RESIDENCY FINANCIAL PACKAGE MODELS

A framework for structuring resident stipends through braided funding and strategic staffing

INTRODUCTION

This document outlines financial package models for teacher residencies, to include ways an LEA can structure dual roles for residents that could make the residency pathway more accessible to candidates while they receive a yearlong clinical practice experience. The resident's main priority is learning from their mentor teacher while progressively taking on responsibilities in their clinical placement and any staffing model is intended to enhance not detract from clinical placement. Each model pairs a staffing role (substitute, impact/tutoring, or paraeducator) with a sample braided-funding stipend structure, and shows how the arrangement benefits both the resident and the LEA.

Concept	Definition
Residency & Stipends	A resident is not the teacher of record and is not paid a full teaching salary. Instead, they receive a stipend during their clinical training year from compensation for the part-time staffing role they fill, layered on top of their primary residency (co-teaching with a mentor).
Braided Funding	Stacking two or more partial funding streams i.e. state residency grants, Title II-A, LCFF supplemental/concentration, district budget lines, IHE partner cost-share can be used to cover the full stipend, so no single source bears the whole cost.
Strategic Staffing	Deploying the resident's 1–2 days/week outside the mentor classroom to address a real campus need (sub coverage, tutoring, para support) rather than treating those hours as added overhead.
Mutually Beneficial, Financially	The model is designed so both sides gain: the resident earns income and experience they wouldn't otherwise get during training while developing a deeper understanding of how teachers of record partner with instructional support staff in a variety of settings and roles. and the LEA gains low-cost staffing coverage plus a pipeline of teachers already trained in and committed to the district.

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Financial Models at a Glance

How common funding sources combine to cover a resident's stipend and support costs

Funding Source & Support Costs Matrix

Funding Source /Cost	What It Typically Covers	Typical Amount	Real-World Example
State residency grant (CTC)	Resident stipend, mentor stipend, credential test/exam fees, admin	$20,000–$30,000 per resident (up to $40,000 to the LEA)	CTC Teacher Residency Grant Program
LCAP (local control funds)	Resident & mentor stipends, program coordinator, in-kind specialist support	District-set; ongoing (not time-limited like a grant)	Kern Teacher Residency (CSU Bakersfield + Greenfield USD); Bakersfield City, San Juan, and Victor Elementary SDs
Golden State Teacher Grant **Classified Employee Teacher Grant**	Tuition/living expenses, in exchange for a 4-year high-needs-school commitment Financial assistance/reimbursement for tuition, degree and credential program fees, books, testing fees, and academic support. In exchange, participants commit to complete their credential and serve as a teacher in the participating school district (1 year of teaching for each year of grant funding received).	Up to $20,000 Up to $4,800 per participant per year for up to 5 years (up to $24,000 total max)	California Student Aid Commission California Commission on Teacher Credentialing (CTC)
District salary / base pay	Resident's existing pay continues if hired as a classified employee (e.g., para) during residency	Existing salary schedule	Escondido Union School District paraeducator-to-Education-Specialist pipeline
Benefits	Health, retirement, and other benefits continue via the resident's existing employment	Existing benefits package	Sometimes in para-resident and GYO models
IHE tuition discount / waiver	Reduced tuition, , fees, and books through a university partnership agreement	Varies by partner	Loyola Marymount University, San Francisco University, UMass Global University, National University
(Mentor stipend is mentioned in first row)	Compensates the mentor teacher for added coaching/co-teaching duties	$1,000–$4,000 per year	KIPP SoCal ($4,000); AchieveKids/Pacific Oaks ($2,000)

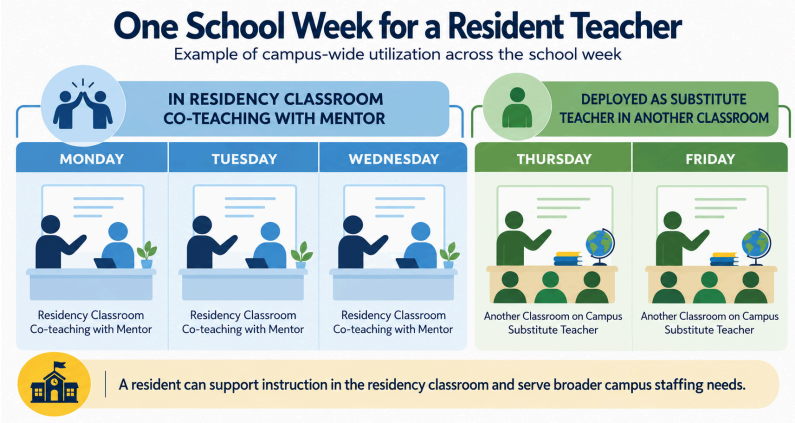
Figures drawn from published CTC grant guidance and publicly reported district/program examples current as of 2023–2025; confirm current amounts before budgeting.

Potential Combinations — How Real Programs Stack Funding

Model	Sample Funding Stack	Total Resident Value	Inspired By
Grow-Your-Own Paraeducator Model	CTC grant $25,000 (living stipend) + $4,000 mentor stipend + retained para salary & benefits paid by district	$25,000 stipend + full-time para pay/benefits	Santa Clara / Morgan Hill Unified (SCCOE Partnership)
Layered Grant Stack	Base CTC stipend $20,000 + supplemental grant funds $12,600 + ~$1,800 test/exam fee coverage +$4,000 mentor stipend paid by district	$32,600 resident stipend	KIPP SoCal (CTC Teacher Residency Implementation Grant)
High-Stipend, 4-Year Commitment	State + district-matched stipend, in exchange for a 4-year service commitment	$34,200 resident stipend	Long Beach USD + CSU Long Beach
LCAP-Embedded Sustainability	Resident + mentor stipends, program coordinator, and in-kind specialist time — funded through ongoing LCAP dollars, not a time-limited grant	Varies by district; built to outlast grant cycles	Monterey Peninsula Unified + Alder Graduate School

The pages that follow present three staffing configurations: Substitute Teacher, Impact Teacher, and paraeducator. Each has a standalone, one-page reference. Funding percentages shown are illustrative samples; replace them with your LEA's actual funding sources and amounts.

Program Example #1 - Resident as (Part-Time) Substitute Teacher



Typically 1–2 days per week

ROLE DESCRIPTION

The resident spends the majority of the week (typically 3 days) co-teaching in the residency classroom with their mentor, then is deployed 1–2 days/week as a substitute teacher elsewhere on campus.

- Ad hoc subbing — covering a different classroom each week as needs arise
- Long-term subbing — a secondary setting to cover a section or two each school day. Best for second half of the residency after gaining experience in placements
- Regular release time — freeing the mentor teacher (or another teacher) on a set schedule

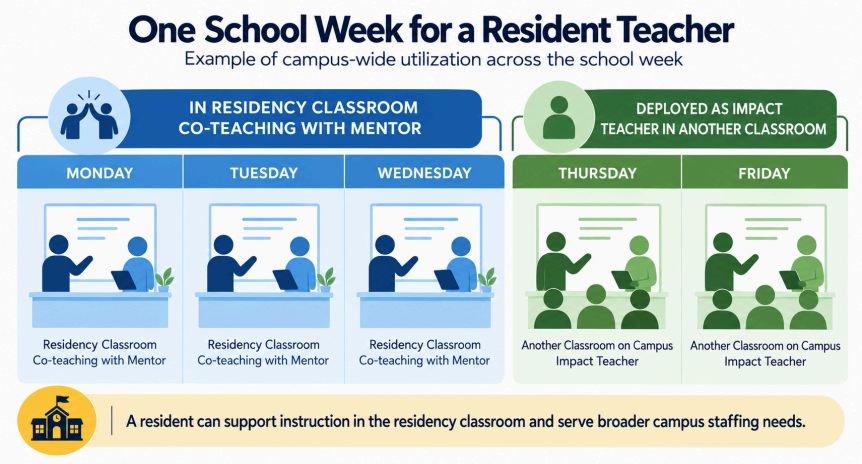
SAMPLE STIPEND — BRAIDED FUNDING STACK

Sample Funding Source	Notes	~Amount
District substitute-pay budget	Resident fills a real sub slot the budget already covers	**$175-$225/day**
State Residency grant; included in stipend	e.g., CTC residency grant funds	**$20,000+**
Other Funds (LCAP, Private)	Funds for educator development	**Varies by number of sub days**
IHE partner contribution	University/partner cost-share	**Time & resources**

MUTUALLY BENEFICIAL: WHO GAINS WHAT

Benefits to the Resident	Benefits to the LEA
Paid income during a training year that is traditionally unpaid	Fills real substitute-coverage gaps at little to no added cost
Independent, solo classroom practice 1–2 days/week	Reduces reliance on an external substitute pool during shortages
Exposure to multiple classrooms, grade levels, and student populations	Builds a locally grown pipeline of teachers already familiar with the campus

Program Example #2 - Resident as (Part-Time) Impact Teacher



Typically 2 days per week — during, before, or after the school day

ROLE DESCRIPTION

The resident co-teaches in the residency classroom with their mentor for the majority of the week, then provides tutoring or supplemental enrichment instruction to one or more students, typically two days a week. This time can fall during the school day, for part of a day, or before/after school.

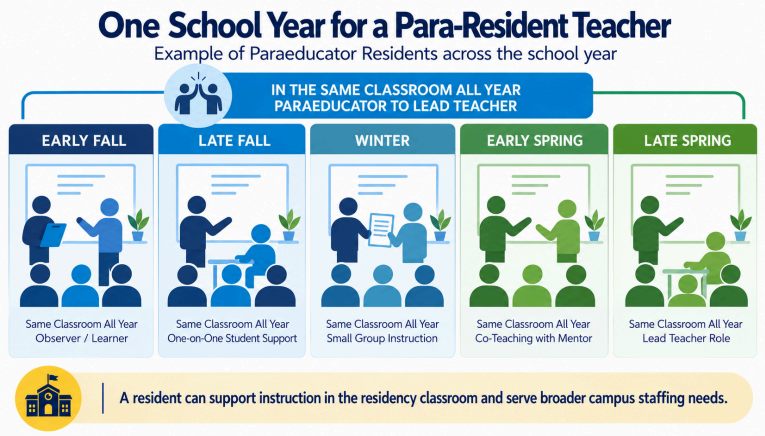
SAMPLE STIPEND — BRAIDED FUNDING STACK

Sample Funding Source	Notes	~Amount
LCFF Supplemental & Concentration funds	Targeted student-group academic support	**District hourly pay**
Academic recovery / intervention grant	State or federal learning-acceleration funds	**District hourly pay**
Title I	Supports students in high-poverty schools	**District hourly pay**
State Residency grant; included in stipend	e.g., CTC residency grant funds	**$20,000+**

MUTUALLY BENEFICIAL: WHO GAINS WHAT

Benefits to the Resident	Benefits to the LEA
Deeper understanding of differentiated instruction and learning-acceleration strategies	Delivers targeted, small-group or 1:1 academic support at a fraction of an outside tutor's cost
Closer working relationships with individual students	Directly supports LCFF/Title I academic goals for targeted student groups
Paid, practical experience with intervention and progress-monitoring before leading a class solo	Builds a teacher pipeline already experienced in intervention, not just whole-group instruction

Program Example #3 - Resident as Paraeducator



Typically 1–2 full days, or multiple partial days, per week

ROLE DESCRIPTION

An existing paraeducator or a new candidate who is hired into an open paraeducator position trains to become a teacher of record by completing their clinical practice as a resident concurrently. Over the course of the school year, the resident teacher assumes more of the lead teacher responsibilities until the lead teacher and resident fully exchange duties to satisfy the final student teaching requirements.

SAMPLE STIPEND — BRAIDED FUNDING STACK

Sample Funding Source	Notes	~Amount
Existing paraeducator salary line	Resident retains their para pay and benefits	**Base salary**
State residency grant (CTC minimum)	Minimum stipend set by CTC grant-authorizing legislation	**$20,000/yr**
Mentor support budget	Covers mentor-teacher stipend/release time	**~$3,000/yr**

MUTUALLY BENEFICIAL: WHO GAINS WHAT

Benefits to the Resident	Benefits to the LEA
Keeps salary and often health benefits while earning a credential	Long term lower total cost than hiring an intern teacher (~$63,900 vs. ~$89,950 per the cost analysis on file)
Formal mentorship and a structured path from para duties to lead-teacher duties	Residents are far more likely to stay long-term — nearly 80% remain 5+ years, vs. high intern-teacher turnover
Deeper understanding of supporting students with learning differences	Grows a teacher already aligned with and known to the school community

*Note: This model requires strategic design to ensure dedicated time for meaningful, full-day clinical practice alongside an expert mentor. Full-time paraeducators responsibilities must be intentionally designed to extend beyond the typical paraeducator duties.