Additional Funding Sources

Additional funding sources include a CSU match and funding from other philanthropic and corporate grants, all of which will be closely aligned with and will be supportive of the teacher reform initiative. CSU allocates $2.7 million each year to the Mathematics and Science Teacher Initiative (MSTI). The activities that it supports are complementary to the proposed project. For example, it supports faculty release to design programs such as Foundational Level General Science and Math concentrations that conform with requirements established by the Commission on Teacher Credentialing. It supports extra sessions of courses during the summer that enable candidates to obtain additional preparation in math and science. It supports campus collaboration with community colleges in recruitment and in planning and carrying out 2- year to 4-year math and science teacher pathways.

MSTI was established through the state Budget Act, and its designated purpose is to recruit expanded numbers of well-qualified math and science candidates into teacher pathways and to support their completion of them. MSTI can provide support that augments and supports the Bechtel-funded campus reforms at the undergraduate and credential levels and instructional reforms undertaken collaboratively with community colleges. Campus funding is based on the numbers of math and science credentials produced, with support to individual campuses ranging from $58,000 to $180,000 each year.

CSU also allocates more than $1.3 million each year to campuses for the Teacher Recruitment Project (TRP), which is aimed at recruiting math and science teachers, including underrepresented minority candidates. Campuses receive $75,000 each year for their TRP activities, awarded from lottery funds to CSU. These funds are used for such things as scholarships for students pursuing a math or science teaching track and early paid clinical experiences for undergraduates planning to teach math or science. The funds are also used to provide support for community college students who plan to transfer and complete a bachelor’s degree and math or science credential and to support high school outreach.

CSU will use the $4 million annually allocated for these two programs to fund basic recruitment, candidate support, and credential pathway activities. The MSTI and TRP funds will be aligned with the reform project’s strategies, and new guidelines for campuses will be developed that advance and reinforce the Initiative.

Funding from the James Irvine Foundation will complement the teacher reform initiative. The Irvine Foundation awarded $1 million to CSU in December 2013 for preparing teachers in Linked Learning, and the support will be articulated with the project. The emphasis is on preparing new teachers in Linked Learning and in utilizing Linked Learning instructional practices to advance implementation of the CCSS and NGSS.

Funding from the Chevron Corporation will also be complementary to and supportive of the Initiative. Chevron has committed $1 million to CSU to support four activities: the STEM Teacher and Researcher (STAR) program; Physics and Everyday Thinking integrated with Engineering is Elementary; Online Foundational Level General Science and Math Pedagogy (i.e., Instructional Methods) courses; and Transforming Teaching and Learning through Technology, an online course for beginning teachers that CSU faculty designed in cooperation with Google.

Thus, the match for the $3 million budget will be $6 million—twice the funding requested from the S.D. Bechtel, Jr. Foundation. The total funding of $9 million is not a large amount in view of the fact that CSU will
prepare more than 9,000 new teachers annually. The added funding that will be dedicated to recruiting and preparing a new generation of teachers proficient in the CCSS and NGSS will be less than $1,000 for each candidate.

The reform funding from the S.D. Bechtel, Jr. Foundation will generate transformative changes that these other funds will support and reinforce. This will result in systemwide reforms that are achieved and can be sustained through multiple coordinated funding sources. Plans for institutionalizing the project and scaling it beyond the grant period will build on (a) the annual $4 million funding for MSTI and TRP and (b) on the courses, curricula, and learning communities among faculty and with K-12 partners created through the project.

Finally, CSU is currently pursuing additional support for teacher residencies. Evidence shows that residencies make a significant contribution to new teachers' pedagogical skills and effectiveness. Residencies feature a year of robust clinical preparation, and CSU is seeking external support to enable many candidates to participate in them.