



Cathy Yun and Karen DeMoss

# Sustainable Strategies for Funding Teacher Residencies

## Lessons From California



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## Acknowledgments

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## Executive Summary

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With significant state investment, teacher residencies are spreading throughout California. To sustain these efforts after the initial state investment, programs are using creative funding strategies. To learn about how teacher residencies across the state are funding their work, the Learning Policy Institute and *Prepared To Teach*<sup>1</sup> at Bank Street College of Education partnered to examine the current state of practice around residency sustainability. The report highlights California teacher residencies with known financial sustainability efforts in which partners are leveraging local resources to support residents and mentor teachers. These concrete examples of creative residency funding strategies are meant to help California's new investments in teacher residencies become sustainable over time. They also offer valuable lessons for residencies in any community context.

Research suggests that high-quality teacher residencies can prepare effective teachers who stay in the profession; often provide financially feasible pathways for candidates; and, when adequately funded, are more likely to recruit teachers of color than other pathways into teaching.<sup>2</sup> Teacher residencies typically provide financial supports for candidates while they are completing their preparation programs, increasing financial accessibility for candidates who might not otherwise be able to afford an educator preparation program. Thus, high-quality teacher residencies provide an avenue for addressing California's teacher shortage areas with well-prepared teachers while also recruiting more teachers of color.

High-quality residencies are complex and require strong partnerships between multiple entities with a common vision. Due to the intensity of the planning period and the comprehensive suite of supports that they typically include—including financial supports for candidates—residencies can often require a considerable amount of startup funding as well as ongoing investments. Because reliance on state or philanthropic grants may not be sustainable, residencies all over California are developing and trying out creative strategies to secure renewable, more stable funding streams for their programs.

We identify and describe some of these strategies to fund residencies more sustainably, and we present concrete examples of how California teacher residencies are applying them. Strategies can be grouped into what *Prepared To Teach* calls the “3 R's” of sustainable residency development:

- Reallocating resources can include integrating residents into existing budget lines and programs that support substitutes, after-school staff, and paraeducators. Reallocation of other resources can include the use of school improvement funds, induction resources, and professional development dollars to support residencies.

- Reducing costs for resident preparation might include tapping into existing university and financial aid resources to provide comprehensive supports for residents as well as using no-cost course materials or collaborating with the university to reduce tuition costs through negotiated reductions, scholarships, or streamlined courses.
- Reinvesting savings involves capturing the savings resulting from residency investments in terms of reduced turnover and onboarding costs that districts would otherwise have to pay for new teachers who leave at higher rates and using those cost savings to sustainably fund the residency over time.

Residencies can also tap into local support from advocacy groups, community organizations, and collective bargaining units for building public will, fostering community partnerships, and generating diverse funding streams. Diverse funding sources might include grants from local organizations, local tax dollars, and federal programs. Diversification of funding promotes fiscal sustainability and program stability.

Because local context is a major consideration in residency design, there is no one best model for residency program sustainability. Every local community is unique, with specific needs and resources. Although the highlights in this report focus on residencies within California, the identified lessons and considerations can be applied in any state or community. In every context, various stakeholders can contribute to create diversified, stable funding streams for residencies; each residency will need to consider the various trade-offs of using different strategies.



## Introduction

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With a recent investment of \$75 million in state funding to support teacher residency programs—the largest of any state to date and larger than annual federal investments<sup>3</sup>—California supports a burgeoning landscape of teacher residency partnerships. Like many states, California has faced acute teacher shortages for a number of years, particularly in special education, mathematics and science, and bilingual education. In the 2017-18 school year the California Commission on Teacher Credentialing (CTC) issued more than 13,000 intern credentials, permits, and waivers—all substandard credentials allowing underprepared individuals to enter classrooms as teachers of record.<sup>4</sup> The shortages these individuals fill, which have tripled since 2012-13, have resulted from a combination of factors: increasing demand as districts work to restore pre-Recession student-teacher ratios, services, and resources; low enrollments in teacher preparation programs; and teacher attrition, which accounts for 90% of the demand for new teachers in California.<sup>5</sup>

Research on the impacts of the residency model for teacher preparation suggests that, when well-implemented, residencies can be a smart investment. High-quality teacher residencies that offer aspiring teachers financial supports can help address targeted teacher shortage areas; recruit a more diverse pool of teachers; and improve new teacher retention by providing strong, clinically oriented preparation that centers on the classroom teaching experience and emphasizes theory-to-practice application.<sup>6</sup> In addition, teacher residencies often recruit candidates who live in and are deeply invested in their respective communities, which contributes to the high retention rates found among residency-prepared teachers.<sup>7</sup> Moreover, while research on the effectiveness of residency graduates is still nascent, there is evidence to suggest that residency graduates can positively impact academic outcomes,<sup>8</sup> and some studies have found that residency graduates are rated as more effective than their peers.<sup>9</sup>

**High-quality teacher residencies that offer aspiring teachers financial supports can help address targeted teacher shortage areas, recruit a more diverse pool of teachers, and improve new teacher retention.**

Developing and sustaining high-quality residency programs requires resources, and California's state-financed residency grants have provided seed funding to jump-start these programs—or in some cases to scale existing programs. However, recognizing that state funding may not always be there, particularly in the wake of COVID-19, which has placed unprecedented stress on state budgets, programs are working toward greater financial sustainability.

This report shares examples from California of partners working together to bring local resources to their residencies to make them more sustainable. We begin by setting the California context and briefly describing how finding funding for residencies can help to address teacher shortages while increasing the diversity of the teaching workforce. Then we present some concrete strategies that programs can use to move toward long-term sustainable funding for residency programs, with examples of how specific programs in California have successfully implemented select strategies.<sup>10</sup> These strategies could be useful to districts, teacher preparation programs, community leaders, and state policymakers to help inform teacher residency design and supports.



## Residencies as a Response to California's Policy Challenges

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California has invested heavily in teacher residencies, which build on the medical residency model and are based on the idea that teacher candidates need to learn to practice in authentic contexts with skilled mentors.<sup>11</sup> To help address teacher shortages of STEM (Science, Technology, Engineering, and Math), bilingual, and special education teachers, California appropriated \$75 million in 2018-19 to establish the Teacher Residency Grant Program. The program offers competitive grants of up to \$20,000 per resident for teacher residencies to launch or expand programs to recruit and prepare teachers in these high-need areas, with a requirement that grantees also provide local matching funds to support the program. The legislation also required several conditions common to high-quality residencies, including a partnership between a local education agency (LEA) and an accredited teacher preparation program, placement of residents alongside an experienced mentor teacher at least half-time for a full academic year while taking coursework, professional development and stipends/release time for mentor teachers, continued induction supports for residency graduates, and a requirement that residency graduates commit to teaching in the sponsoring district for 4 years upon completion.<sup>12</sup>

### Increasing Equitable Access to High-Quality Teacher Preparation

Teacher residencies can look very different depending on the context, but research has identified some common characteristics of high-quality residencies that set them apart from other traditional teacher preparation programs or most alternative pathways that place teachers in classrooms before they have completed their training for teaching.<sup>13</sup> First, strong residencies are developed in partnership between a school district and a teacher education program to address the specific instructional and hiring needs of the partner district, which often includes recruiting a diverse pool of candidates to fill certain high-need subject areas. Second, residencies provide yearlong supervised teaching experiences before candidates become the teacher of record; residency candidates typically spend 4 to 5 days a week working in a classroom under the guidance of an experienced mentor teacher, gradually taking on more responsibilities over the course of the residency year. Third, residencies offer teacher preparation programming that tightly integrates coursework with classroom practice.<sup>14</sup>

These and a few other common characteristics, including financial supports for candidates (see “What Is a Teacher Residency?”), set residencies apart from other teacher preparation pathways and provide a design framework for high-quality preparation. Because these characteristics are part of the California legislation authorizing the Teacher Residency Grant Program,<sup>15</sup> the residencies highlighted in the current report share all of these characteristics, albeit to different extents. Table 1 provides a summary of the residencies highlighted in this report.

### **What Is a Teacher Residency?**<sup>16</sup>

High-quality teacher residency programs share some common characteristics that have been identified in research. Residencies typically:

- consist of strong partnerships between school districts/LEAs, universities, and sometimes other entities;
- tightly integrate coursework about teaching and learning with classroom practice;
- require a full year of residency teaching working alongside an accomplished mentor teacher;
- recruit diverse candidates for specific district instructional and hiring needs, often in shortage areas;
- provide financial support, often in exchange for the resident’s commitment to teach in the district for a minimum number of years;
- place cohorts of residents in “teaching schools” that model evidence-based practices with diverse learners; and
- offer ongoing mentoring and support for residency graduates hired by the partner LEA after they enter the teaching workforce.<sup>17</sup>

**Table 1**  
**California Teacher Residency Programs Highlighted in This Report**

Program	Year Launched	Current Enrollment	Program Emphasis	Resident Pay	Mentor Pay	Other Supports
Fresno Teacher Residency Program (p. 12) <sup>a</sup>	2013-14	52	MS BL, SPED, STEM, SS STEM	\$11,500-15,000	\$1,000	Laptop + sub pay
Humboldt County North Coast Teacher Residency Consortium (p. 16) <sup>b</sup>	2019-20	10	MS SPED	\$18,127-25,635 + benefits	\$3,400	\$10,000 tuition; testing fees + summer school pay
Sanger Teachers and Residency Program (p. 19) <sup>c</sup>	2016-17	26	MS with some BL	\$3,600 (sub pay)	\$2,000	\$4,000 in course reduction, laptop
Kern Teacher Residency (p. 23) <sup>d</sup>	2016-17	20-25 in each of three cohorts	MS, SS culturally relevant practices	\$15,000-18,000 + benefits	\$1,500-3,000	\$3,000 conference travel + sub pay
San Francisco Teacher Residency (p. 27) <sup>e</sup>	2010-2011	21	MS BL, SS BL, STEM	\$15,000 + benefits	\$2,500	\$15,000-25,000 tuition, housing assistance, CalFresh groceries

SS = Single Subject; MS = Multiple Subject; SPED = Special Education; BL = Bilingual Education; STEM = Science, Technology, Engineering, and Math.

<sup>a</sup> The Fresno teacher residency allows residents to substitute teach up to one day a week when they do not have residency responsibilities. In 2019, the daily rate for substitutes in Fresno Unified was \$138 (personal communication, Fresno Unified Teacher Residency Coordinator, 2019).

<sup>b</sup> Instructional aide annual salaries range from \$18,127 to \$25,635 (personal email with Humboldt County Office of Education Director of Fiscal Services, 2019). Hourly pay for instructional aides in Humboldt County ranges from \$9.02 to \$24.22 depending on district, qualifications, experience, and instructional assignment. [Humboldt County Office of Education. (2018). *2017-2018 Humboldt County schools salary schedule*. <https://hcoe.org/wp-content/uploads/Salary-Survey-Web.pdf> (accessed 12/13/19).]

<sup>c</sup> Most residents in the Sanger program are MS only, with two working toward BL certification. The Sanger program allows residents to be the substitute of record in their assigned classrooms when their mentor teachers are out of the classroom. Estimated resident pay is based on a daily rate of \$120 and 30 days of substitute teaching. [Sanger Unified School District. (2019). *Certificated employment*. <https://www.sanger.k12.ca.us/human-resources/certificated> (accessed 12/10/19).]

<sup>d</sup> Kern teacher residencies allow residents to substitute teach up to one day a week when they do not have residency responsibilities. Opportunities for subbing typically decrease as residents take on more instructional responsibilities in their assigned classrooms. Mentor stipends can vary depending on the partnership district. The rate of substitute pay can vary by district, position, and qualifications: Bakersfield City School District, \$115-150/day; Greenfield Union School District, \$115-135/day; Kern High School District, \$27-32/hour.<sup>18</sup>

<sup>e</sup> CalFresh is the name of California's Supplemental Nutrition Assistance Program (SNAP).

The high quality of teacher residencies, combined with targeted recruiting and financial support during preparation, makes residencies well-suited to address California's teacher shortage areas while also recruiting more teachers of color. The residency approach contrasts sharply with the strategy of moving underprepared teachers quickly into the classroom to fill vacancies—a strategy that too often leads to high rates of attrition and a revolving door of educators in the schools where students most need a stable teaching force.<sup>19</sup>

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Residencies may become even more important as the state deals with the COVID-19 crisis. Evidence from state and national surveys suggests that teacher retirements may rise, contributing to continued shortages, and physical distancing measures could increase demand for adults at each school site. Teacher residencies can provide opportunities to address new and chronic shortages (see “Teacher Residencies Support Flexible and Adaptable Systems in Times of Crisis”).

### **Teacher Residencies Support Flexible and Adaptable Systems in Times of Crisis**

When integrated as an intentional component of a district's comprehensive improvement or teacher pipeline infrastructure, teacher residencies can support system flexibility to adapt to changing or unexpected circumstances. The challenges of reopening schools in a COVID-19 world highlight the importance of systems that can flex to continue to meet the needs of students and families despite changing conditions. New health and safety protocols, budget cuts, and vulnerability of certain populations are impacting school systems across the globe in unprecedented ways.

In California, guidance issued by the Department of Education outlines recommendations for increased sanitation, physical distancing, blended learning models or altered schedules, and mental wellness support, among other things.<sup>20</sup> Implementing these guidelines will require more resources during a time when state budgets are being slashed. Adding to these challenges is the potential loss of school personnel who are in the age range most vulnerable to COVID-19-related complications and severe illness. For

example, based on California Department of Education staffing data, currently about 14% of California teachers are age 60 or over.<sup>21</sup> In addition, staff with underlying health conditions may also be at high risk.

California guidelines state that reasonable accommodations should be made for such staff, such as telecommuting, changes in duties, or flexible leave.<sup>22</sup> Recommended shifts to accommodate such personnel include reassigning roles and creating a virtual teaching corps<sup>23</sup> that can provide support for blended instructional schedules or for children who have underlying health conditions that prevent them from going back to school. A virtual teaching corps might also receive professional development to specifically support families who need additional outreach, supplemental instructional support, or mental wellness support. The ensuing on-campus staffing shortages will then have to be backfilled, especially as schools begin to implement new guidelines. Teacher residencies can provide a ready corps of support teachers who could be deployed relatively seamlessly to fill some of these shortages, with one suggestion being that resident-mentor pairs could split a class into two smaller groups to enable physical distancing.

With looming budget cuts, districts may be tempted to reduce their investments in teacher residencies, which are often considered to be investments in the future of the district. Used judiciously, though, teacher residencies can provide an adaptable teaching corps that could support district needs and stability through uncertain times.

## **Recruiting and Retaining Teachers of Color**

Another policy challenge is that, as they are seeking to address teacher shortages, many California districts are also seeking ways to better recruit and retain teachers of color. Teacher residencies can help address these challenges by providing more equitable access to high-quality preparation programs. Part of what enables teacher residencies to recruit desirable candidates to teaching is the financial support that is available to residents. Financial barriers to entering teaching are too high for many, given that teachers' weekly earnings are about 20% less than that of similarly educated professionals.<sup>24</sup> Moreover, the intense nature of teacher preparation and the need to engage in classroom teaching during the school day generally preclude candidates from working good jobs, requiring them to either take out loans or to work nights and weekends on top of already full schedules.<sup>25</sup>

Evidence suggests that entry into the teaching profession poses additional barriers for many potential teachers of color.<sup>26</sup> In addition, often due to challenging working conditions and lack of support, teachers of color tend to burn out and leave the profession at higher rates than their white counterparts, essentially counteracting recruiting efforts to attract teachers of color.<sup>27</sup>

Because of financial exigencies, teachers of color are more likely than others to enter through alternative routes, trying to learn to teach while they are already teacher of record. For example, Black college students graduate with about \$7,400 more debt than white graduates—a gap that widens 4 years after graduation to \$25,000 because of interest accruals, differences in repayments, and loans for graduate education. Latino/a students tend to borrow about as much as white students but default on their loans at twice the rate of white borrowers, suggesting that even the same debt amount presents a greater relative debt burden.<sup>28</sup>

The disproportionate burden of debt is unsurprising given the general profile of family income among education majors: white teacher education majors, on average, come from families with a median annual income of almost \$95,000, while Black and Hispanic students' median family incomes are less than half of that, at around \$43,000 and \$38,000, respectively.<sup>29</sup> These financial barriers are compounded in preparation pathways that extend beyond the undergraduate bachelor's degree, especially in yearlong student teaching placements that are unpaid.

Unfortunately, those who enter teaching through alternative routes or emergency permits are significantly more likely to leave the profession than those who have the opportunity to be fully prepared.<sup>30</sup> While California has a much more diverse pipeline of teachers entering than other states—more than 50% of entering candidates are teachers of color—these high attrition rates reduce the numbers who stay.

Teacher residencies can help address the loss of teachers of color both by recruiting more candidates of color into teaching and by improving new teacher retention rates. Residencies across the country, many of which offer stipends for candidates, have typically enrolled a more diverse pool of teachers than other pathways. One national study found that in 2016-17, 41% of teacher residents identified as people of color,<sup>31</sup> compared to 28% candidates of color in traditional programs nationwide in the same year.<sup>32</sup> Teachers prepared through a residency program are also more likely to stay in the profession, even in high-need contexts, compared to other novice teachers.<sup>33</sup> Studies consistently document high retention rates of teacher residency graduates, ranging from 80% to 90% after 3 years and 70% to 80% after 5 years.<sup>34</sup>

Financial supports for residents—including stipends that cover basic living expenses, just as medical, engineering, pharmacy, and other pre-professionals receive—are key to ensuring a strong supply of candidates in fields that are in demand, along with equitable access to residencies.<sup>35</sup> Funded residencies remove financial barriers to quality preparation, making teaching more

accessible for candidates from diverse backgrounds and others who would otherwise find it financially impossible to enter teaching through strong preparation pathways. In sustainable residencies, this responsibility for providing livable resident stipends and other financial supports is shared between the district and other partners.

**Funded residencies remove financial barriers to quality preparation, making teaching more accessible for candidates from diverse backgrounds and others who would otherwise find it financially impossible to enter teaching through strong preparation pathways.**



## Growing the Dollar Pool: 3 R's for Building More Sustainable Residencies

High-quality residencies are complex and require strong partnerships between multiple entities with a common vision for a high-quality teacher workforce. Due to the intensity of the planning period and the comprehensive suite of supports that they typically include, residencies can often require a considerable amount of startup funding—the kinds of investments that the state of California has made. But startup money cannot sustain a teacher residency program over time. State funds, while critical in the launching of programs, are intended to be an investment that has increasing returns over time. In order to ensure the longevity of a local teacher residency program, partnerships all over California are developing and trying out creative strategies to secure renewable, more stable funding streams for their programs.

Residency partnerships have employed a range of approaches to create more sustainably funded residencies. Districts often rethink staffing to free up dollars to support candidates and/or mentors, and programs often find ways to

reduce costs. When residencies design and recruit in ways that meet k-12 needs, districts also frequently contribute additional dollars to the partnership. Together, these approaches offer “3 R’s” to more sustainably fund residencies: reallocate resources, reduce costs, and reinvest savings.<sup>36</sup> California has examples of them all.



Existing resources and roles to support the residency



Costs for tuition, materials, and wrap-around services



Savings from reduced turnover back into the residency

### Stipends for Mentor Teachers

In order to recruit and retain highly effective mentor teachers, it is crucial to recognize the skill, time, energy, and specialized professional development required of them by providing mentor stipends and release time. Residency mentors provide residents with mentorship and support over the course of a full academic year, typically 4 to 5 days a week. They also engage in significant instructional shifts to ensure residents are deeply integrated into the classroom. In contrast, mentor teachers supporting candidates in a typical student teaching placement may only have student teachers in their classrooms for 10 to 15 weeks, often for a limited number of hours per week, and do not necessarily have to shift their regular instructional efforts in order to host the student teacher.<sup>37</sup>



## Reallocating Resources

By far the most common approach to finding sustainable dollars for residents is the first “R”: reallocating existing resources. Reallocation can include accessing funds designated for activities that support the residency, such as professional development, and using existing roles to support the residency program (or using existing funds to create new roles).<sup>38</sup>

### Reallocating resources that support the residency

By integrating the residency with existing pre-k-12 programming, existing funding can help support residents. Federal, state, and local dollars all can be used to support residents and other program costs—including mentor stipends and learning opportunities—when partnerships address schools’ and districts’ learning goals. Research demonstrates that a strong residency partnership can support schools in powerful ways, and when residents’ roles are clearly coordinated with their mentor teachers’ classroom norms and goals, student outcomes improve.<sup>39</sup> For example, student support dollars that are often used for tutoring or other interventions can be used to support residents who provide targeted, differentiated instruction. Such arrangements can help residents study and look at the learning process closely with a small number of students, which can be highly educative when combined with coursework on learning and teaching. Residency coursework can augment schools’ professional learning needs by linking pedagogy classes such as differentiation or literacy instruction to school-level learning communities, or by supporting novice teachers in reflective practice alongside residents as part of their induction program.

By recognizing mentor teachers as central influences on residents’ learning and using professional development dollars to support them, partnerships can develop teacher leaders within schools and districts.<sup>40</sup> As described in examples throughout this report, existing professional development funds can be utilized to support mentor teachers, residents, and other novice teachers through integration of residency coursework, classroom teaching, and site-

**By recognizing mentor teachers as central influences on residents’ learning and using professional development dollars to support them, partnerships can develop teacher leaders within schools and districts.**

level learning communities. Comprehensive integration of a teacher residency as part of a schoolwide improvement plan might include a combination of such reallocations and could qualify for school improvement dollars. With intentional integration of a residency into the life of a school or district, student support, induction, professional development, and school improvement dollars could all be used to fund the residency while also supporting other goals.

## Exploring Opportunities for Reallocating Dollars: Fresno Unified

Fresno Unified School District demonstrates how teacher residencies can be an effective strategy for whole-school improvement, which makes them eligible for Every Student Succeeds Act (ESSA) funding. In fall 2017, Fresno Unified district leaders took a leap of faith by placing an entire cohort of 25 residents at one high-need school with an invested principal and a diverse student body of 600 students, most from low-income backgrounds.

District leadership and Wishon Elementary's principal, Annarita Howell, were excited to pilot the model. District leaders partnered with Fresno State faculty to provide high-quality, context-specific teacher preparation classes on-site at Wishon so that residents could move seamlessly between clinical placements and courses. Courses were co-taught by a Fresno State instructor and a district content specialist to help ground course content in practice. Faculty also spent time visiting classrooms, modeling lessons, and building relationships with mentor teachers. For example, mentor teachers were given release time and invited to attend class with their residents to collaboratively design integrated thematic units that were based on the district's mandated curriculum and included science, social studies, and arts standards.

Based on almost 10 years of developing residency programs, Fresno Teacher Residency Program leaders hypothesized that placing a resident as a second teacher in nearly every classroom—and using a co-teaching framework<sup>41</sup> within a high-quality preparation program for residents—could transform student outcomes.

They were right. Within 1 year with 25 residents at the school site, school achievement scores improved in English language arts (ELA) by 32 points and mathematics by 28 points. These benefits in student learning applied across the board, effectively reducing the achievement gap. On average, group-level scores for students with disabilities, students who are dual-language learners, students from low-income families, students who are Hispanic, and students who are Asian improved by 37 points in ELA and 32 points in math.<sup>42</sup> Mentor teachers and site administrators attribute the improvements to having two co-teachers in every classroom, which, combined with a high-quality teacher preparation program, made a significant difference for the school site.

Fresno Unified has been able to expand its residency program to include emphases in bilingual and special education using California Teacher Residency Grant funds. Based on the substantial schoolwide gains that coincided with the residency cohort, Wishon's story has implications for how districts might use Title I funding to supplement residency grant funding to support cohorts of residents as a targeted or comprehensive

school improvement approach. ESSA requires states to set aside 7% of Title I funding for school improvement in the lowest-performing schools to implement evidence-based strategies for comprehensive or targeted support and improvement. These funds, which began flowing to districts in 2019, could be used to support cohorts of residents as a school and district improvement approach. Although the Wishon residency cohort began before ESSA Title I dollars became available for school improvement, it illustrates how future site-based residency cohorts might be strategically placed in the most struggling schools as part of a schoolwide plan. Designing teacher residencies as part of comprehensive school improvement plans opens up the possibility of redirecting annual improvement dollars that districts are already spending to support a successful strategy that not only improves student outcomes but also enables teacher learning and helps districts reach their recruitment goals.<sup>43</sup>

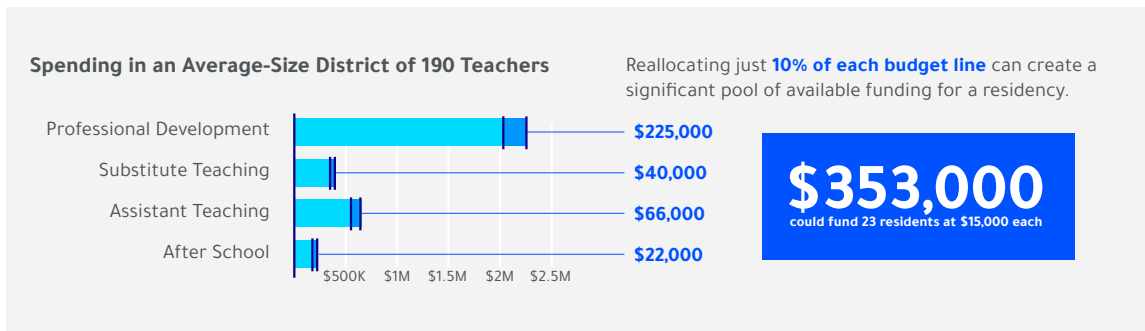
### Reallocating roles

A well-designed residency not only prepares candidates for future roles as strong novice teachers; it also brings additional committed adults into schools to support current instructional needs. Education is labor-intensive; 80% of district budgets go to personnel costs<sup>44</sup> that ensure all students have the instructional supports they need. A residency partnership can be intentionally designed so that teacher candidates meet some of those instructional needs; in turn, candidates receive pay for their direct support of instruction. In some cases, residents might fill portions of existing roles on a part-time basis, as long as the work does not interfere with their primary responsibility of engaging in their residency learning so they graduate well-prepared to teach. In other cases, partnerships might redesign some roles so that residents can address instructional needs through a new, integrated program design that promotes both resident and pre-k-12 student learning.

Reallocating a portion of funding from multiple district budget lines can quickly add up to a significant amount of funding for residents. For example, in an average-size district of 190 teachers, reallocating just 10% from professional development, substitute teaching, assistant teaching, and after-school budget lines would add up to over \$350,000 to support residents. (See Figure 1.)

Reallocating a portion of funding from multiple district budget lines can quickly add up to a significant amount of funding for residents.

**Figure 1**  
**Sample Resource and Role Reallocations to Support Residents**



Source: Internal analyses of national data by *Prepared To Teach*.<sup>45</sup>

One common strategy for reallocating roles is to allow residents to substitute on a modest basis that does not interfere with the integrity of the residency program. Substitute teaching dollars already are being spent, so there are no new costs for the partnership. Learning benefits can also accrue if the subbing design is intentional. In particular, when subbing in their own placement sites, residents know the school’s culture and students, enabling them to create stronger learning experiences than most subs can. Substituting across a district is more difficult to link to programmatic supports and instructional goals, but designing a program to offer a few such experiences can allow residents to experience the full spectrum of grades, school contexts, and subject areas they may be employed in after graduating, while helping districts to address very real shortages of qualified subs. In the best models, by connecting coursework with substitute experiences, programs can provide opportunities to link theory and practice. Program faculty can help residents reflect on relationships, procedures, and instructional challenges faced while subbing, helping residents build strong instructional decision-making skills for when they enter the teaching force.

It is important when this strategy is used that it be planful—e.g., on a set day each week or for an occasion planned in advance—and at a modest level of effort, so that it does not disrupt the rest of the residency experience. The primary goal of the program is to ensure residents are well-prepared for their own classrooms once they graduate. One day a week of subbing has proved reasonable in most partnerships. If every resident served as a sub one day a week, five residents would make up a full-time-equivalent substitute teacher salary, and every resident could receive 20% of that salary—on average about \$7,000 for the year in California. Residents also can be paid as floating substitute teachers for filling occasional needs, such as special education meetings, test proctoring, and the like. Income from such experiences can be combined with other supports and resources as part of a comprehensive resident support package.

Districts also often have chronic shortages of classroom aides and paraeducators. Residencies can be designed to split such roles, with residents serving in paid half-time positions in the morning or afternoon and then participating as residents the other half of the day. These roles can be assigned to two specific residents and two specific classes—one for their paid duties, one for the residency. In another variation of this strategy, districts design specialized teaching placements for special education residents to serve as full-time paraeducators, committing to enough flexibility in the placement to enable the full range of learning experiences candidates need to be certified as special educators. Alternatively, the resident and mentor can be paired as co-teachers, with the resident being paid as a paraeducator.

Other common role reallocations bring before-school, after-school, and summer school program staffing opportunities to residents.

When residents participate in creative role-sharing as substitutes, paraeducators, extended-day staff, and summer school staff, they can help provide a more seamless experience for the students whom they serve in those multiple capacities. While there are many advantages to reallocating certain roles to residents, there are also potential downsides if the reallocation is not carefully managed. These can include disjointed teaching experiences for residents or placing too much responsibility on a novice—potential unintended consequences that can be addressed with thoughtful intentionality in program design.

University programs may also find ways to reallocate roles. One example is leveraging the expertise of university supervisors to work more directly with mentor teachers, who can then take more of the weight for mentoring the residents. This might both strengthen the resident experience and eventually allow for fewer supervisors since residents might be concentrated in fewer schools. Another example is redefining the traditional position of a central fieldwork director to be a residency coordinator. Often, residency program staff take on part, if not all, of the responsibility of placing residents and matching them with compatible mentor teachers. This can free up university fieldwork office staff to embrace new roles that more directly support residents' work in the schools, such as leading reflective practice sessions, teaching site-based coursework, or serving as a liaison between schools and the university.

Such reallocations require careful planning around capacity, professional development, resources, and transitions needed for the new role. When done well, role reallocation can allow universities to adapt to the changing needs of districts and candidates and streamline their preparation programs.

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## Reallocating Roles to Build the Specialist Pipeline: Humboldt County

A special education residency in Humboldt County is using role reallocation to recruit and advance paraeducators already employed by districts. The county spans more than 4,000 square miles across Northern California. To meet the needs of its 32 diverse and primarily rural districts,<sup>46</sup> the Humboldt County Office of Education partnered with Humboldt State University to form the North Coast Teacher Residency Consortium, which used California Teacher Residency Grant funds to launch its first cohort in fall 2019.

In 2017-18, 17% of teachers in the county were new hires, nearly 1 in 5 of whom was hired on a substandard credential or permit (i.e., an intern credential, emergency-style permit, or waiver).<sup>47</sup> Special education is an acute shortage area, and districts struggle to fill positions with qualified special education teachers, often hiring teachers on substandard permits or credentials. With districts willing to hire teachers who have not yet earned a full credential, and candidates who cannot afford to forgo a paycheck while they undertake their teacher preparation training, a growing number of candidates in California are entering the teaching field through alternative pathways, for which turnover is significantly higher. “A number of [potential teacher candidates] say, ‘I’d love to come to your program, but I can’t afford not to work,’” says Humboldt State Special Education Program Coordinator Bernie Levy. To address the challenge of candidates opting for paid positions over a teacher residency or other preservice preparation pathway—a challenge that many programs experience—the residency focuses on recruiting existing special education paraeducators.

Of the 10 residents in the residency’s inaugural cohort, 8 were paraeducators. Paraeducator residents keep their jobs during the residency but are guaranteed to spend at least 50% of every day in a class setting working with a special education mentor teacher. Depending on their assignments, some paraeducators may then spend part of each day in a self-contained special education classroom, resource room, or one-on-one context. Partnership agreements ensure the 50% clinical fieldwork minimum as well as release time for program requirements, including a system by which residents can swap sites (e.g., elementary-secondary) and maintain their paraeducator positions at the new site.



During the 50% of their time spent as residents working with a special education mentor teacher, paraeducator residents have opportunities to co-plan with their mentor teacher, design curriculum, teach lessons to the whole class and small groups, and modify lessons to meet the needs of students with exceptional needs in their class. These opportunities differ significantly from the other 50% of their time, when they serve in a traditional paraeducator role, though the partnership is working to maximize resident time in the mentor teacher's classroom. Residents earn their regular salaries of \$18,127 to \$25,635,<sup>48</sup> plus benefits. In addition, the residency covers testing fees and \$10,000 tuition, and residents can opt to work during summer school for additional pay. Residents receive university coaching and support and attend evening courses at Humboldt State, with remotely located residents using distance learning tools. Sites hosting residents are allocated a \$9,000 supplemental budget to support residency activities, including mentor stipends and substitutes for when paraprofessional residents are engaged in residency work outside their regular positions.

Humboldt State supervisors and teacher preparation course instructors work together to provide a cohesive experience for residents. Not only do instructors reconfigure coursework and coordinate assignments to better integrate with clinical fieldwork; they also continue to meet with supervisors every 6 to 8 weeks to discuss programming, resident progress, mentor teacher feedback, and ways to provide additional support for residents who need it.

With the program only in its first year, it is too early to show results. But so far, the response has been positive: "We're already getting calls for next year," says Special Education Program Leader David Ellerd. "It's helped a lot already," says Humboldt County Coordinator of Personnel Services Stephanie Jackson. "Next cohort, we'll have no problem filling it!" According to Bernie Levy, 9 of the 10 residents have full-time teaching positions to date, with the 10th resident still working as a paraeducator.

Through its design, the North Coast Residency leverages the fact that California's residency grants allow for half-time residency placements. While full-time paid placements would be ideal, yearlong high-quality, half-time residencies represent strong improvements over internship or emergency-style permit models in which new teachers have little to no preparation before, or supports after, they enter the classroom as teacher of record. Given California's context, the North Coast Residency's approach is a creative solution to a widespread challenge.



## Reducing Costs

Teacher residency programs have found various ways to reduce costs and pass those savings on to candidates. Planning recruitment cycles so candidates can meet financial aid deadlines is a crucial means to reduce direct expenses for tuition. Residents who qualify for federal work-study dollars can also access those financial aid resources if partnerships design tutoring and other instructional supports into defined work-study jobs that integrate with the residency experience. Programs can also use existing campus resources such as transportation, computing, and mental health care to provide wraparound supports for residents, as well as use freely accessible open educational resources in courses to reduce textbook costs.

In a growing number of residencies, strong partnerships between the district and an institution of higher education make lower tuition for residents possible.<sup>49</sup> In particular, when residents are offered stipends, programs can attract larger cohorts, making tuition reduction viable. Districts have successfully negotiated residency-specific financial aid packages that include cohort tuition reductions, scholarships, or grants with both public and private higher

education partners in California: California State University (CSU), East Bay; CSU, Fullerton; CSU, Sacramento; Loyola Marymount University; Pacific Oaks College; San Diego State University; San Jose State University; Stanford University; University of California, Irvine; University of the Pacific; and University of San Francisco.<sup>50</sup>

In addition, many partnerships are discovering that, because of the more closely aligned curriculum of the program with the work going on in schools, some activities can be transferred from traditional coursework into clinical hours, district-provided professional development, and site-based communities of practice, enabling a reduction in the number of courses that candidates must take and pay for while maintaining or even improving program cohesion and quality.

**In a growing number of residencies, strong partnerships between the district and an institution of higher education make lower tuition for residents possible.**

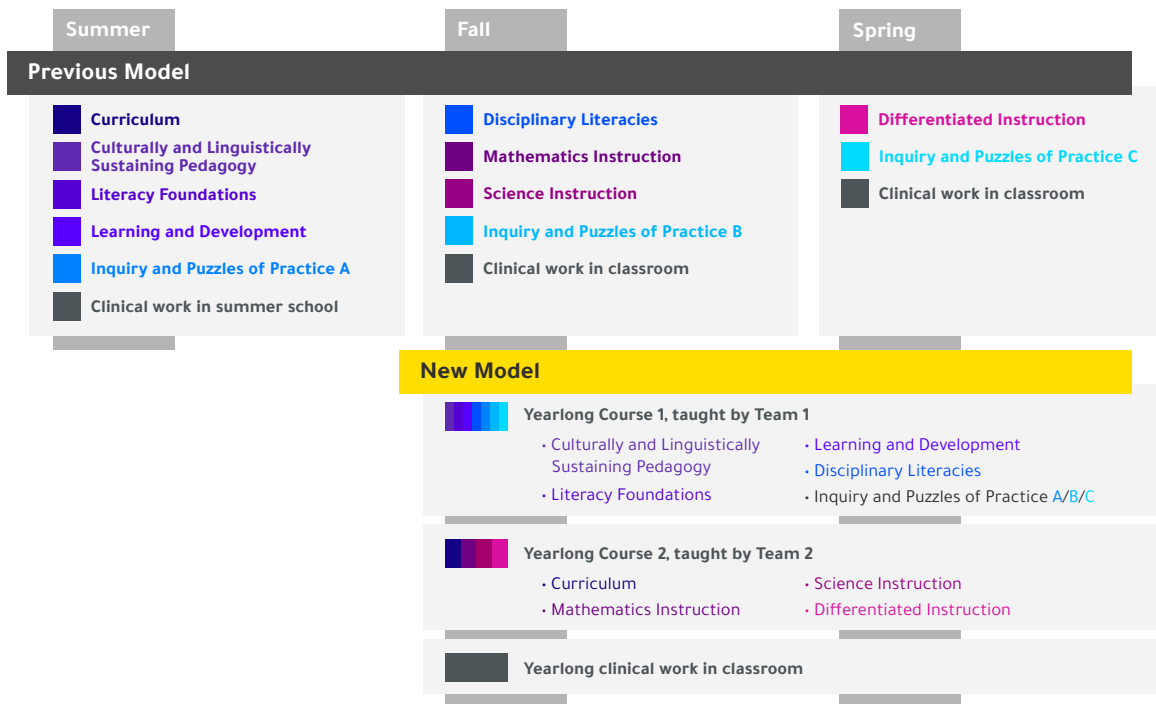
## Content Integration for Reducing Tuition Costs and Increasing Quality: Sanger Unified

The Sanger Teachers and Residency (STaR) Program demonstrates how residencies can integrate courses to reduce costs for residents while increasing program quality. Fresno State faculty collaborated with Sanger Unified district leadership to build an integrated course structure, shortening the program's length from three to two semesters. Previously, residents took 5 weeks of courses in the summer before their residency year, but given the limited opportunities for clinical work in the summer, the residency team wondered if the program could be structured differently. District leadership also wondered if the timing of certain program content could be adjusted to better align with district initiatives. For example, district stakeholders wanted earlier introduction of inclusion and differentiation strategies, which were part of a course that residents did not take until their final semester in the previous model.

To address these changing needs, district leadership collaborated with two teams of faculty to develop a new design for residency courses that was coordinated with district professional development and cohesively integrated. Not only would an integrated teacher preparation curriculum address district concerns and significantly reduce time spent in coursework, but it could also facilitate deeper learning for candidates<sup>51</sup> as well as model an integrated approach that residents could apply to their own lesson planning and teaching. Team 1 included faculty with expertise in literacy, early childhood and development, and culturally and linguistically sustaining pedagogy; Team 2 faculty had expertise in special education, curriculum, mathematics instruction, and science instruction. Some faculty collaborated for over a year to integrate their course content, and both faculty teams found ways to integrate content and assignments, freeing up space and time during class meetings for deep engagement in fewer, more coherent learning activities. Classroom-based inquiry cycles based on real-time puzzles of practice provided a common structure for residents to engage in integrated content through research, instructional design, data collection, and self-reflection.

In the previous three-semester model, residents took five different courses over the summer: curriculum, literacy foundations, learning and development, culturally and linguistically sustaining pedagogy, and inquiry; they also gained classroom experience in the district's summer school program. In the fall semester, residents began yearlong classroom placements and took four more courses: disciplinary literacies, mathematics instruction, science instruction, and inquiry. In the spring semester, residents took two courses: differentiated instruction and inquiry. In the redesigned two-semester model, instead of eleven separate courses, residents had two yearlong integrated courses that continued from fall to spring: One course integrated culturally and linguistically sustaining pedagogy, literacy foundations, learning and development, disciplinary literacies, and inquiry; the other course covered curriculum, mathematics instruction, science instruction, and differentiated instruction. (See Figure 2.)

**Figure 2**  
**Sanger Residency Curriculum: Previous Three-Semester Model and New Integrated Two-Semester Model**



For the 25 STaR residents, the two-semester model was beneficial in more ways than saving an entire semester's worth of time and roughly \$4,000 in tuition.<sup>52</sup> This new model freed up the summer prior to the program so that residents had an opportunity to work and save up money, an important economic factor given that the only income the program provides is through the occasional opportunity for residents to sub for their mentors. In addition, the integrated course instructors all used journal articles and other no-cost resources so that the entire program only required the purchase of one mathematics textbook, saving residents hundreds on course materials.

Regarding course content, instead of 11 siloed courses, residents had two cohesive, integrated courses that each met in person once a week, with additional online components. This new course structure allowed residents to spend less time in coursework and devote more energy to integrated practice in the classroom. Having yearlong courses allowed faculty to introduce topics, make explicit connections between topics, and spiral back for deeper learning throughout the year based on residents' needs and puzzles of practice.

Faculty co-planned and co-facilitated the integrated courses, modeling effective co-teaching for residents. According to the residency's Continuous Improvement Lead Heather Horsley, faculty reported that another benefit of the integrated, co-teaching model was that it allowed residents to see and experience different teaching philosophies, pedagogies, and approaches in real time. For example, faculty use of both direct instruction and inquiry-based approaches gave residents the opportunity to reflect on and discuss the two and how they can complement each other. Faculty believed that these ongoing opportunities helped residents develop instructional flexibility to meet student needs with a variety of approaches and prevented residents from developing the belief that there is one single best way to teach.

In addition, coursework became more closely aligned with the residents' daily work of teaching. With authentic inquiry cycles built into integrated coursework, residents were given space and time to develop an inquiry stance by applying research and new learning to address the everyday puzzles of practice they encountered in real classrooms with real children in real time. As an additional benefit, faculty developed stronger connections to the program, resulting in several working as clinical coaches so they could follow their residents into the field, creating even more continuity and coherence in the resident experience.

According to New Teacher Support Director Jamie Niño, mentor teachers who had been mentors in the previous model expressed concern that the pace would be too fast in a two-semester program. However, Niño says, "The residents chose this program because it's accelerated. It's intense—but [the residents] are handling it." And, according to STaR program faculty Kimberly Coy, preliminary data suggest that, at midyear, residents in the integrated two-semester model were just as far along in their progress as residents who had an additional summer session, with 96% of the residents passing the first of a two-part teaching performance assessment. New Teacher Support Coordinator Karen Costa-Smith reports that "as a result of the STaR program, residents are better prepared in their first year of teaching to address the needs of their students and to feel comfortable in their placements." However, residents are not guaranteed employment with Sanger. Instead, STaR residents are guaranteed interview slots, with the possibility of receiving an early job offer at any time at the district's discretion. The positive impact of the two-semester integrated approach is suggested by the fact that, by the beginning of their second semester, 7 of the 25 residents already had early job offers from the district—more than any other previous STaR cohort at the same point of the school year. Given how successful the residency model is in developing well-prepared teachers who deeply understand Sanger's approach and context, Sanger district leaders now will only accept residents from Fresno State, rather than traditional student teaching or intern placements.



## Reinvesting Savings

Residencies that are designed to meet districts' instructional needs can potentially lead to district cost savings that can then be reinvested to support residency infrastructure and programming. The estimated cost of replacing a single teacher in an urban district is more than \$20,000.<sup>53</sup> When teachers leave in their first or second year, as many underprepared teachers do, that investment, along with any induction or other professional development supports they received, walks out the door with them. High proportions of novice teachers and high annual staff turnover also translate into interrupted learning for students,<sup>54</sup> requiring added investments in remediation and, in the worst cases, inappropriate and costly grade retention or referrals to special education.

Because research suggests that residents provide strong supports for student learning, are more racially diverse than other new teachers, and are much more likely to stay in teaching, especially in the high-need districts that sponsor them, establishing residencies can help districts reduce the dollars that are wasted when a revolving door of underprepared teachers creates recurring

**Residencies can help districts reduce the dollars that are wasted when a revolving door of underprepared teachers creates recurring staff shortages.**

staff shortages.<sup>55</sup> These saved dollars can then be reinvested back into the residency and can even eventually exceed the cost of running the program. As an alternative, these savings could fund a "fee for service" strategy in which districts pay programs a fee for each resident they hire.<sup>56</sup> *Prepared To Teach* analyses of projected turnover reduction and associated cost savings in large districts with high turnover indicate that large-scale commitments to residencies could reduce current annual hiring needs by up to two thirds within a few years, resulting in a financially self-sustaining residency funded by turnover savings and resource reallocation approaches. As early as year 3, districts could begin to see recruitment and training savings from reduced turnover.<sup>57</sup> According to the National Center for Teacher Residencies (NCTR), such cost savings are an ideal funding source because they are recurring and can increase as programs grow;<sup>58</sup> NCTR encourages keeping track of data to help determine what districts' costs are and to demonstrate how residencies can reduce them.

## Reinvesting State Dollars for New Diverse Teacher Pipelines: Kern Teacher Residency

Kern Urban Teacher Residency (KUTR) in Bakersfield City School District (BCSD) shows how reinvestment of saved dollars can contribute to sustainability. The residency launched in 2016 in partnership with California State University (CSU), Bakersfield with a \$300,000 grant through the CSU New Generation of Educators Initiative and support from the S. D. Bechtel, Jr. Foundation. With increasing student enrollment and high teacher turnover, BCSD was hiring large numbers of teachers on substandard credentials. In 2017-18, both teacher attrition and turnover rates in BCSD were higher than state averages, and 78% of new hires in BCSD had substandard credentials, more than double the state average.<sup>59</sup> Recognizing that cultural competence and personal ties to the community could contribute to greater teacher retention, the district designed its residency program to create a local pipeline of culturally responsive teachers.

Now, 4 years later, KUTR has an 85% retention rate, and BCSD commits \$1.2 million of its annual budget to KUTR through its Local Control and Accountability Plan (LCAP).<sup>60</sup> In California, each district's LCAP describes how the district is using state dollars provided through the Local Control Funding Formula—which is fairly flexible—to support goals and services to increase positive student outcomes consistent with priorities established by the state.<sup>61</sup> But the initial startup grant money was necessary while the district waited to see returns from its first cohort of residents. Residency Coordinator Brandon Ware notes, “You’re operating at a net loss your first year.... It was a risk, but we had to take it.”

Ware estimates that BCSD invests \$80,000 in each new teacher, including recruiting and hiring costs, professional development and training, and salary and benefits. When teachers leave, much of that investment is lost. That means, annually, a cohort of 20 residents represents 17 teachers who stay in BCSD and \$1.36 million in investments that remain in the district, including turnover savings from recruitment and administrative costs. “The whole premise is that we save that money, and that’s how we have sustainable funding [now through the LCAP].”

Kern Teacher Residency Consortium (KTRC) has several cohorts, each with 20-25 residents, that leverage local funding: Kern Urban Teacher Residency, Kern High Teacher Residency,<sup>62</sup> Kern Teacher Residency-Greenfield,<sup>63</sup> and a Visalia rural preparation pathway. Residents receive a stipend of \$15,000 to \$18,000 and, in some cases, benefits (depending on their particular pathway) as well as \$3,000 in conference travel, with the opportunity to earn additional pay by substitute teaching. The university commits to providing a program tailored to the local district context, and each partner district provides the remaining funding for its pathway. For example, Kern High School District



uses Title I and LCAP funds to provide mentor stipends, resident salaries plus benefits, a half-time district residency coordinator, and instructional specialists to support candidates and mentors in the classroom.

For each pathway, teacher preparation coursework is offered at a site within the partner district and is co-taught by district and university instructors, which supports program coherence and connections between coursework and practice. Because the teaching experience is central to the residency, KTRC strives to carefully select mentor teachers who are not only instructionally effective but also passionate about developing and mentoring new teachers. “The quality of the mentors is so important,” says Kristina LaGue, Chair of the Department of Teacher Education at CSU Bakersfield. “We look for ones successful in building relationships. We want [residents] to be with them because they’ll end up with the same qualities as that person.”<sup>64</sup>

Mentors go through a competitive application process, and district and university leaders work together to select them. Residents receive ongoing rubric-based feedback from their mentor teachers as well as coordinated periodic feedback from university supervisors, district curriculum coordinators, and site principals. Supplemental weekly professional development engages residents in self-reflection and goal setting based on their individual rubric-based data. Mentors also engage in weekly professional development where they practice their observation, feedback, and coaching skills.<sup>65</sup> These practices have resulted in a high-quality program that was recently recognized by the American Association of State Colleges and Universities with the Christa McAuliffe Excellence in Teacher Education Award.<sup>66</sup>

Regarding access to LCAP funds, Kern High School District Associate Superintendent Mike Zulfa explained, “Stakeholders all agreed that having a highly qualified staff is imperative for the academic success of our students.” The district’s residency administrator, Vicki Spanos, says having effective teachers who mirror student demographics is a “primary goal of our district as a whole, so it’s an anchoring point” for the LCAP.

KTRC data suggest that these LCAP investments are paying off: Overall, residency cohorts are more diverse than traditional candidates, and 100% of residents, compared to the state average of 83.6%, felt well-prepared or very well-prepared to plan and adapt instruction to meet the learning needs of all students.<sup>67</sup> “We invest in our teachers because we know they’re our foundation,” says KUTR’s Brandon Ware, and the residency is crucial to an infrastructure that supports a strong, diverse teacher workforce.

## Diversified Support for Residencies

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Residencies can look beyond state funding for opportunities to leverage local or federal resources. Local support from entities such as advocacy groups, community organizations, and teachers' associations can be a powerful lever for growing residencies. Residencies can coordinate with local districts and community programs to take full advantage of federal resources. Residencies can also look for opportunities to partner with community businesses or investors. For example, Los Angeles Unified School District recently collaborated with a local credit union to provide low-interest (0.99%) loans to teacher residents. In another example, although not a residency per se, the San Francisco-based Man the Bay program, which recruits and prepares Black men for the teaching profession, works with local building owners of color to provide significantly subsidized housing for candidates.<sup>68</sup> Diversifying funding streams to include the broader community not only fosters shared ownership and responsibility for providing high-quality teachers for every child but also creates a more stable financial foundation to ensure the residency's longevity.

Teachers' associations can provide strong support for teacher residency programs, as the development of high-quality teachers is a shared goal for teachers' unions and districts. Both the National Education Association—representing 3 million U.S. education professionals<sup>69</sup>—and the American Federation of Teachers—representing 1.7 million professionals<sup>70</sup>—support high-quality residencies as a lever for preparing “profession-ready” teachers who have the skills, knowledge, and habits of mind needed to develop positive and productive relationships with students. Professional organizations such as these are critical partners in the conceptualization and ongoing development of teacher residencies.<sup>71</sup>

Local unions, in turn, are critical partners in ensuring teachers' voices are equitably represented in context-appropriate residency program design and implementation. Union representatives can provide important insights for program design based on teachers' perspectives, foster local ownership and support for the effort, and assist with recruitment of site administrators and mentor teachers. Unions sometimes invest in teacher residencies through direct financial support, but perhaps more importantly, unions can be powerful influences on the perceptions and initiatives supported by local advocates and the community at large. Union involvement is especially important when programs use substitute, after-school, summer school, or other staffing positions to support residents. Union stakeholders can advise on relevant policies and practices that not only meet the terms of the collective bargaining agreement but also reflect and promote the ideals of the profession.

The use of diverse funding sources to design strong, affordable pathways for aspiring teachers to enter the profession is growing across the nation. This includes the use of federal teacher loan forgiveness programs, federal Teacher Quality Partnership grants, Every Student

Succeeds Act (ESSA) Title I<sup>72</sup> and Title II<sup>73</sup> funds, AmeriCorps funds, workforce development dollars, work-study dollars,<sup>74</sup> vocational subsidies for dual-credit high school programs for future teachers, and other creative examples. By combining district dollars from various budget lines with contributions from higher education partners, teachers' unions, philanthropy, federal programs, and public funds (Table 2), residencies can reallocate funds already being spent, reduce costs for residents, and reinvest turnover and retention savings to make the teaching profession more financially accessible for more candidates while also providing a high-quality preparation pathway that recruits and retains a more diverse teaching workforce.

With a focus on broader community supports for teacher preparation, California's investment in new residencies could help local programs find creative ways to fund quality teacher preparation for every aspiring teacher and a highly qualified teacher for every child.

**Table 2**  
**Summary of Diverse Funding Sources for Residencies**

Source	Potential Contributions
<b>District and School</b>	<ul style="list-style-type: none"> <li>• Recruitment funds</li> <li>• Staffing lines</li> <li>• School improvement dollars</li> <li>• Professional development and teacher leadership dollars</li> <li>• Local Control Funding Formula dollars</li> </ul>
<b>University</b>	<ul style="list-style-type: none"> <li>• Tuition reduction and scholarships</li> <li>• Work-study dollars</li> <li>• Open educational resources</li> </ul>
<b>Philanthropy</b>	<ul style="list-style-type: none"> <li>• Startup funding</li> <li>• Capacity building</li> </ul>
<b>Union</b>	<ul style="list-style-type: none"> <li>• Professional development dollars</li> <li>• Partnerships for national grant dollars</li> </ul>
<b>Voter Support</b>	<ul style="list-style-type: none"> <li>• State and local tax dollars</li> </ul>
<b>State</b>	<ul style="list-style-type: none"> <li>• State teacher loan forgiveness and tuition assistance programs</li> <li>• State teacher residency grants</li> </ul>
<b>Federal and Other</b>	<ul style="list-style-type: none"> <li>• Teacher loan forgiveness and scholarship programs</li> <li>• Federal teacher preparation grants (Title II of the Higher Education Act [HEA])</li> <li>• Federal grants to Historically Black Colleges and Universities and Minority Serving Institutions of Higher Education (Titles III and V of the HEA)</li> <li>• The Augustus F. Hawkins Center of Excellence Program (Title II of the HEA, if funded)</li> <li>• Federal work-study (Title IV of the HEA)</li> <li>• ESSA Title I and Title II dollars</li> <li>• AmeriCorps funding</li> <li>• Workforce development dollars</li> <li>• Apprenticeships or vocational subsidies</li> </ul>

## Partnering With the Union to Improve the Quality of the Teaching Force

San Francisco Teacher Residency (SFTR) has partnered with community entities for over a decade, building a collective voice that helps sustain SFTR's impressive results. As described in a recent study, of the 135 aspiring teachers SFTR prepared between 2010 and 2015, 97% were still teaching 5 years later, with 87% teaching in San Francisco Unified School District (SFUSD)—more than twice the district retention rate of other newly hired teachers. Nearly all of them were working in high-need schools or subjects, and 66% of them were teachers of color, compared with 53% of SFUSD staff overall.<sup>75</sup> Residency graduates are highly sought after by SFUSD principals. Michael Essien, Principal of Martin Luther King Jr. Academic Middle School, has hired several residency graduates and explains:

At SFTR, they have a social justice focus.... When teachers are actually placed at my school, ... those individuals are now in various spaces in my professional learning communities bringing in those actual practices, ... so my professional learning communities have taken on a completely different conversation and look.

Principal Essien's comment suggests that SFTR graduates positively impact not just their respective students but also their sites and colleagues.

Partnership development has enabled SFTR to leverage existing community resources, garner support from multiple partner organizations, and build public will to keep it going. SFTR was launched in 2010 through a collaboration among the SFUSD, the Stanford Teacher Education Program, the University of San Francisco, and the United Educators of San Francisco (UESF), specifically to address the perennial challenges of the area's high cost of living, making financial support for residents core to the residency's design. From the beginning, UESF was an equal partner in the residency, acknowledging the union as a central stakeholder in new teacher development. As an invested partner, UESF provides SFTR with \$50,000 to \$60,000 annually to support mentor teacher stipends and professional development. UESF Vice President Elaine Merriweather says, "We wanted to grow our own teachers.... [Developing high-quality teachers] is a shared responsibility, and we feel like we should share that responsibility as well."

Throughout its 10-year history, SFTR has sought out other diverse funding sources, including in-kind university support, federal AmeriCorps funding, federal Transition to Teaching grant funding, a grant from the National Education Association, philanthropic funding, and public dollars. Diversified funding enables SFTR to offer its 21 currently enrolled residents significant supports, including a \$15,000 stipend, health care benefits, \$15,000 to \$25,000 in tuition support, access to CalFresh food assistance, and a housing stipend for up to 3 years following program completion. Most recently, UESF rallied community backing for an education tax that San Francisco voters passed to support the teacher workforce.<sup>76</sup> Proposition G, the "Parcel Tax for San Francisco Unified School District," provides 20 years (2018-2038) of funding for several initiatives designed to support high-quality teaching, including the residency program.

## Considerations for Improving Financial Sustainability

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Because local context is a major consideration in residency design, there is no one best model for residency program sustainability. Every local community is unique, with specific needs and resources. Important considerations for residency design include demographics; availability of high-quality educator preparation programs; and local infrastructures, shortages, and resources. The reality of varied contexts means that one size does not fit all when designing high-quality residency programs. But by working with local strengths and creatively adapting lessons from other contexts, partnerships can create locally tailored approaches that increase the pool of dollars available to support more high-quality and financially accessible residencies for aspiring teachers.

Although the highlights in this report focus on residencies within California, the identified lessons and considerations can be applied in any state or community, as the *Prepared To Teach* network of residency partnerships demonstrates. In every context, various stakeholders can contribute to create diversified, stable funding streams for residencies; each residency will need to consider the various trade-offs of using different strategies. Still, based on learnings from ongoing and new programs, here we summarize some general considerations for residencies looking to improve long-term sustainability:

- By examining current budget allocations and conceptualizing teacher residencies as a strategic part of a larger improvement plan, districts can find ways to **reallocate human and fiscal resources** to improve instructional supports for students while also providing financial supports for residents. Recruitment budgets, staffing roles, school improvement dollars, and professional development funds can all contribute to supporting residencies. Districts can integrate dollars from federal and state loan forgiveness, grant, and workforce development programs as part of residency funding.
- By engaging multiple partners, teacher residencies can **reduce costs** for residents while also increasing visibility, public interest, and resources. Partnering with preparation programs and universities can help minimize tuition costs while providing preparation tailored to the local context. Partnerships with advocacy groups, teachers' unions, elected officials, and philanthropic entities can build community support and help develop public will to find ways to sustainably fund teacher residencies as part of larger community improvement efforts. Strategic partnerships can be leveraged to address community-specific challenges, such as high housing costs.

- By strategically using data to demonstrate the effectiveness of teacher residencies in providing high-quality instruction for students, reducing teacher turnover, and filling positions in shortage areas, residencies can advocate for local school funding. Districts can **reinvest savings** from the decreased need for recruitment and onboarding of new teachers.
- By **diversifying funding sources**, residencies can build stronger, more sustainable funding infrastructures that capitalize on the interests and potential contributions of various stakeholders.

## Endnotes

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## About the Authors

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