

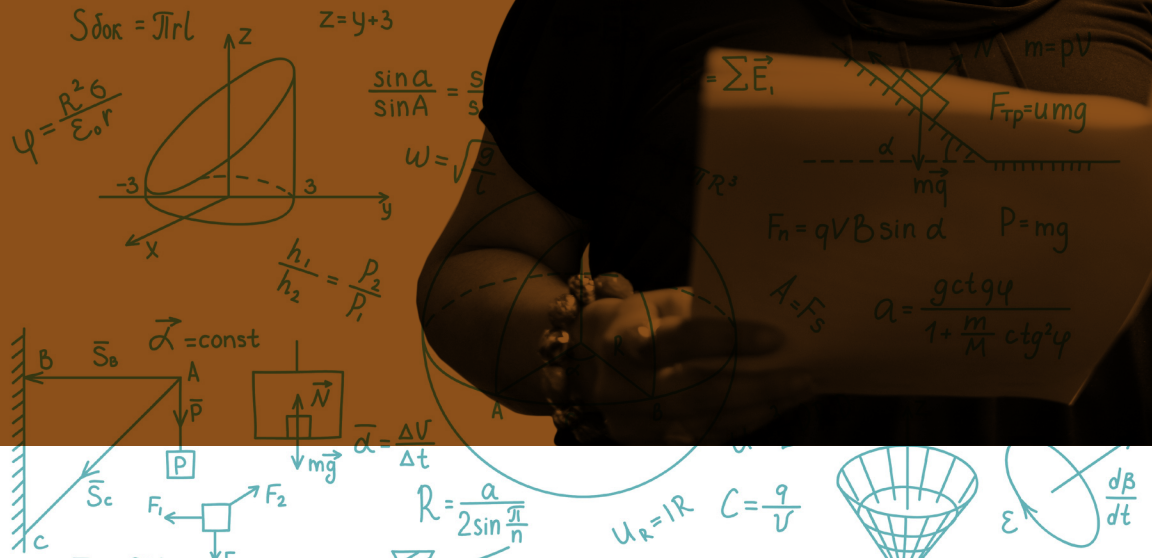
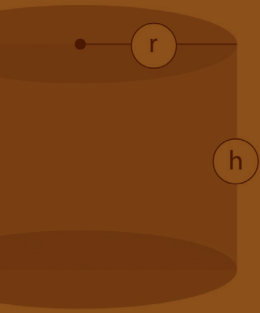


Financial Supports

When we have tuition conversations, [we start by asking] who are we trying to attract? ... Our tuition is highly subsidized ... it's a compromise that we make because of our commitment to equity.

LIZ BAHAM

Executive Director
Academic Programs and Accreditation
Reach Institute for School Leadership



Tuition is cost-prohibitive for many teacher candidates, especially candidates of color. Programs that are mindful of this challenge recognize the importance of financial support, including tuition subsidies, as a tool for recruiting and retaining STEM candidates of color. Each program takes a different approach to reducing financial burdens given constraints on capacity, availability of grants, and the limitations imposed on California's public institutions due to the ban on affirmative action. Even with those limitations, program leaders emphasize the importance of financial support in recruitment and retention.

Some of the programs we spoke to as part of our *Seen, Heard, Reflected: Building and Sustaining a Diverse STEM Teacher Pipeline* research shared specific promising practices they engage in to provide financial supports:

SEEKING TARGETED GRANTS

Program administrators seek state and federal grants geared toward recruiting candidates of color and candidates in hard-to-staff fields like STEM. Funding supports such as the Robert Noyce Teacher Scholarship Program, CSU's Mathematics and Science Teacher Initiative (MSTI), and CSU's Teacher Residency Scholarship Program allow administrators to expand program access and program offerings.

FUNDRAISING EFFORTS

Programs fundraise through philanthropy and individual donors as a tactic to subsidize tuition costs and offer rates that are competitive with the lowest cost preparation programs. This helps fill gaps in financial aid and supports candidates who would otherwise be unable to afford the program.

OFFERING FLEXIBLE PROGRAM PATHWAYS

Program administrators implement district internships (coursework concurrent with a paid internship where candidates act as the primary instructor) and/or offer a two-year credential pathway (coursework followed by gradual classroom teaching responsibilities) to minimize the financial burden of attending the program. The district internship pathway in particular allows candidates to work full-time and earn an income while completing their credential.

SPOTLIGHT

CLAREMONT GRADUATE PROGRAM

BACKGROUND

Claremont Graduate University is a small private university in Los Angeles County. In 2018, the university enrolled 219 credential students, 68 percent of whom were people of color. From 2016-2018, Claremont's three-year average program completion rate for STEM candidates was almost four times the state average. Claremont's credential program consists of three academic terms and supports both the intern and residency credential paths.

FINANCIAL SUPPORTS

Claremont recognizes the importance of financial support as a recruitment strategy for students of color in particular, with Director Eddie Partida describing it as "[the tool] we've had at our disposal for recruiting students of color that has had the biggest impact." Claremont can provide tuition subsidies because the program pursues federal and state funding opportunities that target the recruitment of STEM teachers and teachers of color. For the past decade, Claremont has received several grants from the National Science Foundation, including the Robert Noyce Teacher Scholarship. Claremont uses Noyce and other state and federal sources to offset the cost of tuition, effectively lowering the cost to enter the teaching profession. Noyce, in particular, also supplements first- and second-year teaching salaries relative to what STEM majors could make working in the industry.

SPOTLIGHT**REACH INSTITUTE FOR SCHOOL LEADERSHIP****BACKGROUND**

Founded in 2006 in Oakland, Reach Institute for School Leadership is a private institute accredited by the Commission on Teacher Credentialing. In 2018, Reach enrolled 23 credential students, 52 percent of whom were people of color. From 2016-2018, Reach's three-year average program completion rate for STEM candidates was 17 percent (compared to the state average of 11 percent). Reach supports candidates pursuing the intern and clear credential paths; when candidates enter the program, they are already in the classroom.

FINANCIAL SUPPORTS

Reach heavily subsidizes tuition for candidates who might not otherwise afford the cost of a teacher preparation program, primarily through private fundraising. Tuition for intern candidates costs about \$7,300; this is comparable to the cost of earning a credential at the California State University. Because Reach recognizes that the resident credential pathway forces candidates to choose between earning a living and a credential, it leans on the intern teacher pathway for prospective teachers. In that pathway, interns are paid to teach while they complete their training. Finally, to help keep candidates from feeling overly burdened by full-time intern teaching and their training with Reach, classes are spread over two years, rather than one year.

1. "Frequently Asked Questions (FAQs) for Robert Noyce Teacher Scholarship Program (Noyce)" (Alexandria, V.A.: National Science Foundation, 2020), <https://www.nsf.gov/pubs/2020/nsf20086/nsf20086.pdf>.
2. CSU Mathematics and Science Teacher Initiative (Long Beach, C.A.: The California State University Office of the Chancellor), <https://www2.calstate.edu/impact-of-the-csu/teacher-education/Pages/math-science-teacher-initiative.aspx>.
3. "CSU Receives Grant to Continue Residency Scholarships for Teachers in High-Need California Schools" (Long Beach, C.A.: The California State University Office of the Chancellor, July 2020), <https://www2.calstate.edu/csu-system/news/Pages/CSU-Receives-Grant-to-Continue-Residency-Scholarship-for-Teachers-in-High-Need-California-Schools.aspx>.
4. For the purposes of this analysis, we include Black, Latinx, Native American, and Pacific Islander candidates in the "people of color" definition since of the groups for which data is publicly reported, they are most often underrepresented and underserved in our education systems.
5. "Frequently Asked Questions (FAQs) for Robert Noyce Teacher Scholarship Program (Noyce)" (Alexandria, V.A.: National Science Foundation, 2020), <https://www.nsf.gov/pubs/2020/nsf20086/nsf20086.pdf>.
6. This figure was derived from ETW's analysis of Title II Federal Data, Teacher Prep Program Enrollment and Completion, 2013-2018.
7. For more information, visit Reach's [website](#).
8. For example, tuition for a single subject credential program at CSU Channel Islands costs \$7,720. See program [website](#) for more information.