

A Funding Guide for More Diverse California Schools

2023-24

UCLA

School of Education & Information Studies

Center for the Transformation of Schools



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 equity initiatives and further humanize the k-12 space. Our hope is that if used with intentionality, these allocations can expand access and opportunity for all TK-12 educational partners.

Thank you to our funders for their support of this work:

BILL & MELINDA GATES foundation

WILLIAM + FLORA HEWLETT Foundation



School of Education & Information Studies
Center for the Transformation of Schools

HOW TO USE THIS GUIDE

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

CDE California Department of Education

COE County Office of Education

CTC California Commission on Teacher Credentialing

IHE Institute of Higher Education

LEA Local Education Agency

RFA Request for Applications

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.



BENITO ARANDA-COMER

K-12 Policy Analyst,
The Education
Trust-West



CATHY BALFE

Graduate Student
Researcher, CA Educator
Diversity Project,
UCLA Center for the
Transformation of Schools



MELISSA EILER WHITE

Project Director,
Innovation Studies,
WestEd



KAREN ESCALANTE, PH.D.

Assistant Professor, College
of Education, California State
University, San Bernardino



CHARLOTTE ACHIENG EVENSEN, PH.D.

Center Director, Center
Director for the California
Educator Preparation
Innovation Collaborative
(CaEPIC), Thompson Policy
Institute at Chapman
University



BETINA HSIEH, PH.D.

Boeing Endowed
Professor of Teacher
Education, University of
Washington (Seattle)



HUI HUANG

Graduate Student
Researcher, CA Educator
Diversity Project,
UCLA Center for the
Transformation of Schools



MARGARITA JIMENEZ-SILVA, ED.D.

Associate Professor,
Teachers College,
Arizona State University



CHRISTA KOPPUZHA

Research and Data
Analyst, The Education
Trust-West



SARAH LILLIS

Executive Director,
Teach Plus
California



REINO MAKKONEN, PH.D.

Senior Policy Associate,
WestEd



KAI MATHEWS, PH.D.

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



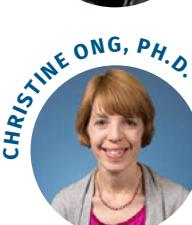
HEATHER MICHEL, PH.D.

Residency Coordinator,
CalState TEACH



KEVIN NGUYEN-STOCKBRIDGE, PH.D.

Director of LGBTQ Pride
and Achievement,
Chapman University



CHRISTINE ONG, PH.D.

Research Scientist,
UCLA CREST (Center
for Research on
Evaluation, Standards,
and Student Testing)



ANGELICA SALAZAR

Senior Policy Advocate,
Public Advocates



VINCENT STEWART

Vice President,
Policy and Programs,
Children Now



ERIKA YAGI

Graduate Student
Researcher, CA Educator
Diversity Project,
UCLA Center for the
Transformation of Schools

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



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

Golden State Teacher Grant Program

ALLOCATION AMOUNT

Up to a maximum of **\$20,000** per applicant.



KEYWORDS

TEACHER GRANTS

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 support equity initiatives and humanize the K-12 space?

These funds mitigate the socio-economic strain that teacher candidates experience in teacher preparation programs. Oftentimes potential teacher candidates dismiss teaching as a viable career because they don't have the financial stability to be unemployed during the duration of a teacher preparation program.

When do funds need to be spent?

There is no deadline for when the funds need to be spent.

Eligibility

Students must:

1. Complete their program and obtain their credential within 6 years from the date their initial GSTG payments are mailed to their institution.
2. Commit to work at either a priority school or a California preschool program for 4 years within 8 years of completing their program.



APPLICATION LINK & DEADLINE

[**GSTG 2023 Application**](#)

Apply by April 1, 2024, or until all funds have been awarded, whichever occurs first.

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

The National Board for Professional Teaching Standards Certification Incentive Program

ALLOCATION AMOUNT

Subsidy grant: \$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.**

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

KEYWORDS

NATIONAL BOARD

CERTIFICATION

HIGH-PRIORITY SCHOOLS

Who is it for?

Subsidy grant: Teachers who are interested in pursuing National Board certification and are teaching at a high-priority school.**

Incentive grant: Current National Board-certified teachers who are assigned to teach* at a high-priority school** at least 50% of the time.

How can these funds be used to support equity initiatives and humanize the K-12 space?

Awardees must commit to teaching for five years in a high-priority school.** The funds can support teachers working in high-priority schools** where there is often high turnover of teachers and staff. These additional funds for teachers also acknowledge the financial burden of the certification process and the professionalism of undergoing this additional certification.

When do funds need to be spent?

Subsidy grant: The subsidy payments will be sent directly to NBPTS on behalf of the candidates to cover the cost of components. Subsidy awards will be reflected in the recipients' individual accounts with NBPTS.

Incentive grant: This one-time incentive award of \$25,000 is paid in \$5,000 installments for five consecutive years. The annual payment shall be made upon completion of the school year, and upon approval of a district-certified application.

*For purposes of these awards, "assigned to teach" may include, but is not limited to, a teacher leadership role as a peer assistance and review coach, mentor, or other teacher support provider if the position does not require an administrative credential.

**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.

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 \$5000 annual award and a total of up to \$25,000.

[2023-2024 High Priority Schools**](#)

APPLICATION LINK & DEADLINE

[Subsidy & Incentive Grant Application](#)

Both applications will close January 10, 2024, at 4:00 p.m. P.T.



Funds for **School Districts, COEs, Charter Schools & LEAs**



Local Control Funding Formula (LCFF) Equity Multiplier (Prop 98)

ALLOCATION AMOUNT

A total of **\$300 million** is available.

KEYWORDS

EQUITY

NON-STABILITY RATES



How can these funds be used to support equity initiatives and humanize the K-12 space?

- LEAs must use these funds on evidence-based services and supports for student groups that have the lowest performance level on one or more state indicators on the Dashboard. The funds can also be used to address any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable. This could include investment in supports shown to foster and sustain more diverse educator workforces.
- LEA and school leaders can utilize Equity Multiplier funds to prioritize teacher retention, including practices that humanize teachers and the teaching profession: for example, a focus on mental health, teacher identity development, and work-life balance.
- Funds could be used to bolster community engagement to address chronic absenteeism, including but not limited to: home visits, hiring a parent/community liaison, and establishing stipends for workgroups to design and implement creative ways to improve student engagement, feelings of belonging, and a sense of community.

Who is it for?

The superintendent will allocate equity multiplier funds for schoolsites with high rates of non-stability & students identified as socioeconomically disadvantaged.

When do funds need to be spent?

Funds will be allocated annually and will need to be spent annually on at least one focus goal for each school.

Eligibility

Schools are eligible if they have prior year non stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent, as reported in the California Department of Education's Stability Rate Data file.

APPLICATION LINK & DEADLINE

Not Applicable - Funds will automatically be distributed with the LCFF.

Funds for **School Districts, COEs, Charter Schools, & LEAs**

CA Teacher Residency Capacity Grant Program

ALLOCATION AMOUNT

Up to a maximum of **\$250,000 per applicant.**



KEYWORDS

TEACHER RESIDENCY

LEAs

TEACHER SHORTAGE

Who is it for?

This grant is intended for a 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. Applicants should be aiming to make residency a key part of an intentional workforce strategy and be willing to commit sufficient staff, resources, and leadership support.

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).

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 student- teaching based teacher residency program pathway.

When do funds need to be spent?

Upon grant award through June 30, 2026.



How can these funds be used to support equity initiatives and humanize the K-12 space?

The funding may be used to establish new teacher residency programs that support for designated shortage fields, including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten, and/or local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community's diversity.

APPLICATION LINKS & DEADLINE

[**CA Teacher Residency Capacity Grant Program**](#)

Apply by 5:00 p.m. P.T. on December 15, 2023, or by 5:00 p.m. P.T. on February 16, 2024.

Note: No paper copies are required.

Funds for **School Districts, COEs, Charter Schools, & LEAs**

CA Teacher Residency Implementation/Expansion Grant Program

ALLOCATION AMOUNT

Up to a maximum of **\$40,000 per resident** for new or expanding residency programs.

KEYWORDS

TEACHER RESIDENCY

LEAS

TEACHER SHORTAGE

Who is it for?

Eligible applicants are LEAs, or a consortium of LEAs, currently working or planning to work in partnership with one or more Commission-approved preparation programs within a regionally accredited institution of higher education (IHE) that operates or is planning to operate a teacher residency pathway for the proposed credential area.

Eligibility

LEAs, or a consortium of LEAs, currently working or planning to work in partnership with one or more Commission-approved preparation programs within a regionally accredited institution of higher education (IHE) that operates or is planning to operate a teacher residency pathway for the proposed credential area. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). Per Education Code § 44415.5, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of the grant amount received per resident. Matching funds may be actual dollars and/or in-kind match.

How can these funds be used to support equity initiatives and humanize the K-12 space?

Implementation and expansion efforts must include the preparation of residents in either of the following: (a) designated shortage fields including special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), transitional kindergarten (TK), or kindergarten and/or (b) local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local education agency community's diversity. Applicants should note that this funding is intended to supplement and not supplant existing LEA and IHE teacher residency programs and efforts.



When do funds need to be spent?

Upon grant award through June 30, 2026.

APPLICATION LINK & DEADLINE

[**CA Teacher Residency Implementation/Expansion Grant Program**](#)

Apply by 5:00 p.m. P.T. on January 19, 2024 or 5:00 p.m. P.T. on March 8, 2024.

Note: No paper copies are required.

School Counselor Residency Capacity Grant Program

ALLOCATION AMOUNT

Up to a maximum of **\$250,000 per applicant** (a total of \$10 million is available).

KEYWORDS

PUPIL SERVICES

COUNSELING

RESIDENCY PROGRAM

Who is it for?

LEAs (to grant to residency candidates to complete their credentialing and service requirements).

This funding is available for competitive grants to support a collaborative partnership between an eligible Local Education Agency (LEA) or a consortium of LEAs partnering with a Commission-approved professional preparation offering training in school counseling by a regionally accredited institution of higher education (IHE) to create school counselor residency programs.

Eligibility

LEAs that are establishing a new partnership with one or more IHEs to operate a school counselor residency pathway within the IHE's Commission-approved Pupil Personnel Services preparation program specializing in school counseling (Pupil Personnel Services – School Counseling). Eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory eighty percent (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(s) with a Commission Approved Pupil Personnel Services – School Counseling (PPS – SC) preparation program to develop and operate a school counselor residency program pathway.

How can these funds be used to support equity initiatives and humanize the K-12 space?

The funding may be used to establish new school counselor residency programs that support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counseling workforce that reflects a local educational agency community's diversity.

When do funds need to be spent?

Through June 30, 2026, with reporting requirements specified by the Commission.

APPLICATION LINK & DEADLINE

[School Counselor Residency](#)

[Capacity Grant Program](#)

Email the electronic application to ClassifiedGrants@ctc.ca.gov by 5:00 p.m. P.T. on December 8, 2023, or by February 23, 2024.

Note: No paper copies are required.



School Counselor Residency Implementation Grant Program

ALLOCATION AMOUNT

Up to a maximum
of **\$40,000 per
resident** (a total
of \$184 million is
available).



KEYWORDS

PUPIL SERVICES

COUNSELING

RESIDENCY PROGRAM



Who is it for?

LEAs (to grant to residency candidates to complete their credentialing and service requirements).

This funding is available for competitive grants to support a collaborative partnership between an eligible Local Education Agency (LEA) or a consortium of LEAs partnering with a Commission-approved professional preparation offering preparation in school counseling by a regionally accredited institution of higher education (IHE) to create school counselor residency programs.

How can these funds be used to support equity initiatives and humanize the K-12 space?

The funding may be used to establish new school counselor residency programs that support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counseling workforce that reflects a local educational agency community's diversity.

When do funds need to be spent?

Through June 30, 2026, with reporting requirements specified by the Commission.

Eligibility

LEAs, or a consortium of LEAs, currently working or planning to work in partnership with one or more Commission-approved preparation programs offering preparation in school counseling within a regionally accredited institution of higher education (IHE) that is planning to operate a school counselor residency pathway. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). Per Education Code §44415.6, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of the grant amount received per resident. Matching funds may be actual dollars or in-kind. Matching funds may be actual funds and/or in-kind match.

APPLICATION LINK & DEADLINE

[School Counselor Residency Implementation Grant Program](#)

Email the electronic application to SchoolCounselorResGrants@ctc.ca.gov by 5:00 p.m. P.T. on January 26, 2024.

Note: No paper copies are required.