

*California
Commission on Teacher Credentialing*

*Meeting of
October 1 - 2, 2003*

In Folder

AGENDA ITEM NUMBER: GS - 10-A

COMMITTEE: General Session

TITLE: Request for Reconsideration of August Agenda Item 10-D on Proposed Options to Align Emergency Permits and Credential Waivers with No Child Left Behind

Action

Information

Strategic Plan Goal(s) :

Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's schools.

Approved By:

Dale A. Janssen, Director
Certification, Assignment and
Waivers Division

Date: 09/11/03

Authorized By:

Sam W. Swofford, Ed.D.
Executive Director

Date: 09/11/03

Request for Reconsideration of August Agenda Item 10-D on Proposed Options to Align Emergency Permits and Credential Waivers with No Child Left Behind

September 29, 2003

Summary

At its August 2, 2003 meeting, the Commission took action to discontinue issuing emergency permits and credential waivers in the NCLB core areas of arts, English, mathematics, science, foreign languages and social science in Title 1 classrooms after September 1, 2003 and to discontinue issuing emergency permits and credential waivers after July 1, 2005. The Commission has now received 26 letters from representative organizations, non-public schools, school districts and county offices of education requesting that the Commission reconsider its August action due to the difficulty these agencies are experiencing complying with the September 1, 2003 implementation date. There are three letters from individuals stating that they hold credentials and have not been able to find employment.

Options

The Commission may reconsider the action taken on the August Agenda Item GS-10-D.

If the Commission acts to reconsider the item the Commission may

1. rescind its action,
2. suspend its action and request further information regarding the continued issuance of emergency permits, or
3. sustain its previous action.

Attached are the letters that have been received since the Commission agenda was printed.

Terry L. Colvin
157 Hazell Way
San Gabriel, CA 91776

Executive Director, California Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95814-4213

Re: Agenda Item GS 10-A, October 2, 2003

Dear Sir:

I am writing to urge the commission to not reverse its August decision to end the issuance of emergency permits and subject waivers in NCLB core subject areas.

I entered the teaching profession two years ago, answering the call to serve our public schools in the classroom. I have endeavored to meet the commission's new teacher credentialing requirements. In fact, I consider myself a poster child for compliance with the commission's new rigorous standards and the mandate for teacher quality under NCLB. Last year, I worked fulltime as an English teacher at Marysville High School under a Pre-Intern Certificate, pending passage of the CSET exam. I benefited from nine months of instruction in classroom management and standards-driven curriculum. I passed the exam on my first attempt in March and I am now considered a "highly-qualified" teacher under NCLB. This summer I decided to join the Los Angeles Teaching Fellows Program to work in under-performing, high-need urban schools. I completed that training in August and I am now enrolled in LAUSD's District Intern Program for completion of my credential.

However, I, as yet, do not have a teaching position. Due to budget constraints and less—than-projected enrollment growth, LAUSD over-recruited candidates for teaching positions in all core areas except math, science and special education. I feel I am much more qualified to be the teacher of record than most, if not all, the district's emergency permit and credential-waiver holders.

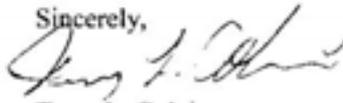
While the district asserts that the commission's action would result in a shortage of available classroom teachers, the truth is LAUSD already has enough NCLB-qualified teaching fellows and District Interns to fill most of the positions left vacant by the commission's August action. A cadre of highly-qualified teachers stands ready to fill those positions.

Additionally, holders of emergency permits and credential waivers were put on notice several months ago about the necessity to bring their training into compliance with NCLB – many did, but conversely many choose to ignore the commission's notice. Many of these waiver holders have been in the classroom for years working off a credential that was meant to be only temporary. These teachers can still remain in the classroom by

enrolling in a District or University Intern program to make up the deficiencies in their training.

I applaud the commission's efforts to bring the state's teaching corps and its school into compliance with NCLB with all deliberate speed. The children of California demand no less than the best education we can provide.

Sincerely,



Terry L. Colvin

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

44811 SIERRA HIGHWAY, LANCASTER, CALIFORNIA 93534-3226
(861) 848-7855

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8-31-2003

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TIM AZEVEDO
ASSISTANT SUPERINTENDENT
PERSONNEL SERVICES

August 31, 2003

Margaret Fortune
Chair – California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Ms. Fortune:

I am writing this letter with respect to CCTC Agenda Item GS-10-D and coded correspondence 03-0021. We are a 9-12 District of 21,000 students located in the Antelope Valley. Antelope Valley is a high desert community located approximately 60 miles northeast of Los Angeles. Additionally, we are a district that is growing by 1,000 to 1,500 students a year, and projected to continue this trend for another five years.

Our geographical location creates a situation in that our employee recruitment is more difficult than other communities, such as a beach area. Our location also restricts access to universities, which our teachers would be using to finish their credentials. Our closest actual university campus is CSU Northridge, which is 45 miles away. CSU Bakersfield has brought some courses to the valley, but not the full offering of the main campus.

While our district has made great strides in getting our teachers through the credential process, we still run into an occasional issue with a late hire, or a specialty subject area. Special Education is a prime example; there are not enough credentialed teachers in California to fill the current requirements of the school districts in the state.

While I do believe that we, as a state, need to continue to clarify the credentials of all teachers, there also needs to be some flexibility in the system to keep the classrooms open with a teacher in charge. With the current budget and educational situation in California, I would speculate that we are not the only district struggling with such issues.

If I can answer any questions or be of more assistance, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Azevedo".

Tim Azevedo
Assistant Superintendent
Personnel Services

TDA/kas

GLENDALE UNIFIED SCHOOL DISTRICT

223 NORTH JACKSON STREET

GLENDALE, CALIFORNIA 91206

(818) 241-3111

September 5, 2003

Ms. Margaret Fortune, Chair
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

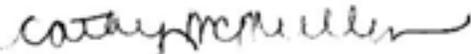
Dear Ms. Fortune:

I am writing on behalf of the Glendale Unified School District to express our relief regarding the Commission's decision to continue the emergency permit renewal process for teachers in Title I classrooms. We strongly urge the Commission to reconsider the October 1 deadline. I'm sure you understand the difficulty of replacing an emergency permit teacher after the school year has begun. We understand that the District must comply with the State Board of Education definition of "highly qualified" teachers under the Federal No Child Left Behind (NCLB) Act of 2001; however, we believe that some phase-in or contingency plan must be in place in order to continue to have teachers certified to be in the classroom. Although our District should be able to fully comply with credential requirements for NCLB as they are currently described, we do remain concerned that many districts will experience difficulty with compliance.

Further, some consideration must be given by the Commission for a teacher who has previously served on an emergency permit and needs to be "bridged" between the time he/she receives a C-19 letter from his/her teacher training institution/IHE and the time of Commission approval/issuance of the credential. If a teacher were to get to the expiration date of his/her emergency permit and has not yet received a C-19 letter and/or California Commission on Teacher Credentialing (CCTC) approval of the issuance of the preliminary credential, this teacher can only be "bridged" by a 30-day emergency substitute permit or renewal of the current emergency permit. This seems unfair to the teacher and to the district in terms of its compliance for NCLB. Hopefully, the Commission will be able to address this matter as it looks to making reasonable decisions relating to NCLB implementation at its October meeting.

While we understand the Commission's priority to comply with NCLB, we must also think of the State's teaching force who now are just becoming more aware of the Federal requirements. Please take these measures into consideration as you make decisions.

Most respectfully,



Cathy McMullen
Assistant Superintendent, Human Resources



CALIFORNIA TEACHERS ASSOCIATION

BARBARA E. KERR
President

September 11, 2003

DAVID A. SANCHEZ
Vice President

Dr. Sam W. Swofford, Executive Director
California Commission on Teacher Preparation
Box 944270 (1900 Capitol Avenue)
Sacramento, CA 94244-2700

DEAN E. VOGEL
Secretary-Treasurer

Dear Dr. Swofford:

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The decision to eliminate emergency permits and credential waivers should be reconsidered and aligned with the realistic timeline contained in the State Board of Education (SBE) State Plan.

At the August 14, 2003 meeting, the California Commission on Teacher Credentialing (CCTC) took action to eliminate immediately emergency permits and credential waivers. The intent of this decision was to align California's teacher certification process to the State Board of Education's (SBE) recently adopted state plans and the teacher quality requirements of the federal Elementary and Secondary Act/No Child Left Behind (ESEA/NCLB). However, the Commission's action is precipitous and overly enthusiastic. Moreover, it will have a devastating effect on thousands of teachers who are making a good faith effort to complete their credentials.

At the same time, CTA shares the goal of ensuring that all children are in classrooms taught by caring competent teachers. The California Teachers Association is very concerned about the sustained impact of immediately eliminating credential waivers and emergency permits.

Although the number of emergency permits and credential waivers issued has decreased since class size reduction was implemented in 1996, almost 10% of the certificated workforce still serves on either an emergency permit or waiver. For example, in the Los Angeles Unified School District, there are over nine hundred teachers who are serving on either an emergency permit or credential waiver.

CAROLYN DOGGETT
Executive Director

Thank you for your attention to this matter.

Sincerely,

Barbara E. Kerr, President
California Teachers Association

BK/JR/cl

Teresa Padilla
18527 Symeron Road
Apple Valley, CA 92307

September 15, 2003

Maragret Fortune, Chair
California Commission on Teaching Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

RE: Agenda Item GS-10-D - CTC Emergency Permit and Waiver Submission Deadline Extended

Dear Ms. Fortune:

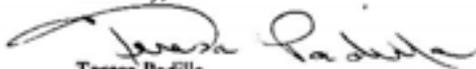
I do not agree with elementary school districts that are claiming they are having problems implementing the decision of the Commission to phase-out emergency permits and waivers to align with the federal "No Child Left Behind Act." I am a qualified teacher-I have a professional clear credential in multiple subjects-and since last spring, I am unable to find a teaching position at any grade level. I am a **fully credentialed teacher and I am subbing for teachers-on waivers and permits-and filing for unemployment!** Is my experience indicative of a problem that exists on a larger scale in other elementary school districts?

In 2001, I was one of the 1000 recipients of the Governor's Teaching Fellowship Awards. The Governor's program was an excellent initiative. I went through and completed the credential program within one year, and received my professional clear credential in multiple subjects. In fulfillment of my obligation to teach in a low-performing school, in 2002, I started teaching 5th grade in a "Title I" school. However, as a fully credentialed teacher with my professional clear credential, I was not rehired at this "Title I" school for the 2003-04 year. The district eliminated class size reduction, and they needed to release one teacher at my school. I was the teacher chosen to be released. Another teacher with an emergency permit at the site was rehired. Like me, this teacher was hired in 2002, and our principal referred and wrote the recommendation letter in her behalf. The teacher and the principal are personal friends. In this case, the principal did not adhere to federal mandates. Although our school is a "Title I" school, having a qualified teacher was not a priority for my principal. Also, I know of at least two fully credentialed teachers who have applied for elementary teaching positions in this district, and the district is **not** hiring them. This school district does not have fully credentialed teachers at all of their "Title I" schools. So, why are highly qualified teachers who apply to this district not being hired?

Since last spring, I have applied to over ten school districts in San Bernardino County. The largest district I applied to was the San Bernardino City School District. This district has approximately 35 "Title I" elementary schools. They have had my application since May 1st and I have not had one call for any teaching positions. I know this district, as well as all the other districts I applied to, do not have highly qualified teachers at their schools. Of course school districts have problems implementing federal laws, if they have applications from highly qualified teachers but fail to hiring any.

After searching for a teaching position for five months, I am angered that districts are claiming they are having problems implementing this mandate, perhaps **the problem** is that personnel directors and principals at the elementary level **do not seek** highly qualified teachers as a priority in their hiring process. As educators making decisions in the interest of our children in California, we are behooved to find out why this is occurring, and what can be done to fix it.

Sincerely,



Teresa Padilla
Fifth grade teacher

California School Boards Association

September 18, 2003



Ms. Margaret Fortune
Chair, California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Ms. Fortune:

On behalf of the California School Boards Association, I would like to commend the Commission on its hard work on aligning Commission policies and regulations with the requirements of the No Child Left Behind (NCLB) Act.

I am writing in response to the Commission's action on Agenda Item GS-10-D and resulting Coded Correspondence 03-0021 pertaining to emergency permits and credential waivers. CSBA has significant concerns with the timing and nature of these actions and the resulting impact on California's schools.

School districts across California strive to hire credentialed, well qualified teachers for every classroom. There are many instances where credentialed teachers are not available or unwilling to teach in hard to staff schools. This is especially true in urban districts. There are just as many legitimate emergencies which make it imperative for districts to have the flexibility to request emergency permit teachers.

District leaders are aware of and fully intend to implement the No Child Left Behind (NCLB) requirements. However, districts need time to find the highly qualified teachers they want and need to meet these requirements. Eliminating emergency permits ensures that districts that don't have credentialed teachers to fill classrooms will be forced to hire day-to-day substitutes who may or may not have the requisite background or knowledge to deliver high quality instruction.

There are two other options we would like CTC to consider. As an alternative to completely phasing out waivers, they should be issued on a case by case basis. School districts are aware that these teachers are not NCLB-compliant, however, they need the flexibility to staff their classrooms based on the needs of their students.

A second option would be phasing out waivers but giving districts more time to move current emergency permit teachers into pre-intern and intern programs. A reasonable time limit may be the 2005-2006 school year as this coincides with NCLB's time limit for all teachers to meet the "highly qualified" requirement.

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P.O. Box 1660
West Sacramento, CA 95691
(916) 371-4691
FAX (916) 371-3407

Ms. Margaret Fortune
September 18, 2003
PageTwo

We feel that either of these two options are fair to districts struggling to staff their school with qualified teachers.

We urge you to reconsider the action taken at your August meeting. Please do not hesitate to contact me if you have any questions or comments.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Plotkin". The signature is written in a cursive style with a large initial "S".

Scott P. Plotkin
Executive Director

STATE CAPITOL
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SACRAMENTO, CA 94249-0042
(916) 319-2042
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9200 SUNSET BLVD., PH-15
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Assembly California Legislature

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September 19, 2003

Sam Swofford, Ed.D.
Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Dr. Swofford:

I was very distressed when I recently learned that the California Commission on Teacher Credentialing had voted to phase out emergency permits and credential waivers. This decision will have a devastating impact upon a number of our state's urban school districts, especially the Los Angeles Unified School District. As you know, this district faces a number of challenges in being able to staff many of its' school sites with credentialed teachers. The Los Angeles Unified School District has done everything in their power to attract credentialed teachers and has steadily made improvements in attracting fully qualified candidates.

The passage of this mandate pulls the rug out from under the Los Angeles Unified School District and others. It will have a devastating impact upon the students whose dedicated, but non-credentialed teachers will be pulled from the classroom, without adequate replacements.

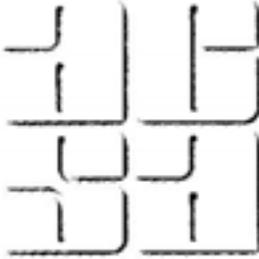
I understand that the action taken by the California Commission on Teacher Credentialing was taken in response to a federal mandate, but now is the appropriate time for the Commission to fight back on behalf of the school districts of this state that will be devastated by this decision. The Bush administration does not understand or care about the negative consequences of their federal mandates upon our local school districts. As a state legislator, I expect your Commission to advocate on behalf of these districts. I would like to request that you either resist this federal mandate, or at very least, demand adjustments that allow for reasonable goals for our local school districts.

I hope that you will be taking the appropriate action and I look forward to your response. Thank you for your attention to this important matter.

Sincerely,

PAUL KORETZ
Assemblyman, 42nd District

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September 23, 2003

Ms. Margaret Fortune, Chair
California Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95814-4213

**RE: REINSTATEMENT OF THE ISSUANCE OF EMERGENCY
PERMITS AND WAIVERS**

Dear Ms. Fortune:

The Association of California School Administrators (ACSA) strongly urges the Commission to reconsider its actions of August 2003 and reinstate the opportunity for districts to apply for emergency permits and waivers on behalf of teachers with the consideration of each application on a case-by-case basis.

ACSA is strongly in support of staffing each public school classroom with highly qualified, fully credentialed, talented and professional teachers. Our organization and its members have and are working diligently to this end. The reality of staffing classrooms in our state is that it is that, even after diligent efforts to find certificated teachers, a school district may not be able to staff a classroom with a teacher who meets the standards of a "highly qualified teacher." By law, no child can be turned away from a school. When a district has exhausted its efforts to find a credentialed teacher, it is in the best interest of students to have a full-time teacher who is on an emergency permit or a waiver as opposed to being in a classroom where substitute teachers revolve in and out on a thirty-day basis.

We strongly urge the Commission to reverse its decision, reinstate the issuance of emergency permits and waivers and consider applications for them on a case-by-case basis.

Thank you for your consideration of this request.

Sincerely,

Sherry Skelly Griffith
ACSA Governmental Relations

Ms. Margaret Fortune and members of the commission:

I am writing to you today to address the agenda item on your October 1st and 2nd calendar regarding the extension of emergency credentials to non-qualified teachers within the state of California and specifically in the Los Angeles Unified School District. There is no longer a need for emergency credentialed teachers in LAUSD and I oppose the extension of such credentials.

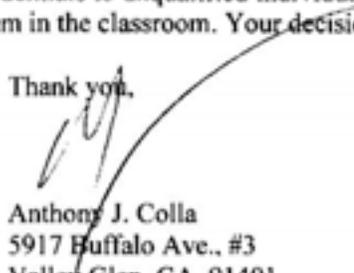
I call to your attention a front page article from the Daily News dated Monday, September 8th. Ms. Helen Gao, the author of the article, describes the newly existent glut of highly qualified individuals in the Los Angeles market in particular. She discusses the plight of some 300 highly qualified interns in LAUSD's own internship program as well as in other internship programs at schools such as California State University at Northridge's Michael D. Eisner College of Education. These individuals – some of whom have left careers for the promise of a career in public education – can now not find jobs. There are others (myself included) who have entirely finished their credentialing program, have preliminary credentials – perhaps even hold CLEARs – who cannot find work. These highly qualified individuals MUST be placed in classrooms immediately, and ahead of those teachers who do not currently meet federally mandated guidelines.

These highly qualified individuals have shown that they do wish to be teachers. These highly qualified individuals have in many cases returned to school full time incurring huge debts in order to do so, in order that they may enter public service as teachers. They have shown courage and fortitude and to deny them jobs in favor of individuals who, while they may have provided excellent assistance in California's time of need, have chosen not to complete their required credential work to bring them in line with Federal mandates.

While it may seem unfair to dismiss hundreds of individuals, some of whom have spent seven years or more in the classroom without obtaining credentials, we will not be losing them. Rather, we will be encouraging them to return to school full time for as little as a semester in order to complete their coursework and obtain their preliminary credentials. They will return to us in a matter of months as credentialed individuals themselves. This can only work to our advantage, whereas continuing to keep unqualified teachers in the classroom hurts our education system, our children, and our state.

I urge the commission to stand by its decision in August and deny the extension of emergency credentials to unqualified individuals. We have qualified teachers who cannot find work. We need to put them in the classroom. Your decision today can do that.

Thank you,



Anthony J. Colla
5917 Buffalo Ave., #3
Valley Glen, CA 91401



Daily News

WEATHER

Forecast

High: 75-80
Low: 50-60
Air quality: Unhealthy

For details, see back of Monday's Edition

Online: dailynews.com

MONDAY, SEPTEMBER 8, 2003

30 Cents

LAUSD's recruits jobless

Teacher glut leaves hundreds unemployed

By Helen Cho and Brian

Los Angeles Unified School District officials' refusal for years has been, "We have a severe teacher shortage — one we can't solve."

Now, as an unusual lull of recruits has dried up, LAUSD officials say the district has a glut of new teachers, many of whom are jobless.

Thanks to the success of its recruitment campaign and rough economic times that have forced many districts to lay off teachers or stop hiring, LAUSD has more applicants than open jobs, and for the first time in years, nearly all of them are highly qualified.

"Unlike any other year, we were able to fill most of our classrooms with credentialled teachers," said Mary Irena, director of the teacher workforce unit for the district.

Of 1,614 teachers hired by the district this year, 95 percent met the criteria of being highly qualified, compared with 64.2 percent the year before. Under new state regulations, "highly qualified" teachers refer to those who are fully credentialled, or who have passed their subject competency tests and are actively pursuing their credentials.

As an unanticipated consequence, a few hundred people who passed the district's teacher-training program — the District Intern Program and Los Angeles Teaching Fellows — are without jobs because openings are still waiting for placement.

Recruitment is revealing high unemployment rates, especially among many of whom had their hearts set on teaching.

See LAUSD / Page 10

Hundreds came to teach, yet can't

LAUSD / From Page 1

This fall while taking classes to earn their credentials.

"A lot of people are sort of angry, frustrated," said Robert Saxon, a former teacher's aide who just completed six weeks of summer training with the District Intern Program. "The last part is it's a situation where a lot of people are getting a lot of fields and energy into the organization of LAUSD, which doesn't seem to be incorporating the fields."

Saxon, who has yet to find a job, said the vast majority of his classmates are jobless. For now, he tries at home with his parents to save money.

"There are so few openings, all the DIs end up interviewing for the same positions, competing against each other," he said. "I can't go on for too long. If I end up that a few months down the line the prospects are dim, I have no choice but to give it up for now and get a job somewhere else."

It's not for the lack of effort that Marilyn Mathis, another district intern, is to the same boat as Saxon. She's called more than 200 schools in the district about job openings and found only five. She's had two interviews but no offers.

And others are running out for March, who moved halfway across the country, from Nashville, Tenn., with a pre-arranged temp service, said Mathis. "I've already registered for temp service," said Mathis. "I can't even continue my job search because I won't be here during the day."

Brooke Dove, a recent college graduate who moved from Chicago for the District Intern Program, said she'd also contacted more than 200 schools for jobs and sent out dozens of resumes to no avail.

"I've called just about every school in the district," E. J. Dore, referring to the 11 LAUSDs that make up the LAUSD, "I didn't get one response back."

Composing the roster is that the district's substitute teaching pool is closed because it's already filled up to the point, the district had placed interns and teaching fellows who had not been pool. The pool isn't expected to reopen until November.

District officials said they were working hard to find placements for the interns and teaching fellows. At program orientation, officials said, they issued packets of a tight job market and asked them to sign applications acknowledging their comprehension of the program's tight placement.

But interns said they were also repeatedly assured that jobs would come midway through their six-week training.

"I regret the uncertainty and frustration people might be feeling," said LAUSD's chief human resources officer Deborah Hink. "We are doing the best we can. We value them, and we are very grateful they seek to work for us."

As an enrollment stabilizer, Hink expects principals will start hiring. "The district won't take an official count of student enrollment until early October, and staffing is delayed based on that count."

More job openings could also be available in October if the California Commission on Teacher Credentialing decides not to raise the permits and waiver of emergency credentialing teachers who have failed to pass their subject competency tests and are set on track to

obtaining their full credentials. Some 900 emergency-credentialled teachers in the LAUSD could potentially be affected by the commission's Oct. 2 decision.

That often leads confusion to jobless recruits, who may or may not see a flood of job openings depending on the commission's action.

Those interviewed for this story said the interim program appeared disorganized from the beginning. On the first day, many students showed up at the site but couldn't find the district building because the location at the last minute.

During the program, a school-and-event — where principals were supposed to show up to talk to students about potential openings — never materialized. Many students had put on their suits and interview attire for the occasion.

"It's emblematic of the thing overall," Saxon said of the interim program.

Still, some interns held out hope, saying they still believe in the program. The two-year alternative credentialing program is offered exclusively to those who are jobless, along with whatever



Marilyn Mathis moved from Tennessee to be an LAUSD teaching fellow. Now, she can't get a job to help her and her son, Dylan.

Helen Cho, 916.734.2121
Brian, 916.734.2121

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Assembly California Legislature

FRAN PAVLEY
ASSEMBLYMEMBER, FORTY-FIRST DISTRICT

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NATURAL RESOURCES
WATER, PARKS AND WILDLIFE

September 24, 2003

Margaret Fortune, Chair
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Ms. Fortune:

Having taught middle school for 25 years I am sensitive to the struggles that teachers and districts face when dealing with issues like recruiting qualified teachers and providing emergency credentials. Given the myriad of requirements and hardships schools have been confronted with this year, including the state's record high budget deficit, I was alarmed to hear that on August 2, 2003, the California Commission on Teacher Credentialing took action to discontinue issuing emergency permits and credential waivers in the No Child Left Behind Act (NCLB) core areas of arts, English, mathematics, science, foreign languages and social science in Title I classrooms within such a short time-frame.

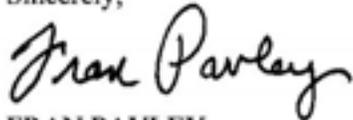
About a quarter of the schools (24) in my Assembly District are part of the Los Angeles Unified School District (LAUSD). LAUSD has been working hard to phase-out emergency permits to comply with NCLB guidelines, but they still employ almost 1000 teachers under the emergency permit program. If the Commission implemented the September 1, 2003 phase-out date, LAUSD would have been forced to hire hundreds of substitutes, leaving most emergency permit teachers without a job.

Providing our students with qualified teachers is a priority of mine; however, I fear that we will do our children more harm than good if we limit the options districts can utilize to retain teachers. Instead of banning emergency permits and credential waivers for Title I schools this year, I think it would be more beneficial to phase most of them out over time. Since the Federal requirement under NCLB calls for an elimination of emergency permits and credential waivers by 2005-2006, the Commission should consider extending the last re-authorization date for Title I schools to July 1, 2005. Under this proposal, the state would no longer accept most emergency credentials after July 1, 2006, bringing us into compliance with NCLB provisions.

I understand the challenge California faces in working to comply with the No Child Left Behind Act. I believe the Commission should take advantage of the flexibility provided in NCLB for the phase-out of emergency permits and credential waivers and give districts the maximum amount of time to implement local solutions.

I respectfully request your consideration of this request at the October 2, 2003, Commission meeting.

Sincerely,

A handwritten signature in black ink that reads "Fran Pavley". The signature is written in a cursive, flowing style.

FRAN PAVLEY
Assemblymember, 41st District



California County Superintendents Educational Services Association

1121 L Street • Suite 310 • Sacramento, CA 95814 • (916) 446-3095 • FAX (916) 446-7801 • www.ccsesa.org

September 24, 2003

Margaret Fortune, Chair
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Ms. Fortune,

On behalf of the 58 county superintendents of schools, we wish to thank the Commission for reconsidering the August decision regarding emergency permits and waivers (Agenda Item GS-10-D). As the Commission's earlier action will have an adverse impact on many school districts and county offices of education, we urge the Commission to make no changes to the emergency permit and waiver timelines and requirements at this time.

We share the goal of the Commission to have a highly qualified teacher in every classroom and to have a coordinated system of teacher preparation and certification that also meets the highly qualified teacher goals of No Child Left Behind (NCLB). With the Commission's leadership and support, significant progress in reducing the number of teachers with emergency permits and waivers is being made by districts and county offices throughout the state.

We note, however, that compliance with NCLB is not required until July 1, 2006. Many school districts and county offices need the additional time allowed under this schedule to ensure that teachers who currently hold emergency permits become fully credentialed.

Again, we thank the Commission for providing this opportunity to revisit the August decision, and implore the Commission to allow school districts and county offices of education the full range of credential permit and employment options.

Thank you for your consideration.

Sincerely,

Dr. Joni Samples
President
California County Superintendents Educational Services Association
(CCESA)

cc: Dr. Sam Swofford, Executive Director, CTC

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September 25, 2003

**ORANGE COUNTY
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Dale Janssen, Director, Certification and Waivers
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Dale:

Attached are copies of a chart, showing the figures on Pre-Intern, Emergency Permit and Waiver documents allowing service in Orange County School Districts during the 2002-2003 school year. As we discussed, I am hopeful that this can be part of the information provided to Members of the Commission on Teacher Credentialing either before or during their discussion on Agenda Item GS-10-A at the October, 2003 Meeting.

I will be attending the October Meeting and will request permission to speak to the Commission concerning their reconsideration of the Proposed Options to Align Emergency Permits and Credential Waivers with No Child Left Behind. The chart will, I believe, assist the Commission in considering my comments.

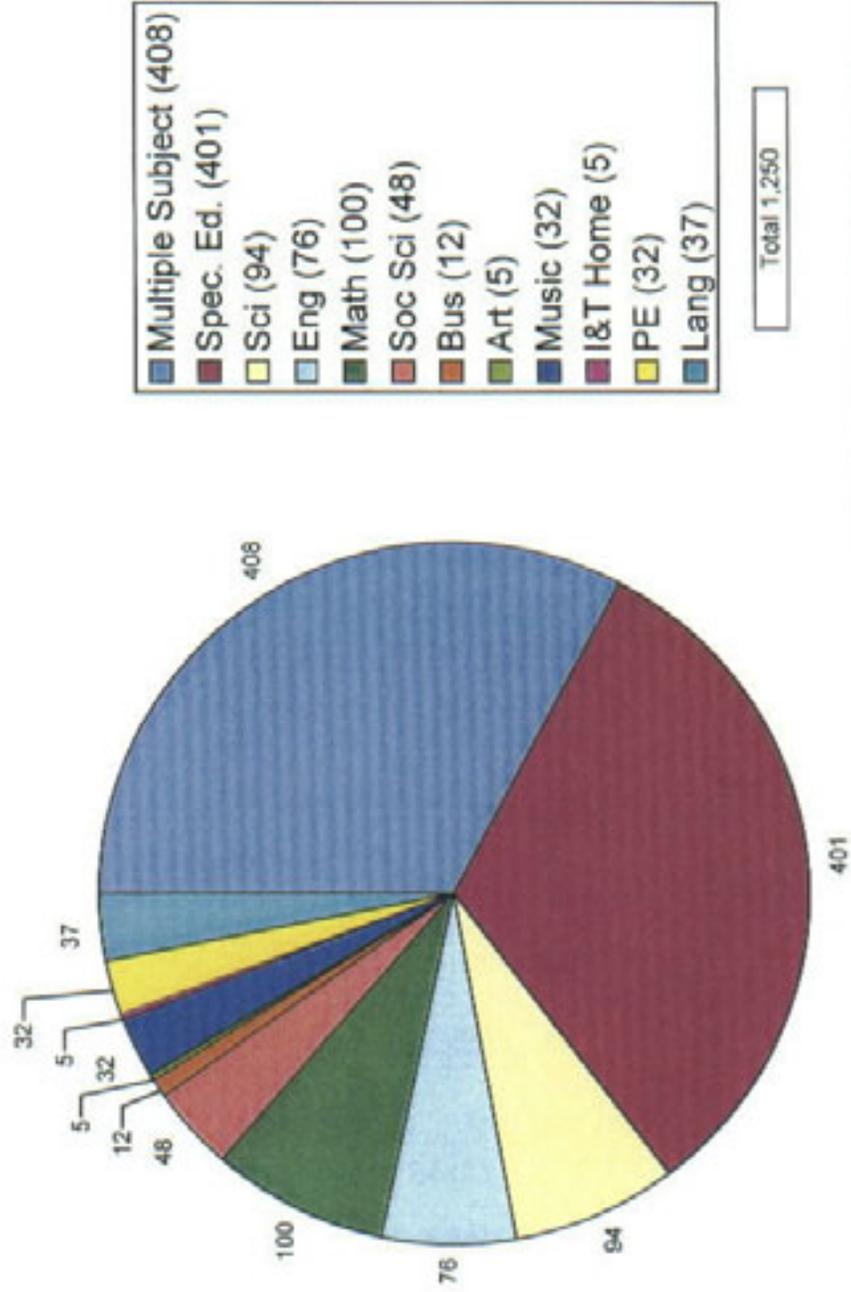
Thank you in advance for any assistance you can provide in getting this information to the Commissioners.

Sincerely,

Joy E. Carter
Coordinator, Support Services

jc

Pre-Intern Certificates, Emergency Permits and Waivers Authorized Service for 5.2% of Orange County's 23,659 Teachers 2002-2003



Assembly California Legislature

September 30, 2003

Margaret Fortune
Chair, California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Ms. Fortune:

We thank you for choosing to reconsider the decision made by the Commission on Teacher Credentialing on August 2, 2003 to discontinue emergency permits and credential waivers for all teachers in Title I core academic areas effective September 1, 2003. We are extremely concerned by the disruption this decision will cause to teaching and learning, and we urge the Commission to rescind its August 2 action for the following reasons.

First, your timing could not have been worse! To discontinue issuing emergency permits and waivers at this time will unnecessarily disrupt the teacher workforce and academic calendar and will have a serious impact on the quality of instruction to students. Given that the school year is well underway, implementing this decision mid-year requires districts to scramble to rearrange classroom assignments and, in some instances, hire day-to-day substitute teachers who may not have the background and knowledge to deliver the quality of instruction provided by the teachers they are hired to replace. And, day-to-day substitutes would be replacing someone who is committed to teaching these students for the entire year. For schools that began on July 1st, this means starting over again, after eight weeks of instruction.

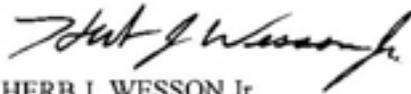
Second, we believe that school districts across the state are engaged in good faith efforts to comply with the federal NCLB "highly qualified" teacher requirements, and that they continue to make progress toward this goal. To assist school districts responsible for implementing these mandates, federal law allows districts to phase necessary changes in over time. Federal law specifies that teachers employed by a district before July 1, 2002 have until the 2005-06 school year to meet the NCLB "highly qualified" teacher



requirements. Only new teachers employed on or after July 1, 2002 were required to immediately meet these requirements. It is, therefore, unnecessary for the Commission to discontinue the issuance of emergency permits and waivers given that federal law provides substantial time for these teachers to obtain their clear credential.

Again, we thank the Commission for reconsidering the action taken on August 2, 2003 and encourage you to work with school districts and teachers to develop a sensible plan to meet these federal requirements. Please let us know how we can be of service to you as you continue to address this issue.

Sincerely,



HERB J. WESSON Jr.
Speaker of the California State Assembly



JACKIE GOLDBERG, Chair
Assembly Education Committee

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California State Senate

SENATOR
JACK SCOTT

TWENTY-FIRST SENATORIAL DISTRICT

September 30, 2003

Margaret Fortune, Chair
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Ms. Fortune:

As the Commission meets on October 2 to consider alignment of its teacher certification process with the federal requirements under the No Child Left Behind Act, I am writing to request that you consider options that would address the timing and nature of your August decision to phase out emergency permits and credential waivers.

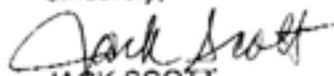
I fully support having highly-qualified, credentialed teachers in our classrooms – indeed, I have worked throughout my legislative career with the Commission on Teacher Credentialing toward that goal. The research is clear that teacher qualifications have a great impact on the achievement of our students. I am proud of the bills that I have authored at the request of the Commission on Teacher Credentialing to ensure that we have well-qualified teachers in our schools.

However, the reality for many school districts is that credentialed teachers may not be available to teach in some schools – particularly in urban school districts. In those cases, denying the opportunity for districts to apply for emergency permits and waivers may result in students being taught by substitute teachers that would revolve in and out of the classroom. This may not provide the quality of instruction for those students that I believe we all desire.

School districts who are struggling to hire qualified teachers have suggested alternatives to the Commission, including allowing application for emergency permits and waivers on a case-by-case basis, or providing more time to move current emergency permit teachers into pre-intern and intern programs. I am hopeful that the Commission will carefully consider these alternatives that would assist school districts that have legitimate needs to provide full-time teachers in their classrooms.

We share a common goal to provide the best instruction for our students. I look forward to continuing to work closely with the Commission on this and other issues.

Sincerely,


JACK SCOTT
21st Senate District

JS:ge

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MONTEBELLO UNIFIED SCHOOL DISTRICT

M. Magdalena Carrillo Mejia, Ph.D., Superintendent of Schools
123 South Montebello Boulevard, Montebello, CA 90640
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September 24, 2003

Margaret Fortune, Chair
 California Commission on Teacher Credentialing
 1900 Capitol Avenue
 Sacramento, California 95814

Dear Chairwoman Fortune:

In January of 2001, the Montebello Unified School District had 312 teachers who were working with emergency permits. The Board of Education, the Superintendent, the Administrators, the Montebello Teachers Association and the Human Resources Classified Staff made an intentional commitment to work with these teachers to identify their credential status. A pathway to full credentialing was identified for each individual. Their deadlines were defined as no later than July 1, 2005, or the ability to obtain or renew an emergency permit/pre-intern certificate or a valid credential, whichever occurred first.

Individual and group meetings occurred with all of these teachers. They reviewed the completion requirements necessary to design their personal pathway to be fully credentialed. By June 2003 – two-and-a-half years later – only 139 of the 312 remained on emergency permits. These permit holders were on their pathway to become fully credentialed teachers.

On August 19th, 2003 the CCTC notice arrived, terminating the issuance of new emergency permits and waivers. Equally unexpected, you withdrew your commitment to a transition period for teachers to renew existing emergencies, if within the five year renewal timeline and prior to July 1, 2005. Additionally, this decision retroactively terminated renewals a few days prior to the opening of the traditional calendar schools in our district. The disruption to both our Traditional Calendar Schools and Year Round Schools, which had already been in session for two months, was devastating.

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Margaret Fortune, Chair
California Commission on Teacher Credentialing
September 24, 2003
Page 2

Montebello Unified District is fully committed to setting high standards to support student performance improvement. Our #1 Organizational Goal is: Raising the level of student performance. This action was detrimental to the educational program in our classrooms and adversely affected over 5,000 of our children. At a time when it is critical that we attract and also retain committed educators, this decision is one that eroded trust in the educational community.

It was truly tragic to have three credential coordinators call 139 teachers to inform them that their credential status was in serious jeopardy as they were about to open school. Grown men and women were traumatized and confused. Many arrived in our office with tears in their eyes, seeking to understand what had happened. After two years of continuous monitoring and work in progress toward credentialing, we had to announce to them that the rules had changed without prior notice and that they were being retroactively imposed.

This action is not reflective of the high standards nor the typically responsible actions we have experienced in years of work with the CCTC. Therefore, we urge you to rethink this action and return to the guidelines you previously issued. Thank you in advance for your reconsideration of this far reaching, most critical decision.

Sincerely,



M. Magdalena Carrillo Mejia, Ph.D.
Superintendent of Schools