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Action

Credentialing and Certificated Assignments Committee

Teacher Supply in California 2003-2004 A Report to the Legislature

Executive Summary: This agenda item is in response to Assembly Bill (AB) 471 (Scott, Chapter 381, Statutes of 1999). AB 471 requires the Commission report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers to teach in California public schools.

Recommended Action: Staff recommends that the Commission approve the Teacher Supply in California 2003-04 report for submission to the Legislature.

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Certification, Assignment and Waivers Division

Teacher Supply in California 200 3-2004

A Report to the Legislature

Executive Summary

Determining teacher supply in California is essential for policy makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

This report is provided in response to Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis effective January 1, 2000. AB 471 requires that the California Commission on Teacher Credentialing report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers. The report includes the type and number of documents issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2003-04. The report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at www.ctc.ca.gov.

This report frames information under seven questions regarding teacher supply. The questions are:

- How Many Teachers Are Credentialed Each Year in California?
- What Types of Credentials Are Teachers Earning?
- Are Alternative Routes Growing?
- Are Career Ladder Programs Working?
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Are the Numbers of Emergency Permits and Waivers Declining?

In fiscal year 2003-04, California saw a 16% increase in the number of newly credentialed teachers, a 50% decrease in the number of emergency teaching permits, and a 58% drop in the number of credential waivers.

How Many Teachers Are Credentialed Each Year in California?

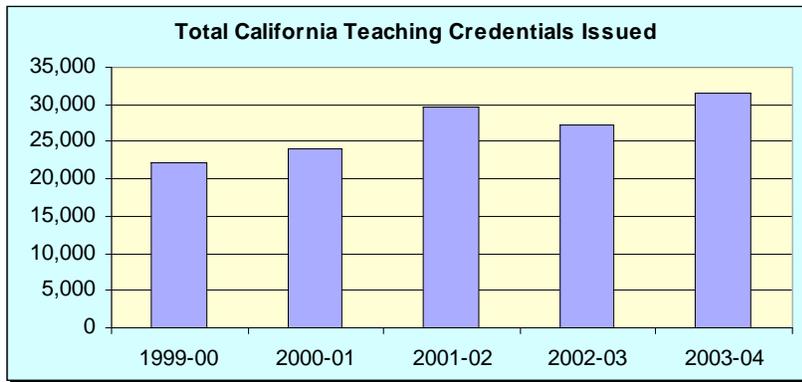
Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have several options for obtaining a California credential depending on their years of experience or the comparability of their teacher preparation program to those in California. Recent legislation has effectively streamlined this process for out-of-state teachers.

The supply of newly credentialed teachers in California increased by 16% from fiscal year 2002-03 to 2003-04, from 27,136 to 31,397. Of these teachers, 41% had previously held an intern credential, a pre-intern certificate, or an emergency permit, and were teaching in California classrooms.

The following chart shows the numbers of teachers initially earning California teaching credentials for fiscal years 1999-00 through 2003-04.

Total California Teaching Credentials Issued

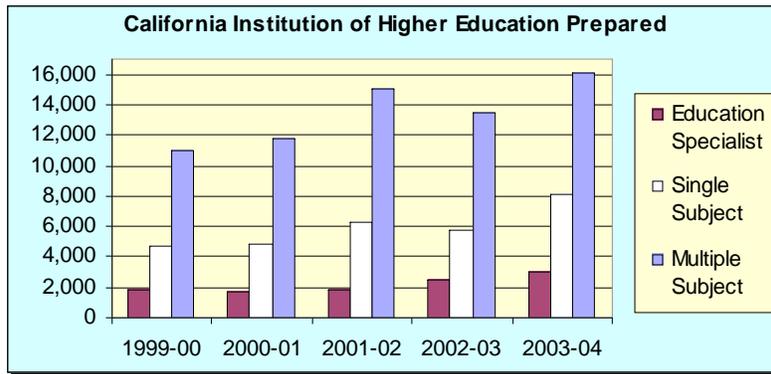
	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
California IHE Prepared	17,555	18,397	23,225	21,649	27,150	25.4%
District Prepared	703	805	682	631	672	6.5%
Out-of-State Prepared	3,864	4,724	5,629	4,856	3,575	-26.4%
Totals	22,122	23,926	29,536	27,136	31,397	15.7%



The following charts show the types of teaching credentials earned in California through the avenues outlined on the previous page – California IHE programs, school district programs, and teachers prepared in other states. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple subject teaching credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single subject teaching credentials authorize service in departmentalized classes such as those in most middle and high schools. Education specialist credentials authorize service in special day classes and in resource programs for students with special needs.

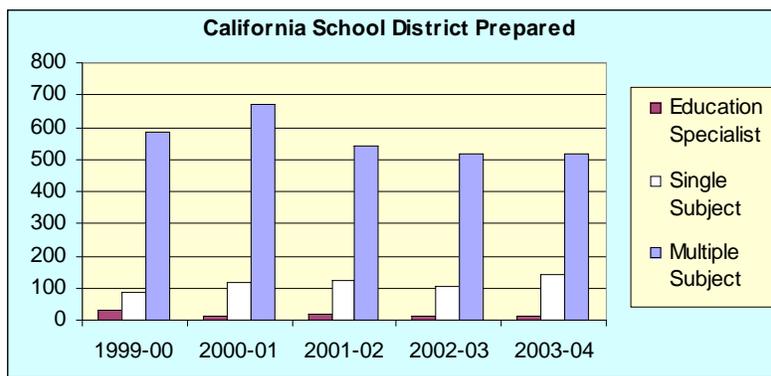
California IHE Prepared

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
Multiple Subject	11,013	11,813	15,080	13,468	16,117	19.7%
Single Subject	4,748	4,886	6,313	5,701	8,053	41.3%
Education Specialist	1,794	1,698	1,832	2,480	2,980	20.2%
Total	17,555	18,397	23,225	21,649	27,150	25.4%



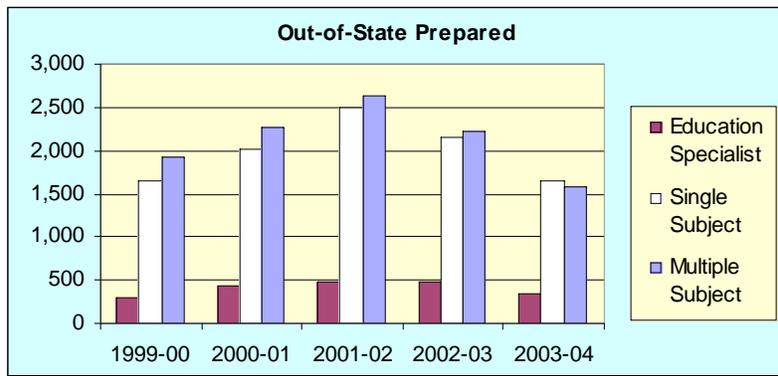
District Prepared

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
Multiple Subject	587	673	539	514	515	0.2%
Single Subject	85	117	126	106	142	34.0%
Education Specialist	31	15	17	11	15	36.4%
Total	703	805	682	631	672	6.5%



Out-of-State Prepared

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	% Change over 02-03
Multiple Subject	1,918	2,277	2,640	2,210	1,577	-28.6%
Single Subject	1,658	2,006	2,497	2,161	1,655	-23.4%
Education Specialist	288	441	492	485	343	-29.3%
Totals	3,864	4,724	5,629	4,856	3,575	-26.4%



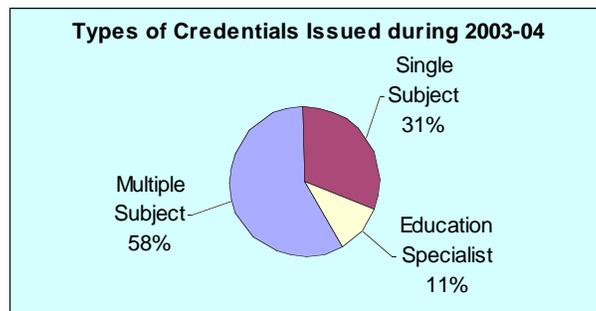
What Types of Credentials Are Teachers Earning?

This report focuses on teaching credentials for California’s K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings, multiple subject teaching credentials, single subject teaching credentials, and education specialist credentials.

As shown in the chart below, multiple subject teaching credentials comprised 58% of the total number of credentials issued in 2003-04 at 18,209. Single subject teaching credentials comprised 31%, at 9,850, and education specialist teaching credentials comprised 11% of the total at 3,338.

Types of Credentials Issued During 2003-04

	<u>2003-04</u>
Multiple Subject	18,209
Single Subject	9,850
Education Specialist	3,338
Total	31,397



Are Alternative Routes Growing?

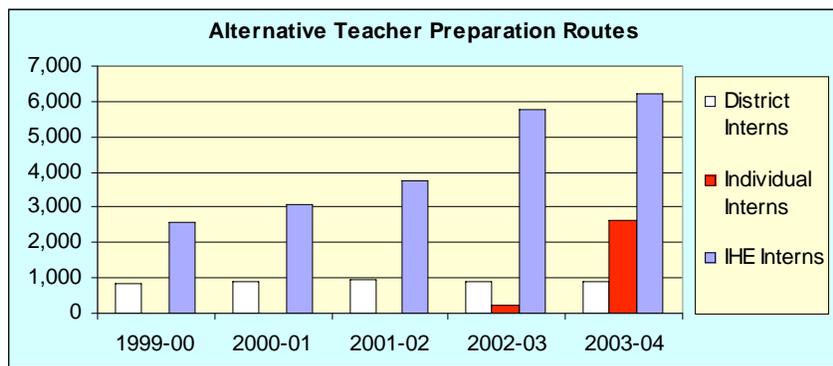
California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs also offer an internship alternative. School districts may also offer teaching internship programs, as well as individualized internships to individuals who have met subject matter competency. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

The chart below shows the number of intern credentials and certificates issued for use in both IHE and school district programs. Data for fiscal years 1999-00 through 2003-04 showed steady increases in the IHE internship programs with an enrollment of 6,197 in 2003-04. District internship programs showed little variation over the same period, with an enrollment of 875. The Commission also issued 2,627 individualized internship certificates during 2003-04, which marked the first full year of data for this document.

Alternative Teacher Preparation Routes

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
IHE Internships	2,557	3,056	3,769	5,779	6,197	7.2%
District Internships	855	897	944	915	875	-4.4%
Individualized Internships	0	0	0	209	2,627	1156.9%
Totals	3,412	3,953	4,713	6,903	9,699	40.5%



Are Career Ladder Programs Working?

In the past few years, the Governor and the Legislature have provided programs for individuals working in classrooms as paraprofessionals and as pre-interns. These programs provide funding to support individuals while they work in the classroom and complete their teacher preparation. The paraprofessional teacher training program provides money for tuition and books, and offers academic support as participating classroom aides earn a college degree and complete a credentialing program. Due to fiscal challenges experienced by the State of California, the paraprofessional program has experienced a dramatic reduction in funding, resulting in a 17% decrease in the number of participants in the program. The pre-intern program has seen its funding reduced to support only those individuals currently in their second year of the program, before phasing out the program in June of 2006. This has resulted in a 62% reduction in the number of pre-intern documents issued over the previous fiscal year. The pre-intern program has provided funds for school districts to support teachers who would otherwise have served on emergency permits. The program has offered training in basic classroom skills such as classroom management and organization, provided mentoring and helped participants meet the credentialing subject matter requirements to enter an internship program. Both programs have been highly successful in moving participants into internship programs and later to full credentials.

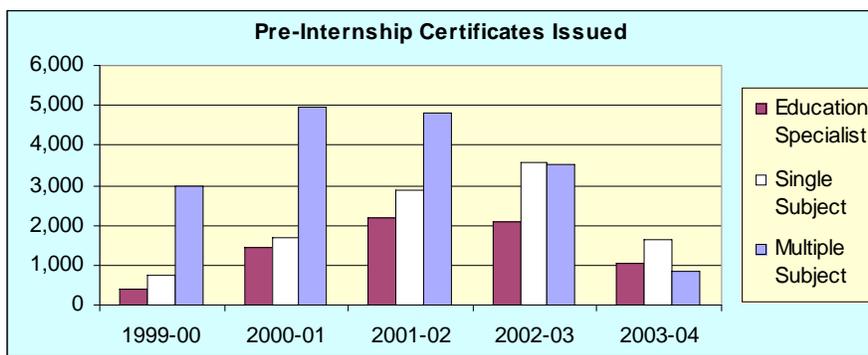
Paraprofessional Program Participants

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change</u>
522	2,268	2,266	2,266	1,876	-17.2%



Pre-Internship Certificates Issued

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
Multiple Subject	2,987	4,981	4,799	3,500	835	-76.1%
Single Subject	760	1,677	2,875	3,550	1,653	-53.4%
Education Specialist	395	1,434	2,167	2,102	1,035	-50.8%
Totals	4,142	8,092	9,841	9,152	3,523	-61.5%



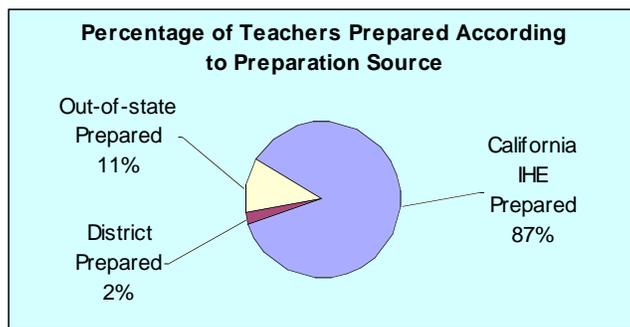
Who Prepares California's Teachers?

California Universities prepared 87% of the newly credentialed teachers in California during fiscal year 2003-04. Teachers prepared in other states who became credentialed in California comprised 11% of newly credentialed California teachers. The remaining 2% of teachers were prepared through school district internship programs.

Percentage of Teachers Prepared According to Preparation Source

Fiscal Year 2003-04

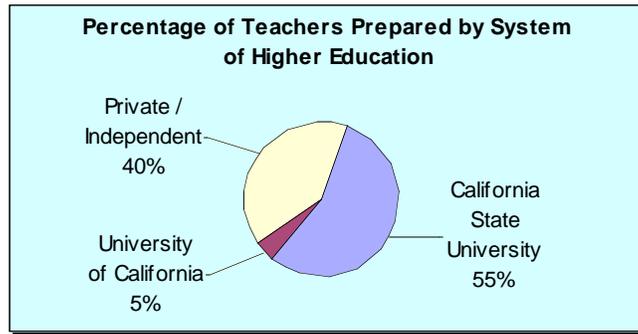
<u>Certification Route</u>	<u>Multiple Subject</u>	<u>Single Subject</u>	<u>Education Specialist</u>	<u>Totals</u>
California IHE Prepared	16,117	8,053	2,980	27,150
District Prepared	515	142	15	672
Out-of-state Prepared	1,577	1,655	343	3,575



Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU’s prepared 55% of the new teachers in the fiscal year 2003-04. Private/Independent Universities prepared 40%, and UC programs prepared 5% of the new teachers.

Percentage of Teachers Prepared by System of Higher Education
Fiscal Year 2003-04

California State University	15,012	55%
University of California	1,227	5%
Private / Independent	10,911	40%
Total	27,150	100%



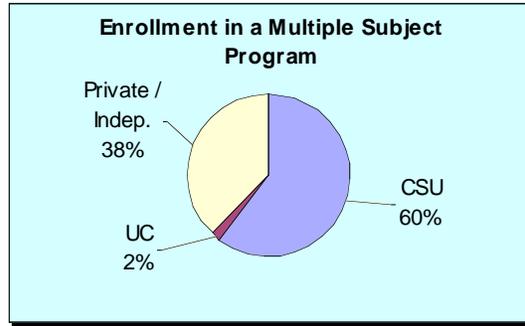
Are More People Considering a Teaching Career?

Tracking teacher preparation program enrollment can serve as yet another forecasting tool. Recent federal regulations, detailing the Elementary and Secondary Education Act, require all states to report data on teacher preparation. Included in this report is enrollment data for all California IHE teacher preparation programs during fiscal year 2002-03.

The charts on the next page show enrollment data for multiple subject, single subject, and education specialist teaching credential programs. The first three charts show this data according to enrollment in programs offered through the California State University (CSU), the University of California (UC) and Private/Independent Universities during fiscal year 2002-03. The next chart shows aggregate data for fiscal years 2000/01 through 2002/03. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate’s progress toward the credential. The data show that there were 41,607 candidates enrolled in programs for multiple subject teaching credentials, 20,293 candidates enrolled in programs for single subject teaching credentials, and 11,311 candidates enrolled in programs for education specialist teaching credentials during fiscal year 2002-03. Total enrollment is down almost 4% over fiscal 2001-02.

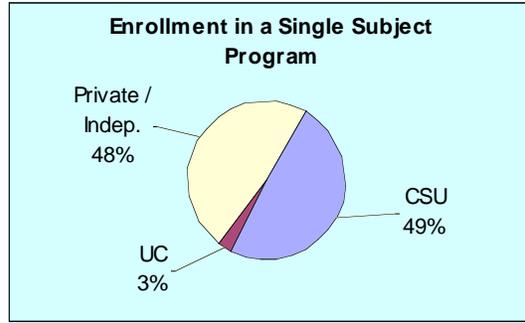
Multiple Subject

CSU	25,059
UC	781
Private / Indep.	15,767
Total	41,607



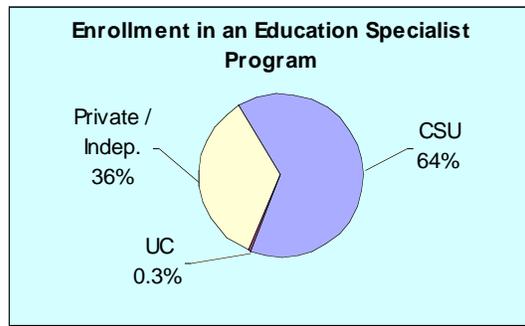
Single Subject

CSU	9,927
UC	559
Private / Indep.	9,807
Total	20,293



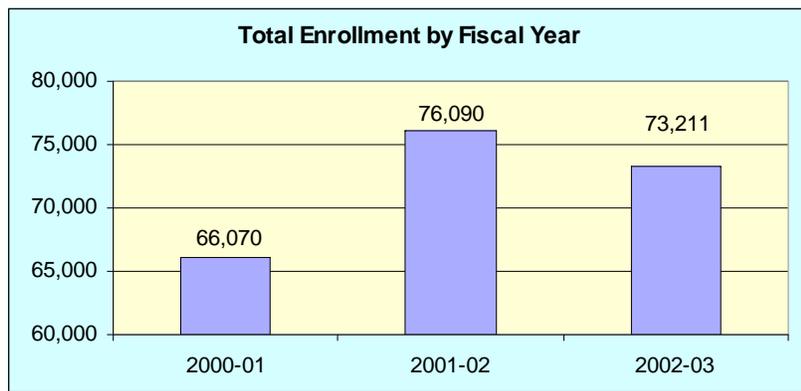
Education Specialist

CSU	7,284
UC	32
Private / Indep.	3,995
Total	11,311



Total Enrollment by Fiscal Year

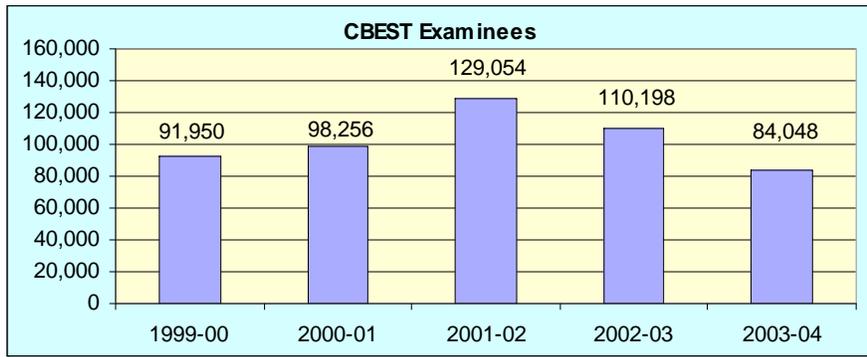
	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
Multiple Subject	40,240	43,550	41,607	-4.5%
Single Subject	17,823	20,698	20,293	-2.0%
Education Specialist	8,007	11,842	11,311	-4.5%
Totals	66,070	76,090	73,211	-3.8%



Another indicator of interest in teaching is the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. There were 84,048 CBEST examinees during fiscal year 2003-04. This was a 23.7% decrease over the previous year. All examinee numbers include repeat test takers.

CBEST Examinees

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	% Change over 02-03
91,950	98,256	129,054	110,198	84,048	-23.7%

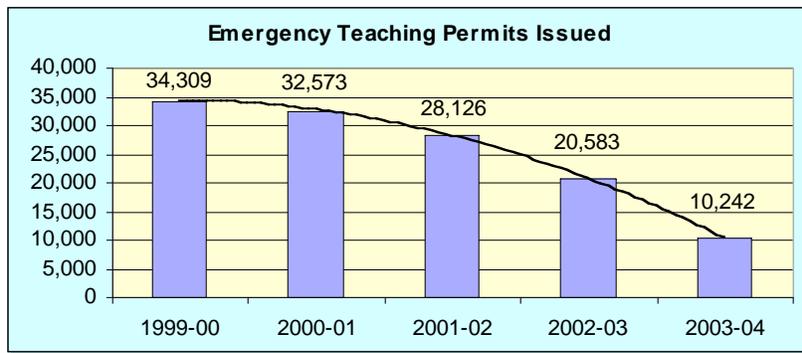


Are the Numbers of Emergency Permits and Waivers Declining?

For the fourth consecutive year, both emergency permits and credential waivers have decreased from the previous fiscal year. The number of emergency teaching permits (multiple subject, single subject, and special education) decreased by 50% -- from 20,583 in 2002-03, to 10,242 in 2003-04. Additionally, the number of credential waivers decreased by over 57% -- from 1,080 in 2002-03, to 458 in 2003-04. Since fiscal year 1999-00, California has seen a 70% decrease in the number of emergency teaching permits issued, and an 83% decrease in the number of credential waivers issued. Taking into account the total number of certificated teaching staff in California's schools and the number of emergency teaching permits issued, the percentage of teachers on emergency permits has decreased from 6.8% in 2002-03 to 3.4% in 2003-04. Credential waivers decreased from .4% of the total certificated teaching staff in 2002-03 to .2% in 2003-04.

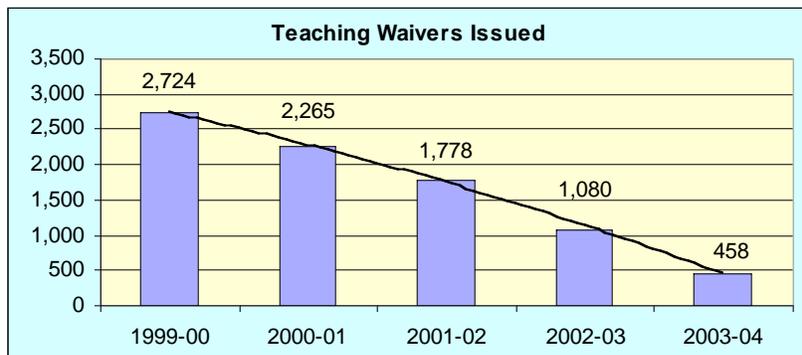
Emergency Teaching Permits

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
34,309	32,573	28,126	20,583	10,242	-50.2%



Teaching Waivers

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
2,724	2,265	1,778	1,080	458	-57.6%



Summary

Fiscal year 2003-04 saw the number of individuals initially earning a California teaching credential exceed 31,000 for the first time in history. The year also saw a dramatic drop in the number of teachers serving on an emergency permit or waiver. This is optimistic news regarding the current supply of fully prepared teachers serving in California schools. There are indicators, mainly a 24% drop in the number of individuals taking the CBEST, which suggest that the supply of newly credentialed teachers may decline slightly in the near future. However, along with California's efforts to decrease the number of teachers serving on emergency permits, this may also suggest that the future classroom teacher may be more qualified.