

HOW TO USE THIS GUIDE

We created this guide as a public resource for educators and districts committed to diversifying the educator workforce and meeting the needs of diverse students.

The guide consists of two sections:

Section I highlights allocations and grants for individual applicants (e.g., prospective teachers, teacher candidates, or current teachers).

Section II outlines allocations and grants for organizational entities (e.g., local education agencies, school districts, & county offices of education).



GLOSSARY

COE County Office of Education

CTC California Commission on Teacher Credentialing

IHE Institute of Higher Education

LEA Local Education Agency

SELPA Special Education Local Plan Area

RFA Request for Applications

"Drawing from Paulo Freire's (1970) work on humanization, humanizing education seeks to support the process of becoming more fully human, recognizing the full humanity of ourselves and those around us (our colleagues, our students, families, and communities), particularly those who have been historically (and may remain currently) marginalized by social structures and hierarchies. Humanizing education acknowledges and affirms our identities, experiences, and the goals we have for our own education and development."

-Dr. Betina Hsieh, President, California Council on Teacher Education (CCTE)

President's Message, Fall 2022 CCTE Conference

Adequately addressing the needs of our highly diverse K-12 population will require not only hiring educators of diverse backgrounds but also creating welcoming and affirming spaces and environments that can accommodate, sustain, and uplift our students and school communities. We created this guide as a public resource for educators, schools, and districts striving to provide equitable access to inclusive learning environments for all students. This guide spotlights how funding can be used to prioritize efforts to increase the diversity of the educator workforce and humanize the teaching profession. Our hope is that if used with intentionality, these allocations can expand access and opportunity for all TK-12 educational partners.



About The California Coalition for Educator Diversity

The California Coalition for Educator Diversity was established by UCLA's Center for the Transformation of Schools to support the work of the California Educator Diversity Project. The Coalition is a collaborative effort brought forth by researchers, practitioners and advocates committed to advancing teacher diversity and equity in schools. Our collective mission is to diversify the California educator workforce by amplifying and elevating evidence-based and equity-centered policy, practice, and research.



Director, CA Educator Diversity Project, UCLA Center for the Transformation of Schools



Director of Education Programs, UC Merced Extension



Senior Researcher, WestEd



Assistant Professor, Teacher Education and Foundations, CSU San Bernardino; California Council on Teacher Education (CCTE) President-Elect



Professor, Teacher Education and Development Lab, UC Davis



Senior Staff Attorney, Public Advocates



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President



Vice President, Policy and Programs, Children Now



Project Director, WestEd



Research Analyst, UCLA Center for the Transformation of Schools



Executive Director, Teach Plus California



Research and Data Analyst, Education Trust-West



Research Scientist, UCLA CRESST



Senior Transformation Specialist, CalEPIC



Project Manager, CalEPIC Funds for
Prospective Teachers,
Teacher Candidates,
or Current Teachers



Funds for **Prospective Teachers, Teacher Candidates,**or **Current Teachers**

Golden State Teacher Grant Program

Up to **\$20,000** per candidate available.

Funds are available through June 2026 (or until funds are exhausted).

PRESERVICE TEACHERS
PRIORITY SCHOOLS
GRANT

Who is it for?

Students currently enrolled in a professional preparation program approved by the Commission on Teacher Credentialing (CTC) and working towards earning their preliminary teaching or pupil personnel services credential.

How can these funds be used to prioritize diversity?

GSTG awardees must commit to teaching for four years in a California Priority School. Priority schools have more than 55% of pupils classified as English Learners, eligible for free or reduced-price meals, or current foster youth. Financial burdens can often be a barrier for diverse teacher candidates entering the profession. Funding helps to offset the cost of schooling/tuition and incentivize teaching in priority schools.

How can these funds be used to humanize the teaching profession?

These funds can provide a greater opportunity for candidates to serve over a sustained period in priority schools, providing consistency for students who often are underserved in environments where there is high teacher/staff turnover. These funds also acknowledge the challenges that many first-generation and low-income teacher candidates may have in paying for high-quality teacher education programs and certification, and who are in their initial transition into teaching.



CHANGES TO 2022 LEGISLATION

Significant legislative changes are as follows:

- Expansion of application consideration to students who have enrolled in or applied for enrollment in an eligible professional preparation program.
- Elimination of the requirement for a preliminary teaching credential to be issued in a high-need field.
- Eligibility expansion to include those enrolled in a professional preparation program leading to a pupil personnel services credential.
- Requirement to complete professional preparation program and obtain credential within three years after the first distribution of grant funds
- Extension of the obligation time frame to complete four years' service at a priority school from five years to eight years.

ELIGIBILITY & WHERE TO APPLY

To be eligible for the GSTG, a student must meet the following criteria:

- Be enrolled in a California-based professional preparation program approved by the Commission on Teacher Credentialing (CTC);
- Maintain satisfactory academic progress (SAP); and
- Be working toward a preliminary teaching or pupil personnel services credential.
- Submit a <u>Free Application for Federal Student Aid</u> or <u>CA Dream Act Application</u>
- Complete their program and obtain their credential within three years from the first distribution of GSTG funds.
- Commit to work at a priority school in California for four years within eight years of completing their program.

Deadline to Apply: March 31, 2023.

CLICK HERE TO APPLY -



Funds for **Prospective Teachers, Teacher Candidates,** or **Current Teachers**

The National **Board for Professional Teaching Standards** Certification **Incentive Program**

Up to **\$25,000** per candidate is available.

For 2022 Incentive Grant recipients, funds are available through 2027.

NATIONAL BOARD CERTIFICATION

HIGH-PRIORITY SCHOOLS PROFESSIONAL DEVELOPMENT

Who is it for?

The **subsidy grant** is for teachers who are interested in pursuing National Board certification and are teaching at a high-priority school.

The **incentive grant** is for current National Boardcertified teachers who are assigned to teach at a high-priority school at least 50% of the time.

How can these funds be used to prioritize diversity?

Awardees must commit to teaching for five years in a highpriority school. A high-priority school is currently defined as a school with 55% or more of its pupils (unduplicated) classified as an English learner, foster youth, or eligible for free or reduced-price meals. In addition, the cost of pursuing National Board certification can be prohibitive to teachers with limited resources.



How can these funds be used to humanize the teaching profession?

The funds can support teachers working in highpriority schools where there is often high turnover of teachers and staff. These additional funds for teachers also acknowledge the financial burden of this added certification and the professionalism of undergoing this additional certification.

ELIGIBILITY

Subsidy Grant

Teachers need to initiate the process of applying for certification from the National Board for Professional Teaching Standards at a high-priority school in order to be eligible for a \$2,500 award.

Incentive Grant

Teachers need to be National Board-certified, currently teaching at a high-priority California public school, and agree to continue doing so for five years to be eligible for a \$5,000 annual award and a total of up to \$25,000.

REQUIREMENTS

Subsidy Grants: \$2,500 for teachers who initiate the process of pursuing certification from the National Board for Professional Teaching Standards when teaching at a high-priority school.

Subsidy Grant deadline: January 4, 2023

Incentive Grants: \$5,000 annually to National Boardcertified teachers who agree to teach at a high-priority school for five years, for a total of up to \$25,000.

Incentive Grant deadline: January 4, 2023

FOR MORE INFORMATION ->



Funds for **Prospective Teachers, Teacher Candidates,**or **Current Teachers**

Teacher Exam Fee Waivers

Funds are available through **June 30, 2023,** or until all funds have been disbursed for the 2022-23 year.

FEE WAIVERS

TEACHER EXAMINATION FEES

CBEST

CTEL

CPAC

CSET

CALAPA

RICA

EDTPA

Who is it for?

Individuals with a California mailing address or P.O. Box and who are enrolled in or intending to enroll in a Commission approved California educator preparation program may have registration fees waived for an examination and/or assessment.

Waived fees are also available to non-California residents who are:

- Individuals with active military status as of July 1, 2022, or who retired or separated as of July 1, 2021, or
- Dependent family members of military personnel who are pursuing a California credential.



- Remove barriers for candidates facing socio-economic challenges.
- Prioritize candidates aiming to fill high needs areas including SPED, high needs schools, etc.
- EPPs can target communication of these opportunities to candidates with historically marginalized identities.



How can these funds be used to humanize the teaching profession?

- Help to acknowledge and remove barriers for candidates for whom examinations and fees function as a gatekeeper to entering the teaching profession.
- Allow for evidence collection around changing examination policies.

ELIGIBILITY & WHERE TO APPLY

Eligible individuals can register and schedule five concurrent examinations and/or assessments and fees will be waived, while funds remain. Although there is no limit to the total number of fees waived, a test-taker can be actively registered for only five concurrent assessments/subtests. A combination of subtests registered together for a single test session will count as one concurrent active registration. Subtests registered for separately will each count as

separate active registrations toward the five concurrent assessments/subtests permitted. Candidates with two unexcused absences from scheduled test sessions will no longer be eligible for the fee waiver.

Candidates must register and pay the applicable fees at the time of registration and be reimbursed later.

FOR MORE INFORMATION





Integrated Teacher Preparation Programs

Interested IHEs can be awarded up to **\$500K** for implementing preparation programs.

Funds are available for expenditure or encumbrance upon grant award through **June 1, 2025.**

UNDERGRADUATE EDUCATION

INTEGRATED TEACHER
PREPARATION PROGRAMS
INSTITUTIONS OF HIGHER
EDUCATION

Who is it for?

Public/private institutions of higher education looking to develop and implement integrated teacher preparation programs. Integrated Teacher Preparation Programs allow teacher candidates to receive their credentials simultaneously while obtaining their bachelor degrees; grants up to \$250K (for planning grants) and \$500K (for implementation grant) are available to institutions of higher education (IHEs).

How can these funds be used to prioritize diversity?

- An avenue to prioritize/expand diversity could be the integration of bilingual authorization, early childhood, and special education pathways in ITPPs.
- Differences in financial aid for undergraduate education allow ITPPs to be more financially appealing for candidates who qualify for financial aid.
- ITPP grants aim to create four-year integrated preparation programs that include partnering with community colleges to develop integrated programs (and potentially expand potential pool of teacher candidates).

How can these funds be used to humanize the teaching profession?

- ITPPs that are in the cohort/residency/internship models can provide environments that allow for greater mentoring and cohesion for teacher candidates over an extended period of time. This can humanize the profession by allowing for developmental support over time.
- According to RFA, funds can be used to provide time/space for supporting candidates/teacher preparation efforts (e.g., funding faculty release time for course redesign, stipends for program coordinators).



ELIGIBILITY	WHERE TO APPLY	
Those interested in applying are encouraged to submit an Intent to Apply (<u>Appendix B</u> , optional) via email to IntegratedGrants@ctc.ca.gov by December 20, 2022 .	RFA for ITPP Plan ı	ning Grant
	Application for IT	PP Planning Grant
	RFA for ITPP Imple	ementation and Extension Grant
Applications must include narrative responses to required elements/selection criteria outlined in RFA to be considered and complete appendices	Application for Im	plementation and Extension Grant
(online application has links) including a cover page,	Deadline to Apply:	
program summary, partnership agreements and	February 13, 2023	Questions?
budget summary/narrative.	5 p.m. PT	Email IntegratedGrants@ctc.ca.gov.

Educator Workforce Investment Grant

Funds are available for expenditure or encumbrance for Computer Science 2021: by March 29, 2024. Computer Science 2023: by March 29, 2025.

WORKFORCE

GRANT

COMPUTER SCIENCE

FTHNIC STUDIES

CALIFORNIA ENGLISH LEARNER ROADMAP POLICY

SPECIAL EDUCATION-RELATED PROFESSIONAL LEARNING

POSITIVE SCHOOL CLIMATE

SOCIAL-EMOTIONAL LEARNING

Who is it for?

IHEs or nonprofit organizations who partner with a county office of education (COE) or consortium of COEs.

The grant supports professional learning opportunities for teachers and paraprofessionals across the state.



How can these funds be used to prioritize diversity?

- Funds can be used to support the 2020 Ethnic Studies Model Curriculum, which supports providing a diverse learning environment for K-12 students.
- Funds can be used for special education professional development enhancing a learning space for a diversity of learners.
- Enhancement of computer science curricula and instruction creates more robust, variable pathways for students to navigate their learning.

How can these funds be used to humanize the teaching profession?

Professional learning for teachers and paraprofessionals can be used to support practices and strategies that create a positive school climate, including social-emotional learning and restorative justice.

ELIGIBILITY

Positive consideration will be given to applicants that propose to partner with a county office of education (COE) or a consortium of COEs.

The applicant needs to be a higher education institution or nonprofit organization, and activities need to align with the statewide system of support.

To the extent practicable, grantees need to coordinate activities with the California Subject Matter Projects.

WHERE TO APPLY

To apply, access the <u>Grant Web Pages and Timelines</u>, which includes RFA release dates and application due dates for the various grants.

**However, as of 11/26/2022 RFA release and application due dates for the Positive School Climate, Social-Emotional Learning, and Restorative Justice and Ethnic Studies grants are listed as canceled.

Deadline to Apply: **TBD**

Golden State Pathways Program

\$500 million allocation amount available for eligible LEAs.

The funds are available for expenditure or encumbrance until June 30, 2029.

Who is it for?

LEAs in partnership with local community college district, prioritizing high-priority LEAs, defined as those that meet any of the criteria:

- Fifty percent or more unduplicated pupils (English learners, students from low-income families, and youth in the foster care system)
- Higher than state average dropout rate
- Higher than state average suspension and expulsion rates
- Lower than state average rate of A-G completion

How can these funds be used to humanize the teaching profession?

By using these funds to cultivate programs in middle and high schools that enable communities to "grow their own" teachers, this grant program has the potential to affirm the humanity of teachers by developing teachers with the varied class, social, and linguistic backgrounds represented within their community. Also, if these programs are developed intentionally to value the strengths within their community and make schools and teaching more affirming for students, it will connect those students to their teachers and teaching as people.



TBD



How can these funds be used to prioritize diversity?

The grants can be used for districts to plan and implement new career pathway programs in targeted career areas, including education. Utilizing these grants to develop "grow your own" teacher development programs in communities with high need districts can recruit and develop more diverse educators from within their own community. Golden State Pathways Program prioritizes a few general pathways: education, computer science, health care and climate resilience involving science, technology, engineering and mathematics.

CA Teacher Residency Grant **Program**

Capacity Grants provide up to **\$250,000 per LEA** (an 80% LEA match is required).

Implementation Grants and **Expansion Grants** are funded at **\$25,000 per** candidate in the planned residency program (with 80% LEA match).

Funds are available for encumbrance until June 30, 2026.

TEACHER RESIDENCY

Who is it for?

Applicants should be looking to make residency a key part of an intentional workforce strategy and be willing to commit sufficient staff, resources, and leadership support. This grant is intended for **collaborative partnership** between an eligible LEA or a consortium of LEAs partnering with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education to expand, strengthen, improve access to. or create teacher residency programs. Funds may be used for teacher preparation costs, stipends for mentor teachers or teacher candidates, mentoring, and beginning teacher induction, among other allowable uses. Recipient LEAs must match 80% of the grant amount (in-kind matches accepted).

How can these funds be used to prioritize diversity?

These funds will be used in local efforts to recruit. develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community's diversity.

How can these funds be used to humanize the teaching profession?

These funds will be used for designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual analysis of hiring and vacancy data.

ELIGIBILITY

Eligible applicants for Teacher Residency Capacity Grants are LEAs that either have an existing partnership or are establishing a new partnership with one or more IHEs to operate a teacher residency pathway within the IHE's commission-approved teacher preparation program to prepare residents in one of the designated shortage areas and/or diversification efforts identified above.

Eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory 80% match requirement for each grant dollar received. Matching funds may be actual funds and/ or an in-kind match. An eligible LEA shall partner with any regionally accredited IHE with a commission-approved teacher preparation program to develop and operate a studentteaching based teacher residency program pathway.

DEADLINE TO APPLY

Note: New programs are strongly advised to start with a **Capacity Grant before applying for Implement Grant.**

Capacity Grant Program

Round Two: **RFA** was due to the Commission by 5 p.m. on Friday, November 18, 2022.

Expansion Grant Program

Round Two: **RFA** due by 5 p.m. on **Friday, January 27, 2023.**

Implementation Grant Program

Not accepting applications at this time. **CTC anticipates** releasing the next RFA in February 2023.

Ouestions?



Visit the CTC's Teacher Residency Grant Program website.

To learn more: Visit the **California Teacher Residency Lab** website. Participate in its support series for grant applicants.

Reach out to your local CSU, UC, accredited private university, or county office of education and inquire if they have an existing residency program that can partner with your district.

Educator Effectiveness Block Grant

Funds are available for expenditure or encumbrance by the **2025-2026 School Year**.

SOCIAL-EMOTIONAL
LEARNING
MENTAL HEALTH
RESTORATIVE JUSTICE
DISCRIMINATION/
HARASSMENT PREVENTION
PROFESSIONAL LEARNING

Who is it for?

The grants are distributed to school districts, COEs, Charter Schools, and state special schools to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. It can be used for:

- Coaching and mentoring
- Programs that lead to effective, standards-aligned instruction and improve instruction in literacy
- Practices and strategies that lead to accelerated learning
- Strategies to implement social-emotional learning, traumainformed practices, and other approaches that improve pupil well-being
- Practices to create a positive school climate
- · Strategies to improve inclusive practices
- Instruction and education to support implementing effective language acquisition programs for English learners
- New professional learning networks
- Instruction, education, and strategies to incorporate ethnic studies curricula
- Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development
- Strategies to improve beginning teacher retention and support through teacher induction programs

ELIGIBILITY

No application necessary. Funds allocated on the basis of an equal amount per certificated and classified full-time equivalent. A local plan for the Educator Effectiveness Funds needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school before its adoption in a subsequent public meeting. This must take place on or before March 31, 2023.

How can these funds be used to prioritize diversity?

The grant can help schools and teachers provide more inclusive learning environments where all students are supported and cared for by:

- Contracting with professional development (PD) providers that specialize in anti-racist practices and culturally sustaining pedagogies.
- Supporting veteran teachers of color to serve as coaches and mentors.
- Considering providing PD, release time, compensation, etc.
- Considering partnering with providers of color and local providers who can speak to the unique local context.
- Prioritizing PD that focuses on actively dismantling the preschoolto-prison pipeline.
- Prioritizing PD that focuses on empathic instructional approaches, healing-centered engagement, and humanizing pedagogies.
- Providing more support for counseling staff to deliver socialemotional support for marginalized students who may be experiencing trauma.

How can these funds be used to humanize the teaching profession?

LEAs can spend these funds on a range of professional learning supports targeted at providing more inclusive learning environments. LEAs can utilize these funds creatively to address the structural and professional barriers to educator well-being, reflecting not only safety, workload and health, and well-being but also community, belonging, development and growth.

For additional ideas on how funds can be used to humanize the teaching profession see Hierarchy of Educators' Needs.

CHANGES IN 2022 BUDGET

Assembly Bill (AB) 181 (2022) added the preschool learning foundations to the list of subject areas. Additionally, AB 181 added language that allowed the EEF to be utilized for coursework that would allow existing staff to become credentialed, fully credentialed for their assignment, or meet the statutory requirements to expand transitional kindergarten.

The 2022-23 budget also updated the expectation that a local plan for the EEF needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. **This must take place on or before March 31, 2023.**

California Classified School Employee Teacher Credentialing Program

Grant awards of up to \$4,800 for each candidate per year.

Funds are available through **June 30**, **2026**.

TEACHER RECRUITMENT
RECRUITMENT INCENTIVES
CLASSIFIED EMPLOYEES

Who is it for?

LEAs interested in securing grant funding to recruit classified school employees to become credentialed teachers should apply. Employees must complete both their undergraduate degree and a commission-approved teacher preparation program so that they are qualified to provide instructional services.

How can these funds be used to prioritize diversity?

To the extent that California's classified school employees are more diverse, their entrance into the credentialed teacher population will help diversify the workforce and ensure that it better reflects the state's student population.



How can these funds be used to humanize the teaching profession?

California's classified school employees are familiar with the working environment, culture and climate, and assets/needs of parents and students within schools; as such, they understand the nature of the work and can serve as experienced voices at sites and as supportive colleagues for peer educators.

ELIGIBILITY	WHERE TO APPLY
Applicants must submit an electronic copy of the entire grant application by email AND two paper copies of the same to the commission office by the December 9 deadline.	RFAFor more information, visit their website.
To be considered, applicants need to provide a narrative response addressing all selection criteria (outlined in RFA and maximum? points awarded for each element, pgs. 8-10) as well as a cover page with contacts. See p. 13 of RFA for format and page limits.	Deadline to Apply: December 9, 2022 by 5 p.m.

The California Prekindergarten Planning and Implementation Grant Program

These funds shall be available for use (as funding permits) until June 30, 2026.

Enrollment	Minimum Funding
1-500	\$25,000
501+	\$50,000

A minimum base grant for each COE of \$15,000 for each local educational agency in their county that operates kindergarten programs to support countywide planning and capacity building.

EARLY CHILDHOOD

PRE-K

ΤK

LFAS

Who is it for?

LEAs

The California Prekindergarten
Planning and Implementation Grant
Program is a state early learning
initiative with the goal of expanding
access to classroom-based pre-K
programs at local educational
agencies. Allocation amount is \$300
million for 2022-23

How can these funds be used to prioritize diversity?

- Prioritize the hiring and support of diverse teachers and teacher candidates for pre-K and TK programs.
- Invest in creating a culturally responsive curriculum with a diverse group of teachers.
- Partner with local community colleges to identify potential teachers for pre-K or TK programs.
- Provide access to pre-K and TK programs in underserved communities.



How can these funds be used to humanize the teaching profession?

- These funds acknowledge the specialized expertise of teachers working in pre-K and TK programs.
- Provides support to teachers working in programs that are in development.

ELIGIBILITY & WHERE TO APPLY

No application.

2022 Antibias Education Grant Program

LEAs can be awarded up to \$200K if requirements are met.

Funds are available for expenditure or encumbrance through the 2025-2026 fiscal year.

ANTIBIAS EDUCATION
ANTIBIAS TRAINING
ANTIBIAS CURRICULUM
ANTIBIAS PROFESSIONAL
DEVELOPMENT

Who is it for?

100 Antibias Education Grants (at a minimum of \$75,000 each and up to \$200,000) will be awarded to LEAs, school districts, COEs, and charter schools meeting certain requirements to be used for training and resources to prevent and address bias or prejudice toward any group of people based on certain characteristics.

How can these funds be used to prioritize diversity?

The grant is established to help address, prevent, and eliminate racism and bias in all California public schools, and make all public schools inclusive and supportive of all people.

How can these funds be used to humanize the teaching profession?

- Inform and celebrate personal and social identities.
- Facilitate joyful exploration and engagement in learning about human diversity.
- Provide opportunities for integrating curricular models around antibias teaching and learning.
- Elevate LEA conversations around embedded antibias systemic practices.
- Provide opportunities to elevate teachers to lead critical learning and conversations rooted in their own expertise.

ELIGIBILITY	WHERE TO APPLY
LEAs that demonstrate a need for additional antibias education and training.	Antibias Education Grant Program - Professional Standards (California Department of Education)
	Deadline to Apply : September 30, 2022, by 4 p.m.*
	*If there is less than \$20 million in fundable applications, the CDE will provide another opportunity for LEAs to apply for the remaining balance of funds in the spring of 2023.

We would like to give a special thanks to our **organizational partners** without whom this work would not be possible.

















