

Teacher Residency Program Greenville Funding Scenario



California urgently needs more educators—especially well-prepared teachers who reflect the diversity of students across our state. To meet this need, high-quality teacher preparation programs must be affordable and accessible to teacher candidates.

Who is this resource for?

Institutions of higher education (IHEs) and local education agencies (LEAs) who are developing or sustaining teacher residency programs.

What does it provide?

This document presents a funding scenario reflective of a real California teacher residency program as of 2023–24. One of [multiple such scenarios](#), it highlights strategies for building robust financial packages for teacher residents. Program names have been anonymized to protect confidentiality and privacy.

Following the initial period of data collection for the funding scenarios in this set, some programs' funding packages changed due to new Teacher Residency Grant Program (TRGP) stipend increases. Some scenarios, but not all, were updated to showcase the stipend increase. This allows readers to see program funding approaches that may have leveraged non-TRGP funds prior to the latest 2023–24 grant cycle.

What is a teacher residency?

Teacher residency programs provide intensive pathways into the teaching profession that focus on rigorous clinical preparation. These programs integrate credentialing coursework with a clinical placement in the public school classroom of an expert mentor teacher for a full academic year. Developed and operated by a partnership between a local school district and a university or college that has a state-approved education program (and sometimes other partners, such as a local union), a residency program serves as a pathway for meeting specific district workforce needs (e.g., more special education teachers).¹ Residency programs almost always provide financial support for residents, often as stipends. In many cases, programs request residents commit to working in the program's LEA following the receipt of their Preliminary credential. It is also important to note that during their year of preservice clinical practice, residents do not serve as the teacher of record.

¹ Eiler White, M., Hirschboeck, K., Takahashi, S., Reade, F., Perry, R., & Honigsberg, L. (2020). *Launching the California Teacher Residency Grant Program: Findings from Year 1* (2019/20). WestEd.

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This scenario was developed by the interagency State Collaborative for California's Educator Workforce in conjunction with the California Commission on Teacher Credentialing (CTC), with research and support from WestEd. Find companion resources—including a comprehensive database of funding resources and additional scenarios for combining them—at ctc.ca.gov/educator-prep/program-funding.

Scenario Program Overview

The residency program defined for this scenario is based on interviews and research reflecting the experience of one teacher residency program partnership in California in 2023–24. Here we provide a snapshot of the program's key characteristics to build understanding of the factors that influence funding approaches. These standard estimated costs were provided by program directors except where otherwise noted.

Program Name	Greenville Teacher Residency Program
Institution of Higher Education (IHE) Partner	California State University (CSU) Greenville
Local Education Agency (LEA) Partner	Greenville Unified School District
Program Specialization	Special Education, Universal Transitional Kindergarten (UTK), Bilingual Authorization, STEM
Typical Number of Residents in Greenville LEA / IHE Greenville Partnership	40–55 residents
Total Residents Across IHE Partnerships	130
Year Established	2013 (year 10)
Locale	Urban hub of a rural area
Compensation Model	Stipend + Substitute Teaching



PROGRAM FORMAT

Successful completion of this 12-month residency leads to a teaching credential. It is therefore considered a post-baccalaureate program, which impacts aid eligibility. Residents spend four days at their clinical placement every week.



KEEP IN MIND

This scenario models a single program partnership between an LEA and an IHE. This allows for more precise description of candidate packages. In practice, however, either entity may have other partners. This single-partnership representation would not capture costs shared across programs or systems.



Cost of Attendance

Every institution of higher education (IHE) is required by law (Higher Education Act, Sec. 472) to establish a total cost of attendance (COA) each year. The total cost of attendance is important because it establishes the cap for financial aid that an IHE may distribute to a student. The COA includes both program expenses and living expenses.

See the [Remaining Balance](#) section of this scenario for a comparison of the cost of attendance to the financial package a teacher candidate could receive.



Cost of Attendance	Full-Time Program-Specific Cost
Program Expenses	
Tuition and Fees	\$7,891
Books and Materials	\$702
Living Expenses	
Housing and Food	\$15,684
Transportation	\$2,484
Personal Expenses	\$2,738
Total Cost of Attendance	\$29,499
Program-Specific Fees	
Test Registration Fees	\$170
Credential and Certification Fees	\$130
Live Scan and TB Fees	\$90
Substitute Permit Fees (Optional)	\$100
Total Candidate Expenses	\$29,989



KEEP IN MIND

This scenario assumes a single person without dependents because adjustments for dependents are made on a case-by-case basis and are thus harder to assess. It also assumes off-campus living as most teacher candidates do not live on campus. Lastly, it assumes the teacher candidate is in the program full-time and is a California resident.

Institutions calculate and report COA slightly differently, as observable in this [CSU example](#).

The COA does not always exactly reflect individual candidates' lived experiences.



Candidate Funding Package

When considered holistically, teacher candidate expenses can be covered by a wide variety of funding sources. The following two tables provide guidance on the range of possible fiscal supports a candidate could access while enrolled in the Greenville Residency Program.



Candidate Aid Provided Directly by Programs

The first category of resources available to cover teacher candidate costs includes funds made available by LEAs and IHEs themselves. Distinct from the public aid available to candidates considering any residency program, this funding may be considered part of the value of being a resident in a specific program.

Some aid is directed through the IHE, while other forms of support are allocated via the LEA. It's important to note that the total amount of financial support a student can receive from the IHE, but not necessarily the LEA, is capped by the IHE's estimated total cost of attendance.



KEEP IN MIND

Program-supported funding shown here intentionally excludes federal or state aid that may be available to all students at a CSU/UC and any student in a teacher preparation program. Federal and state aid are featured on page 11.

Funding for Candidates	Available Amount	Guidance in Brief	Funding Source and Distributing Entity
Total Cost of Attendance	\$29,499	-	-
Stipends	\$34,000	<p>The stipend is distributed as compensation by the LEA rather than the IHE, which means funds do not need to be taken into consideration by the IHE for financial aid purposes.</p> <p>The district pays overhead benefits costs on each stipend dollar. Total cost per resident is about \$40,000.</p>	<p>Source Teacher Residency Grant Program</p> <p>Distributing Entity LEA</p>
Scholarship	\$0–\$15,000	<p>The program issues scholarships to residents based on need. While awards can have a value of up to \$10,000, most awards are between \$2,000 and \$4,000.</p> <p>Additionally, about 25% of residents receive residency scholarships from a private source on the basis of need. These scholarships can have a value of up to \$5,000.</p> <p>The cumulative maximum possible program-based scholarship total is \$15,000.</p>	<p>Source IHE General Funds Private Funds</p> <p>Distributing Entity IHE</p>

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Funding for Candidates	Available Amount	Guidance in Brief	Funding Source and Distributing Entity
Employment: Substitute Teaching	\$0–\$2,050	Residents are allowed to substitute teach up to five times per semester for their mentor teacher. However, this is optional and residents may choose to decline substitute teaching opportunities. At the local daily rate of \$205, a resident could receive up to \$2,050. The district pays overhead benefit costs for each dollar paid for substitute teaching.	Source LEA General Funds Distributing Entity LEA
Fee Waivers <i>(Not Included in Total Package Calculation)</i>	\$2,100	Fee Waivers are not provided by the program. They are provided only when made available through the California Commission on Teacher Credentialing.	Source CTC
Total Package <i>(Minimum Guaranteed–Maximum Possible)</i>	\$34,000–\$51,050	-	-

MORE ABOUT EACH FUNDING TYPE

Stipends

- LEA-Distributed Stipend.** The district meets all financial obligations for district staff, mentor stipends and resident aid packages by allocating state Local Control Funding Formula dollars via the Local Control and Accountability Plan (LCAP). Greenville USD distributes the funds as compensation to candidates rather than CSU Greenville. This LEA-based approach also prevents the stipend from being counted against the capped total amount of financial aid a student is permitted to receive from CSU Greenville. Because FAFSA uses income information from two years prior, the stipend does not impact a student's calculated need, maximizing program affordability.
- Overhead Benefits Costs.** The district must pay benefits costs for liabilities, such as workers' compensation and state retirement funds, on every dollar paid to the residents. Greenville Teacher Residency coordinators therefore recommend building this additional cost into estimated program budgets from the beginning. In the case of their stipend, for example, they estimate the district must pay additional funds of approximately \$6,000. The total cost, then, for the residents' stipend in the district program budget is not \$34,000, but around \$40,000.
- Tax Liability for Stipends.** The district compensates residents with stipends as part of their annual wages, and they receive a W-2. Any substitute teaching or supporting teaching at the summer and winter STEAM camps is also included as wages.

Scholarships

- **Program Scholarships.** Residents are eligible to receive between \$2,000 and \$10,000 in need-based scholarships from the CSU. Program coordinators report that most students receive \$2,000 to \$4,000. A student may receive these funds in addition to the program's residency scholarship. The funds for CSU Greenville's scholarships were secured through a competitive grant process within the CSU system. The total funding source is about \$150,000.
- **Privately Funded Residency Scholarship.** About 12 to 16 residents of the 40- to 55-resident cohort receive a residency scholarship that can be up to \$5,000. Funds for this scholarship are secured through a private funder that provides a total of about \$60,000 to \$80,000. This may not be generalizable to other residency program partnerships.

Employment

- **Substitute Teaching and Flex Days.** Greenville USD has piloted "Flex Fridays" where every Friday, residents have no classes or required clinical practice. This provides residents with the agency to substitute, attend doctor appointments, complete homework, rest, or use the time however they see fit. A resident could substitute every Friday for a total of \$800 a month; however, the program coordinators note this often isn't the case and residents tend to use this time for coursework, rest, and family responsibilities, while substituting occasionally. This approach permits residents to gauge their own needs and workload capacity.

Fee Waivers: Test and Authorization Fees

- **Statewide Waivers.** California provided Assessment Fee Waivers for Educator Examinations (e.g., CBEST, CPACE, CSET, RICA) and Performance Assessments (e.g., CalAPA, CalTPA, EdSp CalTPA) through 2023–24. As of spring 2024, the State will end the provision of these waivers beginning in the 2024–25 academic year.
- **Program Waivers.** The program did not provide its own fee waivers prior to the State provision of fee waivers statewide.
- **Budget Adjustments.** IHEs do not typically include tests and authorization fees in a resident's total cost of attendance. However, candidates can request a financial aid budget adjustment on a case-by-case basis. This would not guarantee a candidate receives more aid, but would increase the total amount of financial aid they *may* receive.



Federal and State Aid for Candidates

To augment the support offered directly by the Greenville LEA-IHE partnership, teacher candidates are also encouraged to apply for federal and state financial aid, entitlements, and other public funds, including the [Golden State Teacher Grant Program](#) and the [Cal Grant Teaching Credential Program](#). Unlike the standard residency package presented above that is unique to the Greenville partnership, federal and state aid may be available to teacher candidates across the state, depending on need as determined by the Free Application for Federal Student Aid (FAFSA) or other criteria.

For more information on potential program- or candidate-level funding sources, refer to the California Commission on Teacher Credentialing [Funding Explorer](#).



KEEP IN MIND

Regardless of the many possible sources of aid one is eligible for, the total amount a student can receive from their IHE is capped by their institution's estimated cost of attendance (approximately \$29,499 at CSU Greenville).

Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
Golden State Teacher Grant	Up to \$20,000	Golden State Teacher Grant recipients must commit to serve in an eligible priority school/California State Preschool Program (CSPP). It is important to note that this grant holds a four-year service requirement upon completion of a degree program. If the service requirement is not fulfilled over an eight-year period, the grant is converted to a loan the candidate must repay. Applicants that applied from 9/1/2023 to 6/30/2024 will continue to receive up to \$20,000 but applicants that applied from 7/1/2024 and after will receive up to \$10,000. Applicants who received the reduced award of \$10,000 have a service requirement of two years instead of four years.	IHE
State University Grant (SUG)	Up to \$6,660	Students are eligible for the State University Grant via the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADA). It is important to note that students can receive <i>either</i> the SUG grant <i>or</i> the Cal Grant, not both.	IHE

cont'd

Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
Cal Grant Teaching Credential Program	Up to \$6,600	<p>Cal Grant A and B recipients enrolling in a 5th year teacher credential program may be eligible to renew their Cal Grant award for one additional year but must have received their bachelor's degree within 15 months.</p> <p>It is important to note that students can receive <i>either</i> the SUG grant <i>or</i> the Cal Grant, not both.</p>	IHE
TEACH Grant	Up to \$4,000 per year	<p>TEACH Grant recipients must teach in a high-need field at a low-income elementary school, secondary school, or educational service agency. It is important to note that this grant holds a four-year service requirement upon completion of a degree program. If the service requirement is not fulfilled, the grant converts to a loan that must be repaid with interest. Years served toward the requirement can also count toward those required by the Golden State Teacher Grant program.</p> <p>An undergraduate student can receive this award for up to four years (\$16,000) during the period required for completion of a <i>first</i> bachelor's degree program and <i>first</i> post-baccalaureate program of study combined.</p>	IHE
Pell Grant	Up to \$7,395	<p>Residents in this program are eligible for the Pell grant, as the residency does not lead to a graduate degree (i.e., Master of Arts) and is therefore considered a post-baccalaureate program.</p> <p>A student who is enrolled in a post-baccalaureate teacher certification or licensure program is only eligible to receive a Pell Grant if:</p> <ul style="list-style-type: none"> • The program does not lead to a graduate degree; • The school offering the program does not also offer a bachelor's degree in education; • The student is pursuing an initial teacher certification or licensing credential within a state; and • The program consists of the courses required by a state to receive a professional certification or licensing credential necessary for employment as a teacher in an elementary or secondary school in that state. 	IHE
CalFresh, WIC, SNAP, etc.	Varies	Residents may be eligible for CalFresh or other basic needs resources, based on their financial need. Any student who is receiving the Cal Grant is also eligible for CalFresh.	Varies

MORE ABOUT THESE FUNDING TYPES

- **Golden State Teacher Grant and TEACH grant.** Because Golden State and TEACH are state and federal grants, respectively, they are allocated according to the academic year for which a teacher candidate submits their FAFSA. However, the Greenville Residency Program begins, like many teacher preparation programs, in the summer before the academic year for which candidates submit their FAFSA.

As a result, residents must submit the FAFSA for two different fiscal years in order to be able to access funds both for the summer term starting in June and the fall and spring terms that begin after the start of the new federal fiscal year.

For the Golden State Teacher Grant, which also operates on a July 1 fiscal year start, residents must also submit two applications, one for each applicable fiscal year. The GSTG application for the fiscal year covering the academic term starting in June must be submitted by April 1, which is challenging for residents who aren't admitted to the residency until the later admissions rounds in May.

The mismatch of the resident program start and the federal fiscal year start can cause a multi-month gap between when residents start the program in the summer and when those funds become available after the start of the federal academic year period in the fall. To mitigate the impact of this gap, the IHE provides students with significant support in navigating financially, as well as flexibility in meeting tuition payment timelines.





Remaining Balance

While a more conventional approach to financial aid may concentrate on simply reducing teacher candidate expenses, candidate funding packages that consider all possible expenses and funding sources can achieve a net positive balance for teacher candidates. This approach can free up “income” candidates can apply toward living expenses while pursuing their credential, making the program financially workable for more prospective educators.

For nearly every program profiled, teacher candidate net balances were positive with program-based dollars alone, not factoring in potential federal or state aid. *All* programs profiled show a positive balance when state and federal aid are included.



	Funding Package	Balance (Min Guaranteed–Max Possible)	Guidance in Brief
+	LEA Employment Compensation	\$34,000–\$36,050	<p>Minimum Guaranteed Aid = \$34,000 Includes the \$34,000 program stipend.</p> <p>Maximum Possible Aid = \$36,050 Includes \$34,000 program stipend and \$2,050 substitute teaching income.</p> <p>Stipend Caveat: If distributed by the LEA and included with any wages a candidate earns as a substitute teacher or paraprofessional, stipends are categorized as employment compensation and do not contribute to the financial aid cap (wherein a student cannot receive more aid through the IHE than the COA).</p>
+	Federal, State, and IHE-based Aid	\$0–\$29,499	This includes program scholarships, as well as state and federal grants available in this program (see pages 11–13.) The maximum amount of aid a resident can receive through the financial aid office cannot exceed the total cost of attendance (\$29,499). However, the technical aggregate of maximum possible awards is \$44,655.
-	Total Cost of Attendance	-\$29,499	The way each IHE calculates its COA can differ. It is important to refer to costs that are acknowledged in a COA when considering these figures. See pages 5–6.
=	Remaining Balance (Assuming Max Aid)	\$36,050	Assuming the maximum receipt of aid, the leftover balance covers and exceeds the IHE's cost of attendance by \$36,050.
=	Remaining Balance (Assuming Min Aid)	\$4,501	Assuming the resident received only the minimum guaranteed aid, the candidate will still be able to cover the cost of attendance (\$29,499) and have a net positive balance of about \$4,500.



KEEP IN MIND

This modeling assumes COA for a single person without dependents and living off campus. Other expenses (and funding considerations) would apply for married candidates, those with dependents, and those living on campus.



Funding Program Operations

It can take fairly significant resources to develop and operate a clinically rich teacher preparation program like a residency. To successfully finance their high-quality program, Greenville USD and CSU partners combine funds from a variety of sources. This section identifies costs to the LEA and IHE—such as personnel and mentor stipends—that go beyond what each entity would need to function more generally, and delineates the approximate cost or amount of in-kind support required for each.

Note that instructional costs are not included in this resource. Such costs are not easily differentiated by teacher preparation program partnership or pathway. The accounting required to approximate such costs, in a way that is meaningfully contextualized, is outside the scope of this resource. This is an area for further future inquiry and a key cost consideration for program development at the IHE level.



KEEP IN MIND

Funding sources and amounts are likely to vary based on the scale, maturity, and resource needs of a given program.

Because each partnership functions as a part of larger teacher preparation programs at both the IHE and the LEA, extracting partnership-specific costs is not a straightforward exercise. Assigning a cost or percentage of FTE staffing to supporting residents is imprecise, given that staff support is likely to come from many departments and roles, e.g., custodians who sanitize facilities, accounting staff who process stipends. These services are generalized at the LEA or IHE level and are difficult to extrapolate from agency budgets. Further, staff who are paid directly through residency funds, such as the Teacher Residency Program grant, likely hold other positions in the LEA or IHE. For this reason, although a position may cost the residency \$20,000 to staff at .25 FTE, this employee would be compensated for the rest of their FTE from different funding sources that apply to their other responsibilities within the LEA or IHE.

Personnel

- **IHE Staff.** All positions that support the residency at CSU Greenville are funded by the Teacher Residency Grant Program and Teacher Quality Partnership funds. These positions serve more than just the partnership with Greenville USD and are responsible for supporting many more students than the 40 to 55 residents this specific program partnership enrolls. For example, the Teacher Residency Director's FTE displayed below, captures time spent across all residency partnerships, not the single partnership featured in this scenario. Key positions financed and operated at the CSU include:
 - **Teacher Residency Director** (50% FTE, Teacher Residency Grant Program)
 - **Program Coordinator, Teacher Residency Partnerships and Multiple Subject Credential Program** (50% FTE, Teacher Quality Partnership)
- **LEA Staff.** Several staff at the district support the residency; however, their FTE is not funded directly or partially for residency specifically. All district-based staff support is in-kind as of 2023–24 and funded primarily by Elementary and Secondary Education Act (ESEA), Title I, and Title II funds.
 - **Program Manager** (FTE not available, in-kind support)
 - **Residency Program Coordinator** (FTE not Available, in-kind support)
 - **HR Administrator** (FTE not available, in-kind support)
 - **Two Community/Higher Education Partnership Liaisons** (FTE not available, in-kind support)

Additional Cost Considerations

- **Mentors.** Stipends or other compensation, such as additional preparation periods, are an important and typical part of teacher residency program operation. Greenville residency does not provide its mentor stipend amounts. See other program scenarios for example amounts.
- **Overhead Benefits Costs.** Greenville coordinators emphasize the importance of accounting for overhead benefits costs, such as worker's compensation and state retirement funds, for each dollar paid to residents, whether in the form of stipends or substitute teaching wages.



Planning for Sustainability

Setting up and implementing a successful teacher preparation program is just the beginning. Partners in the Greenville Residency Program have pursued the following strategies to establish a sustainable program that can grow in quality and reputation over time, further increasing its value to teacher candidates, partner institutions, and California.



Diversified Funding Sources

Greenville Residency Program makes use of a mix of federal and state funding opportunities, as well as district supports. This diversity of funding sources can serve as a buffer should one or more sources be withdrawn or diminished.



KEEP IN MIND

Sustainability planning may differ for each program based on the unique fiscal, demographic, geographic, and programmatic features and challenges within each partnership. Some approaches may not be applied to all residency programs without thoughtful adaptation.

The future is calling: California students can't wait for more highly capable, qualified teachers in their classrooms. Teacher preparation programs and candidates motivated to respond to this call can find resources needed to make it all happen at ctc.ca.gov/credentials/roadmap-to-teaching.