

Teacher Residency Program Mountain Vista Funding



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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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.

Scenario Program Overview

The 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 scenario 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	Mountain Vista Teacher Residency Program
Institution of Higher Education (IHE) Partner	California State University (CSU) Mountain Vista
Local Education Agency (LEA) Partner	Mountain Vista County Office of Education (COE)
Program Specialization (# of Residents)	Special Education; Transitional Kindergarten
Typical Number of Residents in LEA Mountain Vista / IHE Mountain Vista partnership	7 residents
Total Residents Across All Partnerships	7 residents
Year Established	2019 (year 4)
Locale	Town in a largely rural area
Compensation Model	Paraprofessional + Stipend + Substitute Teaching



PROGRAM FORMAT

Successful completion of this 12-month residency only leads to a preliminary Education Specialist teaching credential. It is therefore considered a post-baccalaureate program, which impacts aid eligibility. Residents work three or four days at their clinical placement every week as paraeducators. They also have the option to substitute teach on days they do not work as paraeducators.



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. In that case, 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	\$9,228
Books and Materials	\$870
Living Expenses	
Housing and Food	\$14,432
Transportation	\$1,796
Personal Expenses	\$2,536
Total Cost of Attendance	\$28,862
Program-Specific Fees	
Test Registration Fees	\$300–\$750
Credential and Certification Fees	\$150–\$200
Live Scan and TB Fees	\$35–\$70
Substitute Permit Fees (Optional)	\$100
Total Candidate Expenses	\$29,982



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 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 Mountain Vista 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	\$28,862	-	-

IHE is responsible for financing:

Scholarship	\$0–\$2,000	The IHE offers competitive institutional scholarships annually for students in a teacher credential program. Students can apply for a scholarship the fall prior to the academic year they plan to enter. Awards range from \$1,000 to \$2,000.	Source IHE Distributing Entity IHE
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COE is responsible for financing:

Stipends	\$13,000	As of 2023–24, the County is financing residencies using continuous improvement funds via State Differentiated Assistance. The stipend is distributed by the IHE Financial Aid Office. Residents receive funds remaining after covering tuition and fees.	Source County Continuous Improvement Funds Distributing Entity IHE
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Funding for Candidates	Available Amount	Guidance in Brief	Funding Source and Distributing Entity
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
District partners are responsible for financing:			
Employment: Paraprofessional	\$15,600–\$38,025	Residents may work as a paraprofessional for 5 to 6.5 hours per day for 195 days per year. Salaries vary by district and school site. Based on 2023 job openings in the county, pay can range from \$16 to \$30 per hour. Annualized, total compensation ranges from \$15,600 to \$38,025.	Source Participating District General Funds Distributing Entity Participating District
Employment: Substitute Teaching	\$0–\$4,410	Residents can substitute up to 18 days—nine days in the fall and nine days in the spring. Daily rates for substitute teachers among the consortium’s districts and school sites range from \$120 to \$245.	Source Participating District General Funds Distributing Entity Participating District
Employment: Summer School Teaching <i>(Not Included in Total Package Calculation)</i>	Varies	Residents may work as the teacher of record during the summer if they choose to add an Extensive Support Needs Credential. The program duration ranges from four to five weeks. Candidates will need to cover any associated costs of the summer program, but are compensated for teaching by the district in which they are placed.	Source Participating District General Funds Distributing Entity Participating District
Total Package <i>(Minimum Guaranteed–Maximum Possible)</i>	\$28,600–\$57,435	-	-

MORE ABOUT EACH FUNDING TYPE

Stipends

- **LEA-Distributed Stipend.** Funded by County continuous improvement funds, the Mountain Vista COE consortium distributes the funds to the IHE. The stipend therefore is first used to cover tuition and fee obligations, though it is not tuition designated. Because the stipend is not tuition designated, candidates are able to leverage additional funding resources up to the financial aid ceiling represented by their total cost of attendance (COA). Any remaining funds are provided back to residents.
- **Per Semester Payment.** The stipend funds are disbursed on a per semester basis, in part to minimize sunken costs if a resident needs to leave the program. While not yet implemented, program directors have interest in adopting a monthly payment model.

Employment: Substitute Teaching

- **Limited Uptake of Substitute Teaching.** The majority of residents do not substitute teach all 18 days. Program directors estimate that most residents who also work as a paraprofessional substitute teach for one or two days a year. This is in part because those paraprofessionals would require substitutes of their own. However, program directors noted that the rare minority of residents that decide not to work as a paraprofessional while in the program substitute much more frequently and are encouraged to substitute for special education teachers.
- **Tax Liability for Substitute Teaching.** For substitute teaching, residents are compensated as County Office of Education employees, and income taxes are taken out for each pay period that they work. Residents receive a W-2 form.

Employment: Summer School Teaching

- **Summer Teaching.** Residents can add an Extensive Support Needs Credential program the summer following their residency program. Though technically separate from the residency program, about 60% of residents choose to add this credential. As part of the program, they serve in paid roles as either the teacher of record or a paraprofessional for the four- to five-week duration of the summer program. Candidates that opt into this add-on credential program must cover the tuition costs. As a separate program, these summer teaching earnings are not included in the total package calculation.

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 Mountain Vista 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 Mountain Vista 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 \$28,862 at IHE Mountain Vista).

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

Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
State University Grant (SUG)	Up to \$6,660	<p>Students are eligible for the State University Grant via the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADA).</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
Cal Grant Teaching Credential Program	Up to \$6,660	<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. Typically, only one or two teacher credential students across the university receive this award.</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

Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
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 towards those required by the Golden State Teacher Grant program.</p> <p>At IHE Mountain Vista, eligibility also differs by pathway. Specifically, students seeking a special education credential through this residency are eligible for TEACH, but students seeking single and multiple subject credentials are not because a Liberal Studies integrated undergraduate program is offered.</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

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Funding for Candidates	Amount	Guidance in Brief	Distributing Entity
Pell Grant	Up to \$7,395	<p>Residents in this program are eligible for a Pell grant. Eligibility differs by pathway, however. Those in this residency, which focuses on SPED and TK, can receive the Pell, but those in other teacher preparation programs at the IHE seeking Single Subject and Multiple Subject credentials are not, because a Liberal Studies integrated undergraduate program is offered.</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>The IHE offers subsidized childcare for students through Programs for Children. Free diapers and clothing are also available.</p> <p>Mountain Vista Residency Program is approved for CalFresh. Any student who is receiving the Cal Grant is also eligible for CalFresh.</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, Program Mountain Vista 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, the 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 balances were positive with program-based dollars alone. *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	\$15,600–\$42,435	<p>Minimum Guaranteed Aid = \$15,600 Includes \$15,600 in paraprofessional income.</p> <p>Maximum Possible Aid = \$42,435 Includes \$38,025 in paraprofessional income and \$4,410 in substitute teaching income.</p>
+	Federal, State, and IHE-based Aid	\$13,000–\$28,862	<p>This includes: Golden State Teacher Grant, Cal Grant Teaching Credential, TEACH grant, State University Grant, Scholarship, Pell Grant, and the program stipend. The program stipend of \$13,000 is guaranteed to all residents.</p> <p>The maximum amount of aid a resident can receive through the financial aid office cannot exceed the total cost of attendance (\$28,862). However, the technical aggregate of maximum possible awards is \$59,655.</p> <p>Stipend Caveat: 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>
-	Total Cost to Candidate	\$28,862	The way each IHE calculates its COA can differ. It is important to refer to cost drivers that are acknowledged in a specific program's COA when considering these figures. See pages 5–6.
=	Remaining Balance (Assuming Max Aid)	\$42,435	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.
=	Remaining Balance (Assuming Min Aid)	-\$262	Assuming a candidate receives only the minimum guaranteed aid—in this case, the program stipend and minimum hours working as a paraeducator, which totals to \$28,600—the candidate would have about \$200 in unmet need, relative to the cost of attendance.



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, Mountain Vista COE 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 residency programs operations are mostly absorbed into the IHE Department of Education's typical teacher credential program processes, with the exception of one dedicated coordinator position.
 - **Special Education Program Coordinator.** This part-time position supports the IHE's special education teacher candidates. Their role directly includes supporting those special education teacher candidates that are in the residency, and supporting the operations of the residency program more broadly.
- **LEA staff.** While various districts place residents at their schools, the County oversees and coordinates the residency in this consortium model.
 - **Deputy Superintendent.** Residency coordination and administration undertaken by the County's Deputy Superintendent of Education Services.

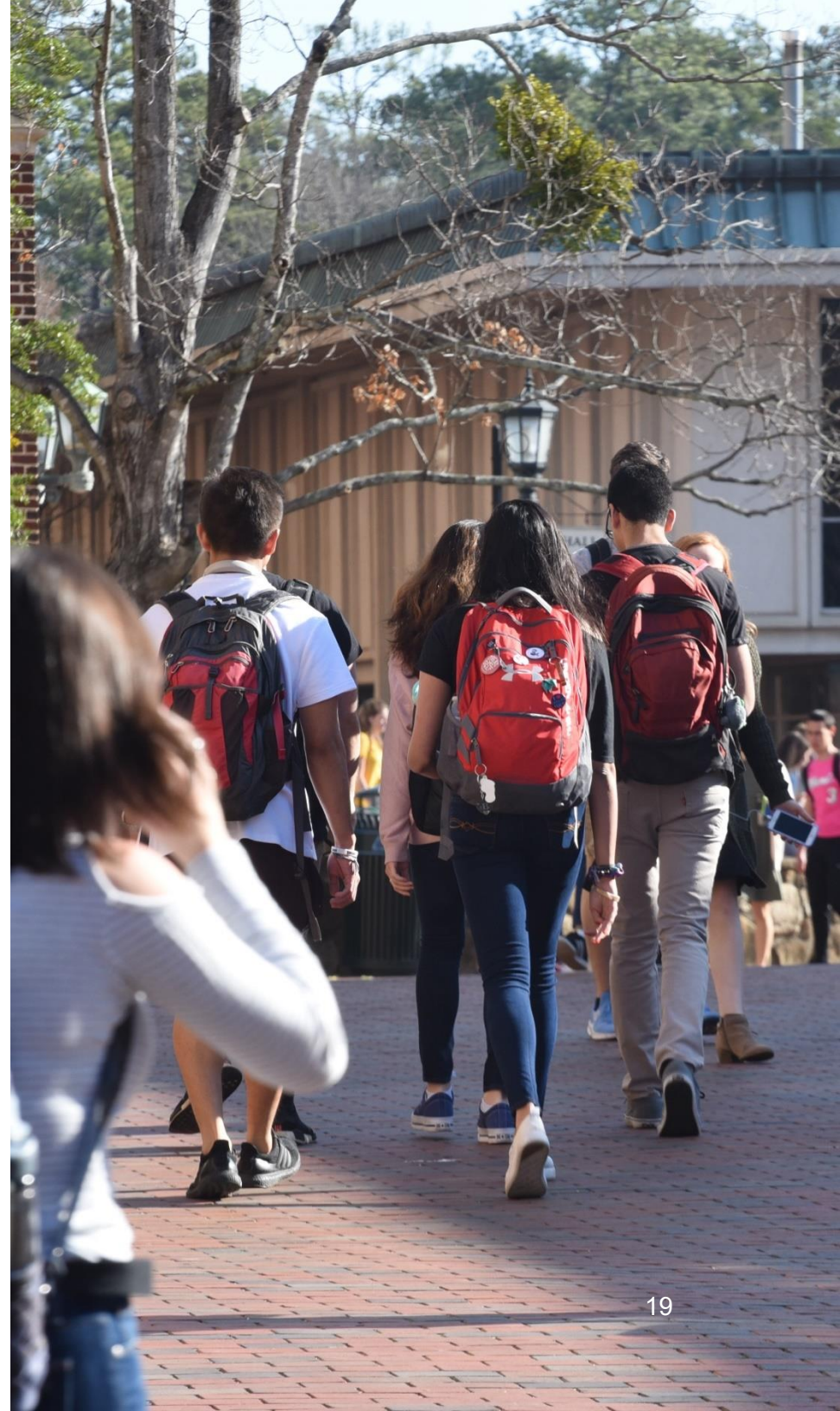
Additional Cost Considerations

- **Mentors.** As of 2023–24, each resident's mentor is provided a \$2,500 stipend. The stipends are funded with the County Office of Education's continuous improvement funds.
- **Overhead Benefits.** Overhead benefits, such as worker's compensation and state retirement funds, must be paid on each dollar of paraprofessional, substitute teaching, and summer school teaching pay. Unlike some programs, there are no overhead benefits costs associated with the resident stipend since this program's stipends are dispersed as part of the resident's financial aid package, as opposed to as LEA-based compensation.



Planning for Sustainability

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



Self-Funded Approach

The Mountain Vista Residency Program makes use of County Office of Education continuous improvement funds. This self-funding approach serves as a buffer should one or more state sources be withdrawn or diminished. Furthermore, this program's coordinator reports that a self-funded approach offers flexibilities, minimizes time dedicated to grant compliance, and reduces time consumed ensuring and reporting residents meet their state service obligations.

Consortium Design

Program directors point to the efficiency value of a consortium model, particularly in rural regions with many small districts. The consortium enables a type of economies of scale that small districts might otherwise have challenges achieving. Furthermore, program directors note how the County Office of Education-based consortium allows for districts new to such programs to learn from one another, as well as the county's recommended funding models. Districts may then later choose to run their own programs.



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.