

**COMMISSION ON TEACHER CREDENTIALING**

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FOR IMMEDIATE RELEASE

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Emergency Teaching Permits Reduced by Ninety-five Percent With Federal Grant

SACRAMENTO – Oakland Unified School District and San Diego City Unified School District reduced their use of emergency teaching permits by ninety-five percent with the aid of a three-year, one million dollar federal grant.

The California Commission on Teacher Credentialing applied for and administered the federal Title II Partnership Grant to support high-need, low-performing schools to provide students with fully qualified teachers.

Lawrence H. Madkins, Jr., Chairman of the Commission on Teacher Credentialing, stated, “The incredible success of this program can provide a model for all California school districts as they strive to provide highly qualified teachers for their students.”

The program, called Transition to Teaching, targeted the following objectives directed at reducing reliance on emergency permit teachers.

- Counsel all individuals serving on emergency permits and ensure that they are enrolled and on track to earn a teaching credential within three years.
- Assist emergency permit teachers to earn a credential by working with local teacher preparation programs to identify and provide hard to find programs such as special education.
- Support and retain project participants through the three-year life of the project.
- Assist districts to develop an infrastructure to recruit and hire credentialed teachers and to provide teacher support.
- Develop a program model that allows all districts to recruit, track, prepare and assist teachers to fill their vacancies.

Oakland Unified School District began the project in 2001 by identifying 157 emergency permit teachers. San Diego City Unified School District identified 206 emergency permit teachers who were primarily serving in special education. Emergency permit teachers who chose not to pursue a teaching credential were not rehired the following year and were replaced either with credentialed teachers or teachers in training who were committed to earning a credential.

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Over the course of the three years, the project offered mentor support, subject matter preparation for internship entrance, academic counseling, and stipends to help with the cost of tuition and books.

At the end of the project 348 individuals had earned a credential and 74 were nearing completion of their credential requirements. Only 15 individuals remain on emergency permits between the two districts: 12 in San Diego and 3 in Oakland.

Los Angeles Unified School District, although not a partner in this project, used the model to reduce its use of emergency permits from a high of 5,090 to 497 in September 2004. School districts throughout California are now using the model as they meet the requirements of the federal No Child Left Behind Act and to conform to the Commission's decision to end the issuance of emergency permits by June 30, 2006 and replace them with a new type of permit that places greater requirements for school districts to provide the types of recruitment efforts and support services used in this highly successful project.

The full report is available at: <http://www.ctc.ca.gov/commission/agendas/2004-11/november-2004-8B.pdf>

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