

# Teacher Residency Program Ocean Shores 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 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.

|   |   |
|---|---|
| <b>Program Name</b>   | Ocean Shores Teacher Residency Program                |
| <b>Institution of Higher Education (IHE) Partner</b>                                  | Ocean Shores Graduate School of Education (Private)   |
| <b>Local Education Agency (LEA) Partner</b>   | Ocean Shores Unified School District                  |
| <b>Program Specialization</b>   | Special Education; Single Subjects; Multiple Subjects |
| <b>Typical Number of Residents in Ocean Shores LEA / Ocean Shores IHE Partnership</b> | 20 residents  |
| <b>Total Residents Across All IHE Partnerships</b>                                    | 450 residents   |
| <b>Year Established</b>   | 2019 (year 4)   |
| <b>Locale</b>   | Coastal town in a rural area                          |
| <b>Compensation Model</b>   | Stipend Only  |



## PROGRAM FORMAT

Successful completion of this 12-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 four days at their clinical placement every week. Substitute teaching is not built into, nor encouraged, in this program.



## 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                   | \$21,930                        |
| Books and Materials                | \$600                           |
| <b>Living Expenses</b>             |                                 |
| Housing and Food                   | \$24,829                        |
| Transportation                     | \$2,254                         |
| Health Insurance                   | Not required by IHE             |
| Personal Expenses                  | \$5,658                         |
| <b>Program-Specific Fees</b>       |                                 |
| Test Registration Fees*            | \$955                           |
| Credential and Certification Fees* | \$340                           |
| Live Scan and TB Fees*             | \$144                           |
| <b>Total Cost of Attendance</b>    | <b>\$56,710</b>                 |

\*This private IHE automatically incorporates test registration, live scan fees, and TB test fees, as well as credential and certification fees, into its COA. As of 2024, many IHEs, including CSUs and UCs, do not automatically include these costs in the teacher candidate's COA, except on a case-by case basis, at the request of individual students. Inclusion in the candidate's budget raises the cap on the total amount of financial aid a student could receive.



**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 the teacher candidate is in the program full-time and is a California resident. All teacher candidates at this IHE live off-campus.

Institutions calculate and report COA slightly differently. This private university calculates its COA based on its own internal tuition and fees costs, as well as the living expenses budget published by the University of California system.

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 Ocean Shores Teacher 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 given institution 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>\$56,710</b>  | -   | -  |
| Stipends                        | \$40,000         | <p>The stipend is distributed as compensation by the district rather than the IHE, which means the funds are not taken into consideration by the IHE for financial aid purposes.</p> <p>The district does not pay overhead benefits costs on stipend dollars, as residents are not employees.</p> | <p><b>Source</b><br/> <a href="#">Teacher Residency Grant Program</a></p> <p><b>Distributing Entity</b><br/>                     LEA</p> |
| Scholarships                    | \$0-\$7,000      | 35% of students receive an additional scholarship from the IHE, based on financial need.  | <p><b>Source</b><br/>                     IHE</p> <p><b>Distributing Entity</b><br/>                     IHE</p>                         |

cont'd



| Funding for Candidates  | Available Amount         | Guidance in Brief   | Funding Source and Distributing Entity                                     |
|---|--------------------------|---|--|
| Fee Waivers: Test and Authorization Fees*                             | \$0–\$450                | Credential and test preparation support is fully funded by the district.  | <b>Source</b><br>LEA<br><br><b>Distributing Entity</b><br>LEA              |
| Emergency Grant<br><i>(Not Included in Total Package Calculation)</i> | \$0–\$1,500              | Residents can request funds for unexpected urgent needs. Emergency award availability is limited.               | <b>Source</b><br>IHE<br><br><b>Distributing Entity</b><br>IHE              |
| MacBook Pro<br><i>(Not Included in Total Package Calculation)</i>     | In-kind                  | Total value of \$1,600. Each resident receives a new MacBook Pro to support their studies while in the program. | <b>Source</b><br>LEA - LCAP funds<br><br><b>Distributing Entity</b><br>LEA |
| <b>Total Package</b><br><i>(Minimum Guaranteed–Maximum Possible)</i>  | <b>\$40,450–\$47,450</b> | -   | -  |

\*Unlike in other program scenarios, test and credential fee waivers are included here in the total package calculation and in the [remaining balance](#) because the testing and credentialing costs are explicitly and automatically included in this program’s standard cost of attendance.

## MORE ABOUT EACH FUNDING TYPE

### Stipends

- **LEA-Distributed Stipend.** The district meets all financial obligations for staff, mentor stipends, and resident aid packages by allocating state Teacher Residency Program Grant Funds. Because FAFSA uses income information from two years prior, the stipend does not impact a student’s calculated need, maximizing program affordability. Residents are classified and compensated as student interns.

### Scholarships

- **Covering Tuition and Fees.** Each year, a subset of residents also receives need-based scholarships from the IHE. Although a student can receive up to \$7,000, this amount is not guaranteed to all students.

### Fee Waivers and Other Funding

- **Tests and Authorization Fees.** The district leverages general fund dollars to cover resident 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 fee waivers or reimbursement after the expiration of the State’s statewide fee waivers.
- **Emergency Grant.** On a case-by-case basis, students may access emergency program funds to cover serious expenses related to an urgent need.
- **Paid Professional Development.** The LEA leverages Title IV and district general funds to offer a few paid professional development opportunities residents may participate in.

## Federal and State Aid for Candidates

To augment the support offered directly by the Ocean Shores 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 Ocean Shores 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 \$56,710 at IHE Ocean Shores).

| Funding for Candidates                | Amount         | Guidance in Brief   | Distributing Entity |
|---------------------------------------|----------------|---|---------------------|
| Golden State Teacher Grant            | Up to \$20,000 | <p>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.</p> <p>About 95% of residents in the Ocean Shores Teacher Residency received this grant during the 2023–24 academic year.</p> | IHE                 |
| Cal Grant Teaching Credential Program | Up to \$13,572 | <p>Cal Grant A and B recipients enrolling in a 5<sup>th</sup> year teacher credential program may be eligible to renew their award for one additional year, but must have received their bachelor’s degree within 15 months.</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. <b>If the service requirement is not fulfilled, the grant converts to a loan that must be repaid with interest.</b> Years served towards the requirement can also count towards those required by the Golden State Teacher Grant program.</p> <p>About 80% of residents in the program received this grant during the 2023–24 academic year.</p> <p>Graduate students can receive this award for up to two years if needed, 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"> <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> | -                   |
| CalFresh, WIC, SNAP, etc. | Varies                 | The IHE has a student services team that meets 1:1 with every student and offers tiered levels of support depending on identified needs (e.g., food insecurity, childcare needs, disability accommodations, etc.).   | 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 Ocean Shores Residency Program begins, like many teacher preparation programs, 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, 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><br><i>(Min Guaranteed–Max Possible)</i> | <b>Guidance in Brief</b>   |
|---|--|--|--|
| + | <b>LEA Employment Compensation</b>             | \$40,000–\$40,450                                      | <p><b>Minimum Guaranteed Aid</b> = \$40,000<br/>Includes the \$40,000 program stipend.</p> <p><b>Maximum Possible Aid</b> = \$40,450<br/>Includes the \$40,000 program stipend and \$450 of LEA-supported fee waivers.</p> <p><b>Stipend Caveat:</b> If distributed by the LEA as compensation for work in a district position, 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> |
| + | <b>Federal, State, and IHE-based Aid</b>       | \$0–\$44,572   | This includes program scholarships, as well as state and federal grants available in this program (see pages 11–13).   |
| - | <b>Total Cost of Attendance</b>                | \$56,710   | 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.  |
| = | <b>Remaining Balance</b><br>(Assuming Max Aid) | \$28,312   | Assuming the maximum receipt of aid, the leftover balance covers and exceeds the IHE’s cost of attendance by \$28,312.   |
| = | <b>Remaining Balance</b><br>(Assuming Min Aid) | -\$16,710  | Assuming the resident received only the minimum guaranteed aid (\$40,000), they could have up to about \$17,000 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, Ocean Shores Residency Program 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 Ocean Shores IHE are funded by IHE general funds. These positions serve more than just the partnership with Ocean Shores LEA and are responsible for supporting many more students than the 20 residents this partnership enrolls.
  - **Regional Managing Clinical Director**
  - **Senior Director of Partnerships**
  - **Recruitment & Admissions Manager**
  - **Director of Admissions**
  - **Enrollment Specialist**
  - **Director of Financial Aid**
  - **Associate Director of Student Services and Financial Supports**
  
- **LEA Staff.** Ocean Shores LEA employs several staff who support the residency partnership with Ocean Shores IHE. These staff positions are funded by LCAP dollars as of 2023–24. As in the case of the IHE, these positions serve more than just this residency partnership. They are responsible for supporting various other aspects of LEA operations.
  - **Teacher Residency Director.** Ocean Shores Teacher Residency also employs a Director of Teacher Residency, a split-funded position (approximately 75% paid by the IHE, and approximately 25% paid by the LEA with LCFF/LCAP funds) that is responsible for the oversight and execution of the Teacher Residency Program for both the IHE and the LEA. The Residency Director role includes faculty member duties such as teaching courses online and weekly in-person teacher candidate and teacher mentor meetings, collaborating on curriculum development with other directors, as well as providing individual coaching to support and create teachers. This role is a position that Ocean Shores IHE specifically designs as a liaison for each LEA partnership, and is meant to support cohort sizes up to 25 residents.
  - **Director of Finance**
  - **HR Director**
  - **Superintendent**
  - **Chief Business Officer**
  - **Associate Superintendent of Business Services**

## Additional Cost Considerations

- **Mentors.** As of 2023–24, each resident’s mentor is provided a \$5,000 stipend. These stipends are funded by the Teacher Residency Grant Program.



## Planning for Sustainability

**Setting up and implementing a successful teacher preparation program is just the beginning.** Partners in the Ocean Shores 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.



## Diverse Funding Sources

Though the program is leveraging Teacher Residency Grant funds in 2023–24, in previous years, the district met all financial obligations for staff, mentor stipends, and resident aid packages by allocating state Local Control Funding Formula dollars via the Local Control and Accountability Plan. Teacher recruitment under the residency is housed in Goal 1:

*“By 2024, 85% of LEA students will graduate prepared for college or career by attaining the prepared designation on the College Career Indicators Dashboard. Specifically, action 1.16: Ensuring High Quality Leadership, High Quality Staff to ensure student access to a Broad Course of Study contains residency expenses.”*



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