.00	\$324,168.00	\$324,168.00
Resident Teacher Support & Coaching (provided by mentor) - \$0.00 - \$324,168.00 - \$324,168			
TOTALS	\$25,500	\$324,168.00	\$349,668.00

Appendix H

Teacher Residency Implementation Grant

Statutory Priority Points

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both characteristics listed below.

Directions: Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

1. Applicant LEA or consortium has a commitment to increasing diversity in the teaching workforce.

Yes

If “Yes,” provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and teachers.

Priority #4 of SRCS Strategic Plan: https://www.srcschools.org/strategicplan Petaluma's TIDE initiative: https://petalumaside.org/
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2. Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.

Yes

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

90.5% - Ridgway High, Santa Rosa, 49 70920 4935607 85.1% - Brook Hill Elementary, Santa Rosa, 49 70912 6052104 84.6% - McDowell Elementary, Petaluma, 49 70854 6051957 84.1% - Abraham Lincoln Elementary, Santa Rosa, 49 70912 6052153 82.9% - Hilliard Comstock Middle School, Santa Rosa, 49 70920 6068977 80% - James Monroe Elementary, Santa Rosa, 49 70912 6052161 80.3% - Helen M. Lehman Elementary, Santa Rosa, 49 70912 6066385 76.1% - Kid Street Learning Center Charter, Santa Rosa, 49 70912 6116958 75.6% - San Antonio High, Petaluma, 49 70862 4935862 75% - Valley Oaks Elementary, Petaluma, 49 70854 6113112 72.1% - Albert F. Biella Elementary, Santa Rosa, 49 70912 6108500 71% - Steele Lane Elementary, Santa Rosa, 49 70912 6052195 58.6% - Cesar Chavez Language Academy, Santa Rosa, 49 70912 0128074 57.8% - Elsie Allen High, Santa Rosa, 49 70920 4930160 56.2% - Carpe Diem High, Petaluma, 49 70862 4930103 54.4% - Piner High, Santa Rosa, 49 70920 4935292 53.6% - Valley Vista Elementary, Petaluma, 49 70854 6051999 50.4% - Santa Rosa Middle School, Santa Rosa, 49 70920 6060289
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3. Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.

Yes

If "Yes," provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

The following are high density schools in Santa Rosa (over 5,000 residents/sq. mile)

James Monroe Elementary School 49 70912 6052161

Hilliard Comstock Middle School 49 70912 6052161

Luther Burbank Elementary School 49 70912 6052112

Helen Lehman Elementary School 49 70912 6066385

Abraham Lincoln Elementary School 49 70912 6052153

Piner High School 49 70920 4935292

Herbert Slater Middle School 49 70920 6060263

Montgomery High School 49 70920 4934154

Albert Biella Elementary School 49 70912 6108500

Brook Hill Elementary School 49 70912 6052104

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.

45.3% in the consortium

To: California Commission on Teacher Credentialing
From: Laura Alamillo, Dean, School of Education at Sonoma State University (SSU)
Date: October 6, 2022
Re: Teacher Residency Program Implementation Partnership Letter

The School of Education at Sonoma State University is committed to supporting the work of the North Bay STEM Teacher Residency Program (NBSTEM) with Santa Rosa City Schools (Lead LEA) and Petaluma City Schools. The School of Education is committed to this Teacher Residency Program (TRP) because we have seen the benefits of preparing educators using the residency model and the positive impact on schools and communities. The success of this work relies on our strong partnerships with school districts. SSU is committed to collaborating with our district partners on the implementation grant. This work evolves from our existing North Bay Teacher Residency program, started three years ago, and stems from our many years of combined experience of working within residency programs statewide.

The SSU School of Education commits to the following:

a. **Shared recruitment efforts:** SSU and the LEA partners have created a Resident Recruitment Team to oversee the recruitment and selection of qualified candidates to participate in the TRP. Members of this team include the following: SSU Residency Partnership Program Director (Residency Director); the two LEA Residency Coordinators; SSU STEM Faculty Liaison; SSU Biliteracy STEM Integration Coordinator & STEP Center Co-Director; HR Directors from the two LEAs; SSU recruiter from Student Affairs; SSU Career Services staff; SSU Mathematics, Engineering, Science Achievement (MESA) staff; and recruiters from the two LEAs who are staff members familiar/experienced with the Residency Program. In a joint effort between the LEAs and SSU to find candidates to participate in the TRP, the Resident Recruitment Team will implement a highly selective recruitment process which aims to attract teacher candidates with deep content knowledge and a commitment to teaching in the high need area of STEM education. The LEAs and SSU are building upon existing *Grow Your Own* pathways in which candidates are recruited from the community to teach in the residency schools. In particular, the LEAs are looking to their current teacher pool of promising substitute teachers and classified staff and are encouraging applicants to apply to the TRP. The LEAs will conduct recruitment events each year in early spring for classified staff. All applicants to SSU's teacher credentialing program will receive an application to NBSTEM. In addition, SSU will recruit candidates through an annual recruitment event in early spring for undergraduates. SSU students enrolled in pre-credential coursework and teacher prep pathway majors in STEM, the new Education minor, Chicano and Latino Studies, Spanish, and Liberal Studies, will receive emails about the TRP and will be personally notified about the TRP opportunities via their academic advisors. The SSU STEM Teaching Education Pathways (STEP) Center has a dedicated program and recruitment coordinator, in addition to an undergraduate recruitment liaison and MESA Director who will communicate to prospective candidates through newsletters, email, social

media, academic advisors, and websites. SSU will also recruit candidates at its annual teacher conference, *Tu Eres La Diferencia*. Resident Recruitment Team members will email information about the TRP to SSU EduCorps (a CSU teacher recruitment initiative) members and participate in SSU EduCorps recruitment events to promote the TRP. The Recruitment Team also partners with SSU's undergraduate recruitment liaison. SSU will co-create with the partnering districts teacher residency flyers to recruit prospective residents. My assistant, Aidan Humrich, will assist district partners in creating recruitment materials.

The Resident Recruitment Team will place high value on recruiting diverse teacher candidates, especially teachers who are multilingual, value diversity, and are familiar with the LEA contexts. Potential candidates will be interviewed by IHE and district leadership together to ensure they are the best candidate for the district. The Residency Site Leaders at both LEAs will facilitate the resident hiring process through close collaboration between HR staff in the LEAs and the SSU credential office. Ultimately, the LEAs will make the final decision for selecting their residents. Prospective candidates will be informed of the residency program guidelines via a written document prepared jointly by the SSU School of Education and the LEA before they are accepted into the program. These guidelines include being informed about and agreeing to the four-year service commitment to the district. Human Resources staff from the school districts will inform the residents of their obligations to their respective districts. The residents will be required to sign a document attesting to their four-year service commitment.

- b. **Commission-approved credential program:** The residents in this TRP will be candidates for the Commission-approved Single Subject Credential or authorization in math, science, or computer science.
- c. **Supporting a cohort model:** NBSTEM will feature a cohort model to provide collaborative learning and ongoing mutual support for 17 residents and their 17 mentors per year. NBSTEM will create two location-based cohorts: SRCS Cohort and PCS Cohort. Annually, eight SRCS residents will complete their coursework as a cohort in one of four secondary teaching schools and nine PCS residents will complete their coursework in one of four secondary teaching schools, receiving intensive classroom-based mentoring from experienced, trained mentors during their year-long residency. Our focus on a location-based cohort model for single-subject teacher candidates will facilitate the close alignment of coursework and fieldwork and increased opportunities for residents to enact theory-based practices in the context of their residency. Location based cohort groups are central to our TRP and will support our commitment to working together to prepare teachers for school and community contexts.
- d. **IHE staff contacts:**
 - Dr. Rhianna Casesa, SSU Residency Partnership Program Director, and Dr. Rajeev Virmani, SSU STEM Faculty Residency Liaison, are the primary contacts for the teacher residency program. They will be responsible for reporting, along with the partner LEAs. They have served as residency leaders for three years. In addition,

Maricela Ibarra Aceves and Kristen Boland, staff in the School of Education, are responsible for helping facilitate data access and collection on campus. Kristen is responsible for data entry (Title II reporting) and other administrative responsibilities regarding accreditation. Maricela is our main contact for admissions procedures and requirements. Staff members from the SSU Student Services Office work collaboratively with our primary contacts. I am also available to assist in TRP partnership leadership work. I attend meetings, contribute to discussions, and assist in finding ways to strengthen the partnership work in teacher residencies. I also work closely with prospective donors to encourage them to contribute to the School of Education's endowment, of which 50% is targeted for residencies. Our Associate Dean, Paula Lane, is charged with overall recruitment in the School of Education. She will be recruiting for the teacher residency program. The SSU Residency Director, STEM Faculty Residency Liaison, LEA Residency Coordinators, and I will present TRP progress twice per year to the 5-member SSU School of Education Dean's Council and the 20-member SSU President's Commission on Teacher Education, which will serve as the TRP advisory panels. These presentations enable us to discuss successes and address concerns and issues.

- Crescencio Torres, Credential Technician, is responsible for submitting the residents' applications for the preliminary credential.

Signature:

A handwritten signature in black ink, appearing to be 'LA', written in a cursive style.

Laura Alamillo, Dean, School of Education, Sonoma State University

Appendix I

Teacher Residency Implementation Grant

Grant Stewardship and Accreditation Status

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 Residency Grant Program
- Classified School Employee Teacher Credentialing Program
- Local Solutions to the Shortage of Special Education Teachers Grant
- Integrated Undergraduate Teacher Preparation Grants

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.

Sonoma State University - Dyslexia Grants to Preparation Programs/Incorporating Dyslexia Guidelines in Credential Programs - 2022

Petaluma City Schools/Old Adobe Union School District/Sonoma State University - Teacher Residency Capacity Grants/Petaluma Regional Diversity, Equity & Inclusion Residency (PRDEIR) - 2022

Santa Rosa City Schools/Petaluma City Schools/Sonoma State University - Teacher Residency Capacity Grants/North Bay STEM Teacher Residency Program (NBSTEM) - 2022

Napa Valley Unified School District/Santa Rosa City Schools/Sonoma State University – Teacher Residency Capacity Grants/ North Bay Bilingual Teacher Residency Program (NBBTRP) –2022

Napa Valley Unified School District/Sonoma State University – Teacher Residency Grant/North Bay Teacher Residency Program (NBTRP) - 2019

Napa Valley Unified School District/Santa Rosa City Schools/Sonoma State University -
Teacher Residency Capacity Grant/North Bay Teacher Residency Consortium (NBTRC) - 2018

Sonoma State University/Santa Rosa Junior College - Integrated Teacher Preparation
Grant/Sonoma State Advancement for Bilingual Educators (SAABE) - 2016

Section II – Accreditation Status

In the table below, enter the current accreditation status of each Commission-approved institution (LEA, IHE) - including induction programs - 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.**

Sonoma State University - Preliminary Multiple Subject; Preliminary Single Subject, with Intern; Preliminary Mild/Moderate Disabilities, with Intern; Preliminary Moderate/Severe Disabilities, with Intern; Early Childhood Special Education Added Authorization; Bilingual Authorization (Spanish); Reading and Literacy Added Authorization; Preliminary Administrative Services, with Intern; Pupil Personnel Services: School Counseling – Accreditation Status Assigned – January 2021