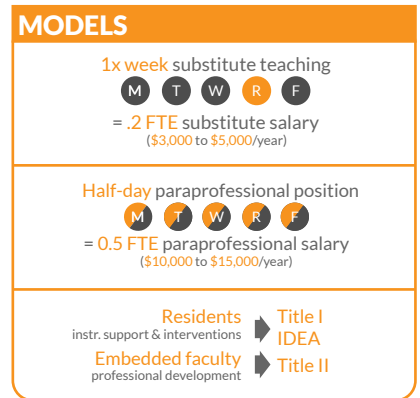


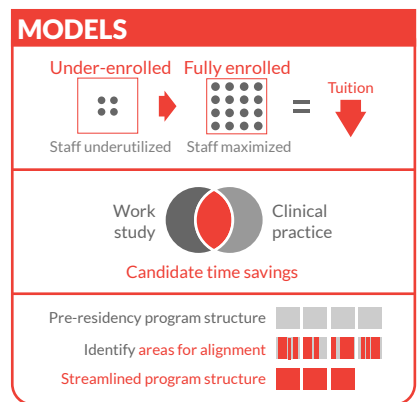
Deep partnerships between universities and districts are essential to the success of locally-grown teacher residencies, in part because of the funding opportunities these relationships unlock. Across the country, partnerships have identified funding strategies that can sustain and scale residencies, including dedicated financial support for aspiring teachers completing their clinical practice placements. Districts rethink staffing to free up dollars and programs find ways to reduce costs. When residencies design and recruit in ways that meet P-12 needs, districts also frequently dedicate additional dollars to the partnership. Together, these approaches offer “3 R’s” for sustainable residency funding.



The most common approach to funding residents is **reallocating existing resources**. Rethinking school-based roles like **substitute teaching, classroom assistance, and enrichment instruction** allows partnerships to embed residents into everyday routines in their placement school. Many districts face substitute teacher shortages or vacant paraprofessional positions—residents can **fill those roles** allowing districts to **fund candidates at no additional cost** and providing a learning experience for the aspiring teachers. Residency programs are also **eligible for most federal and state funding** because they help schools provide targeted instruction and meet student needs.



Because the cost of pursuing preparation is a significant barrier for many would-be educators, programs prioritize **minimizing tuition and living expenses by leveraging larger cohorts and increased efficiency in coursework**. Stipends are a powerful tool for recruitment, and when more candidates enroll in programs it’s possible to **reduce the cost of tuition**. Work study placements can also align with clinical practice, providing residents with **pay for a smaller time commitment** than a traditional part-time job. A more **closely aligned curriculum and clinical practice program can help reduce redundancies** in coursework, making it possible to cut the number of credit hours required.



When residencies are designed to meet districts’ instructional needs, **costs related to teacher turnover can decrease drastically**. Residency graduates stay in the classroom longer than educators prepared through fast-track programs, **saving districts the \$10,000 to \$20,000 it costs to replace a teacher**. Increased retention supports positive school culture, stability, and student learning, creating **savings on student remediation and expensive schoolwide initiatives that can be executed at a lower cost** with the increased human capital a residency provides. Savings can be **reinvested into the residency** to ensure sustainability and support the growth of the program.

