

# Teacher Residency Program Harbor Hill 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).<sup>1</sup> 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.

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<sup>1</sup> 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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### LEARN MORE

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](https://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 preparation 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.

<b>Program Name</b>	Harbor Hill Teacher Residency Program
<b>Institution of Higher Education (IHE) Partner</b>	Private University
<b>Local Education Agency (LEA) Partner</b>	Elementary School District
<b>Program Specialization</b>	Special Education, Bilingual Education, Multiple Subjects
<b>Typical Number of Residents in Harbor Hill LEA / IHE Harbor Hill Partnership</b>	7 residents 2023–24 20 residents planned for upcoming years
<b>Total Residents Across All IHE Partnerships</b>	7 residents
<b>Year Established</b>	2023 (year 1)
<b>Locale</b>	Urban hub of a rural area
<b>Compensation Model</b>	Stipend + Substitute Teaching



## PROGRAM FORMAT

Successful completion of this 18-month residency leads to a preliminary teaching credential *and* a Master of Education or Master of Bilingual Education degree. It is therefore considered a graduate program, which impacts aid eligibility. Residents spend three to four days at their clinical placement every week. Courses are four to eight weeks long.



## 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
<b>Program Expenses</b>	
Tuition and Fees*	\$37,791
Books and Materials	\$936
<b>Living Expenses</b>	
Housing and Food	\$23,076
Transportation	\$1,764
Personal Expenses	\$4,428
<b>Total Cost of Attendance</b>	<b>\$67,995</b>
<b>Program-Specific Fees</b>	
Test Registration Fees	\$870
Credential and Certification Fees	\$100
Live Scan and TB Fees	\$75
<b>Total Candidate Expenses</b>	<b>\$69,040</b>

\*Tuition varies depending on resident specialization. The program offers a bilingual (\$37,791), special education (\$35,783), and multiple subject (\$29,820) residency pathway. Residency pathways that require more courses are more costly. This scenario uses the highest-cost pathway—bilingual education—for the entirety of the document, except where otherwise noted.



**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.

The COA approximates, but does not 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 Harbor Hill 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 aid a student can receive from the IHE, but not 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
<b>Total Cost of Attendance</b>	<b>\$67,995</b>	-	-
Stipends	\$30,000	Residents receive a \$30,000 stipend which is distributed by the IHE's financial aid office as a "student stipend." It is therefore not considered LEA compensation, and contributes to the capped amount of financial aid a student can receive.	<b>Source</b> Teacher Quality Partnership Program <b>Distributing Entity</b> IHE
Scholarships	\$9,440–\$16,943	Whether residents are pursuing the special education, multiple subjects, or bilingual education pathway, they are guaranteed a 25% tuition reduction. The value of this reduction, as of the 2023–24 tuition rates, is about \$9,440. Additionally, residents are eligible for up to \$7,500 through an institutional need-based scholarship.	<b>Source</b> IHE General Funds <b>Distributing Entity</b> IHE

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Funding for Candidates	Available Amount	Guidance in Brief	Funding Source and Distributing Entity
Employment: Substitute Teaching	\$0–\$2,700	Residents are allowed to substitute teach every week on the one to two days they are not at their clinical placement, as well as on the days their mentor teach is out. However, residents do not substitute teach this frequently due to the time required for completing coursework. Assuming a resident substitutes six days per semester, at the local \$225 daily rate for substitute teachers, a resident in this program could receive up to \$2,700.	<b>Source</b> LEA  <b>Distributing Entity</b> LEA
Employment: Paraprofessional Teaching <i>(For Special Education Pathway Only)</i>	\$0–\$15,000	Residents specializing in special education can work as an instructional assistant three times a week, on the days designated for their clinical placement.  These residents can also receive health benefits.	<b>Source</b> LEA  <b>Distributing Entity</b> LEA
Fee Waivers: Test and Authorization Fees <i>(Not Included in Total Package Calculation)</i>	\$50	The district covers fees associated with live scan fingerprinting, but not TB testing.	<b>Source</b> LEA  <b>Distributing Entity</b> LEA
<b>Total Package</b> <i>(Minimum Guaranteed–Maximum Possible)</i>	<b>\$39,440–\$49,643</b> Bilingual and Multiple Subject pathway <b>\$39,440–\$64,643</b> Special Education pathway, includes paraprofessional income		-

## MORE ABOUT EACH FUNDING TYPE

### Stipends

- IHE-Distributed Stipend.** The stipend is administered by the IHE’s financial aid office. Residents receive a pro-rated portion of the stipend every month. Program directors originally planned to disburse the stipend on a quarterly basis, but adjusted to a monthly model based the feedback of their pilot cohort.
- Tax Liability for Stipends.** Because stipends are administered by the IHE as part of a resident’s program participation, rather than as compensation through the LEA, taxes are not deducted from the stipend amount each month. Resident must therefore file and

pay taxes on these funds independently later. Program administrators note that they work to communicate this tax liability to residents early in the program and encourage financial planning for it.

## Scholarships

- **Covering Tuition and Fees.** All residents in this program are guaranteed a 25% tuition reduction. The value of this reduction depends in part on whether the resident is pursuing a bilingual education, special education, or multiple subject credential and master's degree. Tuition rates vary between these specializations, as a result of the different number of courses they require.
- **Institutional Scholarship.** In addition to the tuition reduction offered, the IHE offers a needs-based institutional scholarship of up to \$7,500.

## Employment: Instructional Assistant (Paraprofessional)

- Residents pursuing their Preliminary credential and Master of Education in special education can work and receive a salary as an instructional assistant on the days of their clinical placement, four times per week. A four-day position was created by the district specifically for residents pursuing a special education credential and master's degree. Program administrators note that these residents also receive health benefits from their part-time work as instructional assistants.
- Initially, special education-focused residents were intended to be at their clinical placement and act as instructional assistants for four days per week; however, this was scaled down to three days to accommodate the few additional courses these residents must take for their special education credential that multiple subject candidates do not have to complete. For the following cohort, the program administrators will begin the program for special education-focused residents two months earlier than residents with other program specializations, so as to spread out the additional courses the special education-focused residents are required to take.

## 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 statewide waivers beginning in the 2024–25 academic year.
- **Program Waivers.** Program administrators noted that while the State is providing statewide fee waivers, the program does not offer separate waivers or grants to cover test and authorization related costs. The only exception to this is the cost associated with live scans. The district covers the costs of residents' live scan fingerprinting. The program also expects most candidates can receive free TB tests through their primary care physician.
- **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 Harbor Hill 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 Harbor Hill 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 \$67,995 at IHE Harbor Hill).

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

*cont'd*

Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
Cal Grant Teaching Credential Program	Up to \$13,572	Cal Grant A and B recipients enrolling in a 5 <sup>th</sup> 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.	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. <b>If the service requirement is not fulfilled the grant converts to a loan that must be repaid with interest.</b> Years served toward the requirement can also count toward those required by the Golden State Teacher Grant program.</p> <p>Graduate students can receive this award for up to 2 years, for a maximum possible amount of \$8,000.</p>	IHE

Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
Pell Grant	\$0	<p>Residents in this program are not eligible for the Pell grant because in addition to a teaching credential, the program leads to a Master’s degree. It is therefore considered a graduate program, not 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"> <li>• The program does not lead to a graduate degree;</li> <li>• The school offering the program does not also offer a bachelor’s degree in education;</li> <li>• The student is pursuing an initial teacher certification or licensing credential within a state; and</li> <li>• 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.</li> </ul>	IHE
CalFresh, WIC, SNAP, etc.	Varies	Residents may be eligible for CalFresh based on their financial need.	Varies

## MORE ABOUT THESE FUNDING TYPES

- **Golden State Teacher Grant and TEACH grant.** Because these are state and federal grants, respectively, they are allocated according to the academic year for which a teacher candidate submits their FAFSA. However, the Harbor Hill 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.



	<b>Funding Package</b>	<b>Balance</b> <i>(Min Guaranteed–Max Possible)</i>	<b>Guidance in Brief</b>
<b>+</b>	<b>LEA Employment Compensation</b>	\$0–\$2,700	<p><b>Minimum Guaranteed Aid = \$0</b>  <b>Maximum Possible Aid = \$2,700*</b>                      Includes \$2,700 in substitute teaching income.</p> <p>*Note: Residents in the special education pathway can receive additional supplemental income of up to \$15,000 as a paraprofessional. For those residents only, maximum possible financial support is \$17,700.</p>
<b>+</b>	<b>Federal, State, and IHE-based Aid</b>	\$39,440–\$67,995	<p>The program stipend of \$30,000 and 25% tuition reduction (\$9,440) are guaranteed to all residents. Also included in this category are state and federal grants available in this program (see pages 11–13) and scholarships. The maximum amount of aid a resident can receive through the financial aid office cannot exceed the total cost of attendance (\$67,995). However, the technical aggregate of max possible awards is \$84,515.</p> <p><b>Stipend Caveat:</b> If distributed by the IHE, like in this program, stipends are categorized as financial aid and contribute to the financial aid cap (wherein a student cannot receive more aid through the IHE than the COA).</p>
<b>-</b>	<b>Total Cost of Attendance</b>	\$67,995	The way each IHE calculates its COA can differ. It is therefore important to refer to what cost drivers are acknowledged in a specific program’s COA when considering these figures. See pages 5–6.
<b>=</b>	<b>Remaining Balance</b> (Assuming Max Aid)	\$2,700	Assuming the maximum receipt of aid, the leftover balance is what a resident would be able to use to cover expenses above and beyond the IHE’s COA. This would be \$17,700 for residents in the special education pathway who are able to earn up to \$15,000 paraeducators.
<b>=</b>	<b>Remaining Balance</b> (Assuming Min Aid)	-\$28,555	Assuming a candidate receives only the minimum guaranteed aid—in this case, the program stipend and tuition reduction—the candidate would have \$28,555 in unmet need, relative to the cost of attendance.





# Funding Program Operations

It can take fairly significant resources to develop and operate a clinically rich teacher preparation program like a residency. The seed funding for the start of this residency has been made possible through a multi-year federal Teacher Quality Partnership (TQP) grant. Personnel that design and oversee the residency is largely provided through in-kind support at the IHE and LEA level; however, a few key positions noted below are funded partly or completely by the TQP grant.

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 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.** The residency's full-time Project Director position is completely funded by the Teacher Quality Partnership Grant. The other positions that support the residency at the IHE are funded through in-kind support. Their titles and estimated FTE for this specific program partnership are follows:
  - **Project Executive Director** (20% FTE, in-kind)
  - **Project Director** (100% FTE, Teacher Quality Partnership Grant)
  - **Community Outreach Liaison** (25% FTE, in-kind)
  - **Budget Coordinator** (15% FTE, in-kind)
  - **Credential Specialist** (25% FTE, in-kind)
- **LEA Staff.** LEA employs several staff who support the residency through in-kind efforts, including:
  - **Executive Director of Teacher Residency** (15% FTE, Teacher Quality Partnership Grant)
  - **Assistant Superintendent of Human Resources** (15% FTE, in-kind)
  - **Director of Fiscal Services** (15% FTE, in-kind)
  - **Executive Director of Instructional Services** (15% FTE, in-kind)
  - **Coordinator of Instructional Services** (15% FTE, in-kind)
  - **Director of Community Collaboration** (15% FTE, in-kind)

## Additional Cost Considerations

- **Mentors.** As of 2023–24, each resident's mentor is provided a \$6,000 stipend. The stipends are funded by the Teacher Quality Partnership Program.



## Planning for Sustainability

**Setting up and implementing a successful teacher preparation program is just the beginning.** Partners in the Harbor Hill Residency Program have not yet formalized sustainability plans. However, they expressed a desire to leverage local funds by integrating the residency program into the school district's LCAP.

Though in their first year, both the LEA and IHE program lead acknowledge the importance of formulating long-term sustainability plans in the very near-term.





**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](https://ctc.ca.gov/credentials/roadmap-to-teaching).