

Teacher Residency Program Metro City 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	Metro City Teacher Residency Program
Institution of Higher Education (IHE) Partner	University of California (UC) Metro City
Local Education Agency (LEA) Partner	Metro City Unified School District
Program Specialization	Bilingual Multiple Subjects; Science, Technology, Engineering, and Math; Single Subjects - Social Science
Typical Number of Residents in Metro City LEA / IHE Metro City Partnership	4 residents
Total Residents Across IHE Partnerships	22
Year Established	2018 (year 5)
Locale	City in a largely urban area
Compensation Model	Stipend



PROGRAM FORMAT

Successful completion of this 15-month residency leads to a teaching credential *and* a Master of Arts degree. It is therefore considered a graduate program, which impacts aid eligibility. Residents spend three to 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*	\$33,212
Books and Materials	\$954
Living Expenses	
Housing and Food	\$34,500
Transportation	\$4,452
Health Insurance**	\$7,221
Personal Expenses	\$3,840
Total Cost of Attendance	\$84,179
Program-Specific Fees	
Test Registration Fees	\$500
Credential and Certification Fees	\$100
Live Scan and TB Fees	\$100
Substitute Permit Fees (Optional)	\$100
Total Candidate Expenses	\$84,979

*Tuition and fees include UC Systemwide Tuition & Fees, Campus Fees & Class Pass, and Professional Degree Fees. Includes summer tuition and fees.

**UC students are required to have health insurance. If they do not have an external provider, they must purchase the IHE's plan.



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 Metro City 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 12.

Funding for Candidates	Available Amount	Guidance in Brief	Funding Source and Distributing Entity
Total Cost of Attendance	\$84,179	-	-
Stipends	\$29,148–\$34,148	Residents receive a \$29,148 stipend. 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. Most residents also receive an additional \$5,000 from a private funder to support teacher diversity, and some residents may receive additional funding as available. This award is distributed independent of the district.	Source Teacher Residency Grant Program Privately Funded Distributing Entity LEA
Housing	\$18,000	Residents receive \$1,500 per month for the duration of the program to support housing costs.	Source Partnership between LEA, the city government, and a local nonprofit Distributing Entity LEA

cont'd

Funding for Candidates	Available Amount	Guidance in Brief	Funding Source and Distributing Entity
Scholarships	\$0–\$43,212	<p>Most residents, though not all, receive at least partial scholarship funding. In 2023–24, awards ranged from \$3,500 to full coverage (fall, spring, and summer tuition and fees, and the professional degree fees). It is rare to receive a full scholarship. The average award is around \$9,000.</p> <p>Residents can receive the Graduate Opportunity Program Fellowship via the graduate division at IHE Metro City. The full amount covers the IHE tuition and fees for the fall and spring semesters, and a \$5,000 living stipend per semester. It does not cover the \$3,000 professional degree fee per semester, nor the summer tuition and fees. In rare cases, a resident might receive the full fellowship and additional funding for other costs.</p>	<p>Source Graduate Division at IHE</p> <p>Distributing Entity IHE</p>
Fee Waivers: Test and Authorization Fees <i>(Not Included in Total Package Calculation)</i>	\$0–\$800	<p>The IHE covers all educator test fees once candidates enroll in the program, except the CSET Subject Matter Competency and Constitution exams.</p> <p>The IHE also covers CPR Certification and Bilingual Authorization Fees.</p>	<p>Source IHE General Funds</p> <p>Distributing Entity IHE</p>
Emergency Grant <i>(Not Included in Total Package Calculation)</i>	\$0–\$1,500	Residents can request funds for unexpected urgent needs. Emergency award availability is limited.	<p>Source Graduate Division at IHE</p> <p>Distributing Entity IHE</p>
Transportation	\$0–\$1,000	The cost of an annual bus pass is embedded in the fees at the IHE. However, if residents are placed more than 15 miles from campus, the program provides up to \$500 per semester to cover the associated transit costs.	<p>Source IHE General Funds</p> <p>Distributing Entity IHE</p>
Total Package <i>(Minimum Guaranteed–Maximum Possible)</i>	\$47,148–\$96,360	-	-

MORE ABOUT EACH FUNDING TYPE

Stipends

- **LEA-Distributed Stipend.** Funded by the state-level Teacher Residency Grant, Metro City LEA distributes the funds to candidates rather than IHE Metro City. The stipends are administered to residents as compensation meaning it does not contribute toward the resident's financial aid cap. Additionally, since FAFSA uses income information from two years prior, the stipend does not impact a student's calculated need, maximizing program affordability. The additional privately funded stipend to support diverse teacher residents is administered independent of the LEA.
- **Overhead Benefits Costs.** The LEA must pay benefits costs for liabilities, such as workers' compensation and state retirement funds, on every dollar paid to the residents. In the case of their stipend, for example, they estimate the LEA pays additional funds of approximately 15%. The total cost, then, for the residents' stipend in the LEA program budget is not \$29,148 but around \$33,520.
- **Tax Liability for Stipends.** For its stipends, the LEA compensates residents as Classified add-on staff, and taxes are taken out of stipend payments.

Housing

- **Local Collaboration.** The \$1,500 monthly housing cash stipend is the result of inter-organizational collaboration between the LEA, local government, and a local nonprofit. In addition to this housing support provided during the duration of the program, once residents receive their Preliminary credential and begin teaching in the LEA, they continue to receive a \$500 per month housing stipend for the first year of teaching with a Preliminary credential.

Scholarships

- **Covering Tuition and Fees.** Nearly all residents receive funding from the program, but for the majority, the scholarship funding is partial. For the 2023–24 cohort, aid ranged from \$3,500 to coverage of fall and spring semester tuition and fees. A few students in the IHE's Department of Education receive the Graduate Opportunity Program Fellowship. The full amount fellowship covers the cost of tuition and fees for the fall and spring semesters and provides a \$5,000 living stipend per semester. It does not include the professional degree fee each semester or the summer semester tuition and fees. The Graduate Opportunity fellowship and other fellowship funding is awarded based on need. This IHE's Department of Education partially determines need with a supplemental need application, wherein residents can disclose additional information surrounding financial needs such as dependents, housing insecurity, or other areas of need. The program director utilizes an internal need ranking system to understand student need and equitably allocate the Department's fellowship funding. These scholarships are allocated prior to the Department knowing whether the teacher candidate will enter the residency program pathway, and thus is packaged separately from the LEA's distributed funds. This disconnect between the IHE and residency program application is something the partnership is working to address so as to better coordinate resources.

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.** Before the State moved to provide temporary statewide fee waiver support, the program provided fee waiver support for its teacher residents. The program intends to resume its provision of testing fee waivers, including for bilingual authorization and CPR certification, after the expiration of the California’s statewide fee waivers. The program does not offer waivers for live scan or TB testing costs.
- **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 Metro City 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 Metro City 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 \$84,179 at IHE Metro City).

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
Cal Grant Teaching Credential Program	Up to \$13,572	Cal Grant A and B recipients enrolling in a 5 th 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

cont'd

Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
TEACH Grant	Up to \$4,000	<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 towards the requirement can also count towards those required by the Golden State Teacher Grant program.</p> <p>Graduate students can receive this award for up to two years, for a maximum possible amount of \$8,000.</p>	IHE
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 of Arts 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"> • 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	<p>Residents may be eligible for CalFresh based on their financial need. Metro City IHE’s Basic Needs Center offers support in applying. Any student who is receiving the Cal Grant is also eligible for CalFresh. The IHE also has a clothing closet and food pantry on campus.</p> <p>For childcare, the IHE reserves spaces for the children of student parents in its early education program and provides a sliding scale subsidy for those who qualify.</p>	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 Metro City 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.

- **CalFresh and Basic Needs Resources.** Residents receive communication from IHE Metro City's graduate division about basic needs resources they may be eligible for. The IHE offers support in applying for some basic needs resources, such as CalFresh, and offers an on-campus food pantry and clothing closet. These resources, however, are not packaged with a teacher candidate's award letter, nor necessarily advertised through the program. They are the teacher candidate's responsibility to pursue. Program administrators indicated a more integrated approach would support resident resource access.
- **Residents with Dependents.** The IHE also offers parents who live with dependent children and have demonstrated financial need supplemental grants that can support living expenses, health care, childcare, or tuition. It is not clear, however, whether residents with dependents in the program are leveraging these resources. Program administrators report few residents in the program have dependents.



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 <i>(Min Guaranteed–Max Possible)</i>	Guidance in Brief
+	LEA Employment Compensation	\$47,148–\$53,148	<p>Minimum guaranteed aid=\$47,148 Includes \$29,148 program stipend, \$18,000 housing stipend.</p> <p>Maximum possible aid=\$53,148 Includes \$29,148 program stipend, \$5,000 supplemental private stipend, \$18,000 housing stipend, and \$1,000 transportation support.</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–\$80,784	<p>This includes program scholarships, as well as state and federal grants available in this program (see pages 12–13.) The aggregate of maximum possible awards is \$80,784, assuming the full coverage fellowship of \$43,212. Most candidates do not, however, receive the full coverage fellowship.</p>
-	Total Cost of Attendance	-\$84,179	<p>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).</p>
=	Remaining Balance <i>(Assuming Max Aid)</i>	\$49,753	<p>Assuming the maximum receipt of aid, the leftover balance covers and exceeds the IHE's cost of attendance by \$49,753.</p>
=	Remaining Balance <i>(Assuming Min Aid)</i>	-\$37,031	<p>Assuming a candidate only receives the minimum guaranteed aid—in this case, the minimum program and housing stipend, which totals \$47,148—the candidate would have about \$37,000 in unmet need, relative to the IHE's COA.</p>



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, Metro City 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.** The principal positions dedicated to supporting the residency at IHE Metro City are funded by IHE Metro City’s departmental funds. They include a Director of Teacher Education and a Director of Field Placement and Supervision. These positions serve more than just the partnership with Metro City LEA and are responsible for supporting all of the school of education’s teacher candidates—including those in other residency programs and in other educator preparation pathways.
- **LEA Staff.** Metro City LEA employs several staff who support the residency, as well as other educator preparation programs and residency partnerships beyond IHE Metro City including:
 - **Recruitment and Retention, Director**—Focuses on overall grant management and institutional oversight.
 - **Coordinator, Retention and Employee Development**—Manages program coordination.
 - **Coordinator, Diversity & Inclusion**—Provides program coordination support.
 - **Talent Development Association**—Recruits prospective teacher candidates.
 - **Financial Accountant**

These staff positions are funded by allocating state Local Control Funding Formula dollars via the Local Control and Accountability Plan. Teacher recruitment under the residency is housed in Metro City LEA finances as part of its staffing through LCFF / LCAP Goal 4 "Staff Recruitment & Retention":

“The [Metro City] LEA Recruitment and Retention team utilizes a variety of strategies to focus on staff recruitment and retention in an effort to meet our benchmarks and goals. Our efforts span both immediate and long-term outcomes. All of our actions center the development of diverse, high quality representative staff for [Metro City] Unified schools with a specific focus on the development of Black and Brown educators across four stages of development: high school and college students, aspiring educators with a BA, early career educators, and experienced, veteran educators. We focus on four pillars of engagement: building partnerships, affinity based support structures, building diverse pathways, and strengthening conditions for educator learning and professional development.”

More information about personnel costs and estimated FTE is available in [Appendix 1A](#).

Additional Cost Considerations

- **Mentors.** As of 2023–24, each resident’s mentor is provided at least a \$3,000 stipend. A private funder also independently compensates mentor teachers of color with an additional \$750.
- **Overhead Benefits Costs.** Metro City Residency Program coordinators emphasize the importance of accounting for overhead benefits costs for each dollar paid to residents by the LEA. For the stipend compensation, the LEA estimates 15% for benefits overhead, such as worker’s compensation and state retirement funds.



Planning for Sustainability

Setting up and implementing a successful teacher preparation program is just the beginning. Partners in the Metro City 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.



Incorporation of LEA General Funds

Metro City LEA primarily relies on LEA general funds to pay for the LEA-based staffing. Their use of LCFF and development of LCAP language to support the program's coordination offers an example others may use to sustain their programs. This diversity of funding sources serves as a buffer should one or more sources be withdrawn or diminished.

Partnership with Local Entities

Metro City LEA partnered with local government and a local nonprofit to support affordable housing for its residents. This initiative may serve as a model for collaborating with local organization and governmental entities to support accessibility and affordability of becoming a teacher, especially in areas where housing costs may be high. Housing is a major cost driver for teacher candidates and a barrier for workforce diversification. Addressing housing need through a subsidy, discounted units, or other innovative partnerships can support a more robust candidate funding package, while preventing financial and administrative burden of such a program solely falling on LEA staff.



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.



Appendices

Additional details regarding program operations costs, miscellaneous costs, and aggregated funding as available.

1A. Personnel Costs

The FTE in the table below are estimates provided by program administrators of the time dedicated to all their educator preparation or residency program partnerships. They do not reflect the time spent purely on the specific partnership covered in the scenario. Program administrators were uncertain of that exact FTE for most positions.

Agency	Position	Amount	Funding Source
LEA	Director, Recruitment and Retention (10% FTE)	$\$152,709 \times (0.1) = \$15,271$	LEA General Funds
LEA	Coordinator, Retention & Employee Development (80% FTE)	$\$121,521 \times (0.8) = \$97,217$	LEA General Funds
LEA	Coordinator, Diversity & Inclusion (20% FTE)	$\$125,625 \times (0.2) = \$25,125$	ESSER
LEA	Talent Development Associate (20% FTE)	$\$100,077 \times (0.2) = \$20,015$	LEA General Funds
LEA	Financial Associate (5% FTE)	$\$110,196 \times (0.05) = \$5,510$	LEA General Funds
IHE	Director, Teacher Education (FTE N/A)	\$147,000	IHE Funds
IHE	Director, Field Placement and Supervision (FTE N/A)	\$100,000	IHE Funds

1B. Program-Supported Funding for Candidates

Agency	Funding Type	Amount	Funding Source
LEA	Stipend	\$29,148 (Base Stipend) \$5,000 (Supplemental Stipend for BIPOC Residents) $(\$29,148 \times 6) + (\$5,000 \times 5) = \$199,888$	Teacher Residency Grant Program Privately Funded
LEA	Housing Stipend	$\$18,000 \times 6 = \$108,000$	Partnership between LEA, the city government, and a local nonprofit
LEA	Overhead Benefits	\$4,373 (Base Stipend) \$450 (Mentor Stipend) $\$4,823 \times 6 = \$28,938$	LEA General Funds
IHE	Scholarships	\$70,000	IHE Funds Privately Funded

1C. Miscellaneous Costs

Agency	Costs	Amount	Funding Source
LEA	Recruitment / Onboarding	\$10,000	LEA General Funds
LEA	Mentor Stipend	$\$3,000 \times 6 = \$18,000$ Supplemental $\$750 \times 4$ (Black / Latinx Mentors) = $\$3,000$ Total = $\$21,000$	Teacher Residency Grant Program Privately Funded

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.