### Reallocate Quick-Entry Funding to Sustain a Residency Program

Many districts rely on quick-entry programs—pathways aspiring teachers can take that require little or no clinical practice before becoming a teacher of record—to fill teaching vacancies. Districts can reduce dependence on quick-entry programs and prepare teachers to teach effectively on day one by using gap funding to support an initial cohort of residents, decreasing teaching vacancies and moving towards a pipeline of quality, home-grown teachers.

A district starts to conceptualize this model knowing that 100 quick-entry teachers will be filling vacancies. During the transition, the district needs to keep 100 teachers in the classroom.

The district uses gap funding for a yearly cohort of 25 residents.

### Year 1

- **Teaching**: 100 quick-entry
- **Preparing**: 25 residents
- **Gap funds**: 25 residents
- **Rollover funds**: 0 residents

### Year 2

- **Teaching**: 75 quick-entry
- **Preparing**: 50 residents
- **Gap funds**: 25 residents
- **Rollover funds**: 25 residents

### Year 3

- **Teaching**: 50 quick-entry
- **Preparing**: 75 residents
- **Gap funds**: 25 residents
- **Rollover funds**: 50 residents

### Year 4

- **Teaching**: 25 quick-entry
- **Preparing**: 100 residents
- **Gap funds**: 25 residents
- **Rollover funds**: 75 residents

### Year 5

- **Teaching**: 0 quick-entry
- **Preparing**: 100 residents
- **Gap funds**: 0 residents
- **Rollover funds**: 100 residents

### In Five Years, the District Has Transformed Its Teacher Pipeline.

100 residency-trained teachers are in the classroom, 100 new residents are training alongside veteran teachers to fill vacancies next year, and schools are no longer reliant on quick-entry programs.
Using California’s Local Control Funding Formula, we can estimate the revenue for two schools—one low-needs and one high-needs—that enroll about 826 students K-8.

<table>
<thead>
<tr>
<th>Disadvantaged Students</th>
<th>Total Allocated Funds</th>
<th>Estimated Funds Remaining After Paying Classroom Teachers</th>
<th>What Portion of the Funds Remaining After Paying Classroom Teachers Could Be Used to Support Resident Stipends?</th>
<th>What Portion of Instructional Support Funds Could Be Used to Support Resident Stipends?</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>$5,032,259</td>
<td>$1,456,850</td>
<td>9% of the remaining budget will fund a $15,000 stipend for 9 residents (one resident per grade level)</td>
<td>24% of the remaining budget will fund a $15,000 stipend for 9 residents (one resident per grade level)</td>
</tr>
<tr>
<td>75%</td>
<td>$5,918,933</td>
<td>$2,343,524</td>
<td>6% of the remaining budget will fund a $15,000 stipend for 9 residents (one resident per grade level)</td>
<td>21% of the remaining budget will fund a $15,000 stipend for 9 residents (one resident per grade level)</td>
</tr>
</tbody>
</table>

Estimated instructional support funds (11.05% of budget):

- Low-needs: $556,065
- High-needs: $654,042

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