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# 3F

## Information

### *Professional Service Committee*

#### **Numbers of Services Credentials Issued in California, 2001-2002 to 2005-2006**

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**Executive Summary:** This agenda item presents trends and patterns in numbers of services credentials issued in the past five years.

**Recommended Action:** For information only

**Presenters:** Marjorie Suckow, Ph.D. and Rebecca Parker, Ph.D., Consultants, Professional Services Division

**Goal 5: Engage in evaluation, assessment and research studies that inform the Commission's work**

- Track current trends and research in educator preparation and certification

March 2008

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## **Numbers of Services Credentials Issued in California, 2001-02 to 2005-06**

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### **Introduction**

The Commission on Teacher Credentialing (Commission) has historically produced two main reports each year on the numbers of credentials granted that year. The first of these reports is developed pursuant to Assembly Bill 471 (Chap. 381, Stats. 1999), which requires the Commission to report to the Governor and Legislature each April on the Multiple Subject, Single Subject, and Education Specialist teaching credentials issued. The second report is the federal Title II report, which is due to the U.S. Department of Education (DOE) each October. In addition to information on teaching credentials granted, this report also requires data on candidate outcomes for individual teacher preparation programs.

Neither one of the reports, however, incorporates information about the services credentials that authorize non-teaching services provided in the public schools, e.g., site administrators, school nurses, and librarians. Consequently, the number and types of services credentials issued have not been reported in a systematic way over the past few years. Without regular reports on services credentials, little analysis has recently been done regarding whether the number of services credentials candidates being prepared is keeping pace with the need for individuals with the particular services authorization. This agenda item provides information about the number of services credentials granted, as well as the numbers of waivers and permits issued in these areas and also suggests trends in the number of services credentials (Administrative, Library Media, School Nurse, Clinical or Rehabilitative Services, and Pupil Personnel) processed by the Commission over the past five years. This report does not include data on teaching credentials (e.g., Multiple or Single Subject, Education Specialist, Career Technical Education, Adult Education).

### **Background**

In addition to approving teacher preparation programs, the Commission approves a number of educator preparation programs that prepare principals or site administrators, school counselors, school psychologists, school social workers, school nurses, teacher librarians, and speech and language specialists to provide services in the K-12 schools.

This report provides information on the number of each type of services credential granted annually from 2001-02 to 2005-06. It is important to note that these data reflect a count of each credential document granted by the Commission, and therefore cannot be used to infer the number of separate individuals who received these credentials. For example, it is possible that an individual was granted an internship authorization and that same individual was subsequently granted a preliminary authorization, and finally the same individual was then granted a clear authorization, all during the five year time frame represented in this report. The data would therefore reflect the issuance of three separate authorizations, but the authorizations were all pertaining to the same individual rather than three different individuals in the work force.

When the data were available, public school staffing totals for these services credential areas is presented for the same five year period. Staffing data is derived from the California Department of Education's Ed-Data web page, which reports information collected through the California Basic Educational Data System (CBEDS). As employment, retention, or other related data are not available within the Commission's credentialing database, these data are not provided in this report. However, the development of the Teacher Data System will eventually allow these types of additional information to be analyzed along with credentialing data. When longitudinal analyses become possible, information about the typical developmental cycle of individuals with services authorizations will be presented in future reports to the Commission.

Below is a summary of the current service credentials:

<b>Credential Title</b>	<b>Service Authorized in the Public Schools</b>
Administrative Services	Authorizes an individual to serve as a school site principal, assistant principal, or district/county administrator
Library Media Services (Teacher Librarian Services effective 1/1/08)	Authorizes an individual to serve as a school librarian
Health Services: School Nurse	Authorizes a registered nurse to serve as a school nurse
Clinical or Rehabilitative Services (Speech-Language Pathology: effective 1/1/07)	Authorizes an individual to provide language, speech and hearing services, audiology services, or orientation and mobility services in schools
Pupil Personnel Services	Authorizes an individual to provide services as one of the following: School Social Worker School Counselor School Psychologist

### **Report of Services Credential Data**

The data in the following report are organized by services credential type. For each services credential, this report provides data tables including the total number of credentials issued plus any other available relevant data, and a brief analysis of trends suggested by the data.

### **Administrative Services Credential Data**

The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide students' discipline, including but not limited to suspension and expulsion
- Provide certificated and classified employees discipline, including but not limited to suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services

- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to extra curricular activities, pupil personnel services, health services, library services, and technology support services.

Administrators provide leadership in education agencies. Administrators function at the site level as principals and vice-principals, and at the district level as coordinators, department heads and superintendents. As described by EdSource (2007), administrators “...provide technical support, lead the personnel division, develop and support instruction and curriculum, provide data analyses, organize professional development, support Special Education assessment and programs, make sure schools are clean and well-maintained, handle alternative and bilingual education, manage categorical funds, and coordinate school safety programs...” On the national level, there is one administrator to about 175 students. In California, however, the ratio is one administrator to 274 students. California differs as well in the complexity of its students’ needs, with one-fourth of California students needing to master English and a high percentage of students living in poverty (EdSource, 2007).

It is also important to note, when considering data relating to administrative services credentials, that in 2001 the requirement for holding an administrative credential was made optional and subject to local district determination for many administrative job categories such as Curriculum Coordinator, Program Director, and others that had previously required an administrative credential. Superintendents are not required to hold an administrative credential. This factor further complicates the analysis of how many individuals are available to serve in an administrative capacity who actually hold credentials compared to how many need to hold credentials in order to fill available administrative positions. The candidate pool for administrative positions may be larger than the number of administrative services credential holders by itself would indicate.

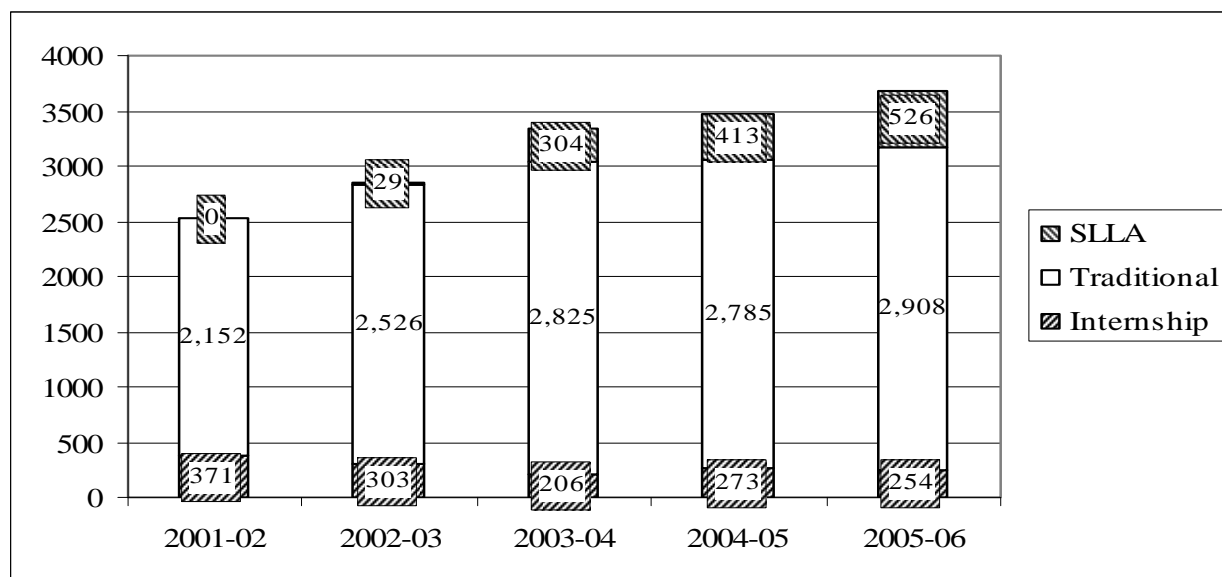
In California, two main routes lead to the granting of an administrative services credential: completion of an approved preparation program, or passing an examination. For the first route, individuals may complete a Commission–approved preparation program through either a traditional program or an internship; for the second route, individuals must achieve a passing score on the School Leaders Licensure Assessment (SLLA). As seen in Table 1a, participation in a Commission-approved preparation program, which includes both the traditional and the internship options, has been and continues to be the most frequent choice. Completion of preparation programs increased by 25.3% between 2001-02 and 2005-06. Use of the traditional program route increased by 35.1%, while participation in internships decreased by 31.5% during the same period. The number of individuals who satisfied the preparation requirement by passing the SLLA, an option which became available on January 1, 2003, increased between 2003-04 and 2005-06 at a rate of 73%.

**Table 1a. Totals for Each Route to an Administrative Services Authorization**

Routes to Administrative Services Authorization		2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
Approved Program	Traditional	2,152	2,526	2,825	2,785	2,908	35.1%
	Internship	371	303	206	273	254	-31.5%
	Total	2,523	2,829	3,031	3,058	3,162	25.3%
Examination: SLLA		N/A	29	304	413	526	73.0%
<b>Total</b>		<b>2,523</b>	<b>2,858</b>	<b>3,335</b>	<b>3,471</b>	<b>3,688</b>	<b>46.2%</b>

Figure 1 below displays the changes in the use of each administrative services credential preparation option between 2001-02 and 2005-06. The graph also serves to document the overall increase in the number of individuals earning the administrative services authorization.

**Figure 1. Frequency of each Administrative Services Preparation Option by Documents Issued, 2001-02 to 2005-06**



Following completion of one of these options, individuals not employed as administrators may be granted a Certificate of Eligibility. The Certificate of Eligibility authorizes an individual to seek employment as an administrator in the public schools. Individuals trained out of state may also be granted a Certificate of Eligibility if their training satisfies California's requirements. Individuals will subsequently exchange their Certificate of Eligibility for a preliminary credential upon gaining or accepting employment as an administrator. As shown in Table 1b, the number of individuals who satisfied program requirements and were not immediately employed as administrators has increased every year since 2001-02, with nearly a 92% increase over the five years being studied.

**Table 1b. Certificates of Eligibility Issued for Administrative Services, 2001-02 to 2005-06**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
Certificate of Eligibility	1,309	1,701	2,243	2,313	2,511	91.8%

Table 1c below shows the number of documents issued to individuals who obtained administrative positions upon satisfaction of the preparation requirements, including those who passed the examination and those trained out of state. As can be seen in Table 1c, the number of preliminary administrative services documents issued between 2001-02 and 2005-06 increased by nearly 27%.

**Table 1c. Preliminary Credentials in Administrative Services, 2001-02 to 2005-06**

	2001-02	2002-03	2003-04	2004-05	2005-06	5 year change (%)
Preliminary Credential	1,751	1,714	1,776	1,961	2,219	26.7%

Taken together, Tables 1a, b, and c, show that the rates at which individuals are being prepared for, and move into, administrative positions increased over the five year time period, with the greatest increase occurring in the number of Certificate of Eligibility holders. Because the Preliminary Administrative Services Credential replaces a Certificate of Eligibility once the Certificate holder accepts an offer of administrative employment, it is likely that the number of Preliminary Credentials reflected in Table 1c duplicates some of the Certificates of Eligibility reported in Table 1b. Nevertheless, Tables 1a, b, and c demonstrate that there is an increase overall in the number of individuals prepared through Commission-approved routes to qualify for administrative positions in public education.

Table 1d below displays the number of administrators in the public schools as reported by Ed-Data. The total number of administrators and the full time equivalent (FTE) have both risen slightly over the past five years while the Per Pupil Ratio has decreased by a little over 1%.

**Table 1d. Number of Administrators in the Public Schools**

	2001-02	2002-03	2003-04	2004-05	2005-06	5 year change (%)
<b>FTE</b>	23,292	23,684	23,425	23,851	24,245	4.1 %
<b>Number of staff</b>	26,392	26,814	26,111	26,496	27,024	2.4 %
<b>Per Pupil Ratio</b>	263.9	263.7	268.9	265.1	260.3	-1.4 %

<http://www.ed-data.k12.ca.us/>

Table 1e displays the number of waivers that were issued for administrative services credentials over the five year span. Following a high of 34 waivers issued in 2001-02, the numbers declined substantially. There is no emergency permit option for the Administrative Services Credential.

**Table 1e. Number of Waivers Issued for Administrative Services**

	2001-02	2002-03	2003-04	2004-05	2005-06	5 year change (%)
<b>Waivers</b>	34	13	6	8	5	-85.3%

Taken together, the data from these tables suggest several possible trends. First, the majority of administrative credential candidates have been using the traditional preparation route which provides the candidate with training in the necessary knowledge and skills prior to the individual's entering an administrative position. Second, the rate of candidates using the examination option has increased, suggesting that this route also serves a need for a different group of administrator candidates. When the data for conducting longitudinal analyses become available, it will be possible to follow the career development of individuals who use the various administrator preparation routes.

A third trend is the overall increase in the number of individuals completing the requirements for an administrative authorization. This increase suggests that education professionals and preparation programs are helping to address the "critical state need" in the number of trained school administrators, as identified by the Association of California School Administrators (ACSA) in a June 2001 document, "Recruitment and Retention of School Leaders: A Critical State Need."

### **Teacher Librarian Services Credential Data**

The Teacher Librarian Services Credential authorizes the holder to perform all of the following duties:

- Instruct pupils in the choice and use of library materials
- Plan and coordinate school library programs with the instructional programs of a school district
- Select materials for school and district libraries
- Coordinate or supervise library programs at the school district or county level
- Plan and conduct a course of instruction for those pupils who assist in the operation of school libraries
- Supervise classified personnel assigned school library duties
- Develop procedures for and management of the school and district libraries

Table 2a below illustrates that in 2001-02, 125 Teacher Librarian Services Credentials were issued. The number increased the following year to 136, but then started to decline such that by 2005-06, only 96 new Teacher Librarian Credentials were issued. The rate of decline from the high in 2002-03 to 2005-06 is 29%. Viewed over the five year span, however, the rate of decline is 23.2%.

**Table 2a. Number of Teacher Librarian Services Credentials Issued**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
Direct Applications	26	17	20	8	11	-57.7%
IHE Recommendations	99	119	109	94	85	-14.1%
<b>Totals</b>	<b>125</b>	<b>136</b>	<b>129</b>	<b>102</b>	<b>96</b>	<b>-23.2%</b>

*Note: Data include First-time and New Type only; does not include renewals. Direct Applications represent credentials issued by the Commission directly to individuals, primarily out-of-state prepared individuals.*

As shown in Table 2b below, the number of emergency permits and waivers issued for Teacher Librarian positions declined by 31.9% over the five year span, although the absolute number of these documents remains high relative to the number of credentials authorized.

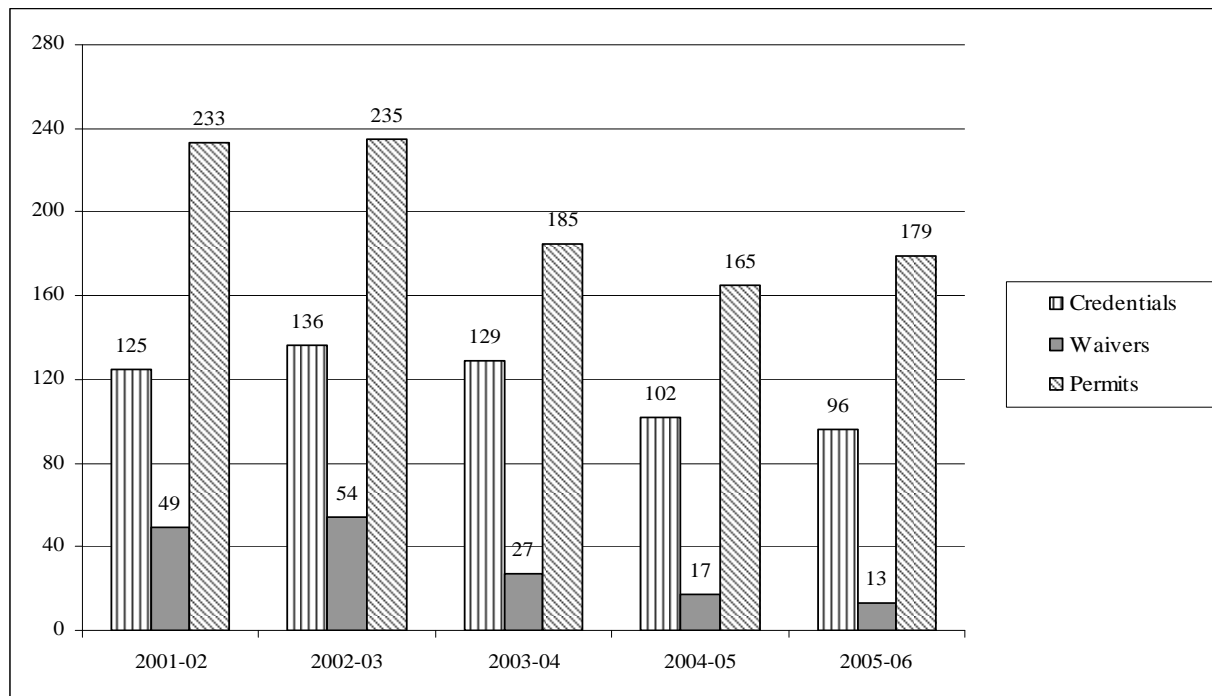
**Table 2b. Number of Emergency Permits and Waivers Issued for Teacher Librarians**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
Permits	233	235	185	165	179	-23.2%
Waivers	49	54	27	17	13	-73.5%
<b>Totals</b>	<b>282</b>	<b>289</b>	<b>212</b>	<b>182</b>	<b>192</b>	<b>-31.9%</b>

It is noteworthy that the absolute number of permits and waivers exceeded the total number of documents granted each year. Figure 2 illustrates this situation. Although the numbers of both credentials and permits/waivers decreased between 2001-02 and 2005-06, the greater decline occurred among permits/waivers rather than credentials (31.9% vs. 23.2%, respectively). This finding suggests that districts may not be hiring credentialed Teacher Librarians but may instead be using the permit/waiver process to comply with state certification requirements or some other means to provide these services at school sites.



**Figure 2. Number of Teacher Librarian Services Documents Issued, 2001-02 to 2005-06**



As shown in Table 2c below, there has been almost a 12% decrease in Teacher Librarians in the public schools over the five year period. However, data from the United States Department of Labor predicts that the need for librarians (including school librarians) will increase slightly (about 4%) between 2006 and 2014. The projected increased need is based on expectations that many current librarians may opt to retire in the next few years.

**Table 2c. Number of Teacher Librarians in the Public Schools**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
<b>Total</b>	<b>1,381</b>	<b>1,375</b>	<b>1,199</b>	<b>1,148</b>	<b>1,217</b>	<b>-11.9 %</b>

<http://www.ed-data.k12.ca.us>

### Health Services: School Nurse Credential Data

A School Nurse Credential authorizes the holder to perform the following services:

- Conduct immunization programs pursuant to Education Code, Section 49403
- Assess and evaluate the health and developmental status of pupils
- Interpret the health and developmental assessment to parents, teachers, administrators, and other professionals directly concerned with the pupil
- Design and implement individual student health maintenance plans, incorporating plans directed by a physician
- Refer the pupil and parent or guardian to appropriate community resources for necessary services
- Maintain communication with parents and all involved community practitioners and agencies to promote needed treatment and secure reports of findings pertinent to educational planning

- Interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved
- Consult with, conduct in-service training for, and serve as a resource person to teachers and administrators
- Develop and implement the health education curriculum
- Act as a participant in implementing a comprehensive health instruction curriculum for students
- Counsel and assist pupils and parents in health-related and school adjustment services
- Teach health-related subjects under the supervision of a classroom teacher

On average, 225 School Nurse credentials were granted annually between 2001-02 and 2005-06. As seen in Table 3a, however, the number decreased 35% between 2001-02 and 2003-04 (272 to 176, respectively) and then increased 39% between 2003-04 and 2005-06 to 245. Despite the increase over the past two years, the numbers have not reached the 2001-02 level and overall show a declining trend of about 10 percent.

**Table 3a. Number of Credentials Issued for School Nurses**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
<b>Totals</b>	<b>272</b>	<b>222</b>	<b>176</b>	<b>214</b>	<b>245</b>	<b>-9.9%</b>

*Note: Data include First-time and New Type only; does not include renewals.*

Table 3b below shows that the number of waivers issued for school nurses has been minimal since 2001-02. The waiver option itself was discontinued in 2003-04; the figures in the table below reflect the reissuance of waivers granted during earlier years. When waivers were granted, they were allowable only to waive the baccalaureate degree requirement.

**Table 3b. Number of Waivers Issued for School Nurses**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
<b>Totals</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>*</b>

\*Not applicable; permits discontinued as of 2003-04

Table 3c shows the total number of School Nurses in the public schools. There has been a slight increase, 5%, over the five years.

**Table 3c. Number of School Nurses in the Public Schools**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
<b>Totals</b>	<b>2,695</b>	<b>2,725</b>	<b>2,791</b>	<b>2,821</b>	<b>2,835</b>	<b>5.2 %</b>

<http://www.ed-data.k12.ca.us>

### Clinical or Rehabilitative Services Credential Data

A Clinical or Rehabilitative Services Credential authorizes the holder to perform the service in one of the following designated areas: Language, Speech, and Hearing; Audiology; or Orientation and Mobility. The service may be performed at any grade level of preschool, K-12, or in classes organized primarily for adults. AB 2837 (Chap. 581, Stats. 2006) established the Speech-Language Pathology Services Credential as a two-tiered credential.

As shown in Table 4a, about 350 Clinical or Rehabilitative Services Credentials were issued in 2005-06, the last year in the five-year span covered in this report. The general trend over the five years shows a decline of about 14 percent. There are two pathways to a Clinical or Rehabilitative Services Credential: direct applications to the Commission (including individuals trained out of state) and recommendation by an institution of higher education whose program a candidate has completed. The data show a substantial decrease in the number of credentials granted through direct applications over the five-year time frame studied (-45.5%), and the relative stability (-0.3% over the five year span) of the number of credentials recommended by institutions of higher education.

**Table 4a. Number of Clinical or Rehabilitative Services Credentials Issued, 2001-02 to 2005-06**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
Direct Applications	121	98	76	59	66	-45.5%
IHE Recommendations	286	311	283	249	285	-0.3%
<b>Totals</b>	<b>407</b>	<b>409</b>	<b>359</b>	<b>308</b>	<b>351</b>	<b>-13.8%</b>

*Note: Data include First-time and New Type only; does not include renewals.*

Table 4b below provides more detailed information about the specific service areas being affected by the overall decrease in the numbers of Clinical or Rehabilitative Services credentials issued. The substantial percent increase in Audiology and Orientation and Mobility Service providers (66.7% and 83.3%, respectively) does not represent a large increase in actual numbers of credentials; only a minimal number of credentials is issued annually for Audiology and only a slightly higher number for Orientation and Mobility. The moderate decrease in the percent of Language Speech and Hearing Service Credentials, however, represents the largest numeric decrease of credentials (70 credentials) within the field, and results in an overall decrease in the number of Clinical or Rehabilitative Services Credentials issued during the time period studied.

**Table 4b. Number and Types of Clinical or Rehabilitative Services Credentials Issued**

Subject	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
Audiology	3	5	4	7	5	66.7 %
Language, Speech and Hearing	392	379	340	286	324	-17.3%
Orientation and Mobility	12	25	15	15	22	83.3 %
<b>Totals</b>	<b>407</b>	<b>409</b>	<b>359</b>	<b>308</b>	<b>351</b>	<b>-13.8 %</b>

Table 4c provides information about the number of permits and waivers issued in Clinical or Rehabilitative Services between 2001-02 and 2005-06. The table shows that the number of waivers increased by 6.9%. The number of permits decreased substantially, reflecting the fact that no new permits were issued as of July 1, 2000. The figures in the table reflect a reissue of permits previously granted.

**Table 4c. Numbers of Permits and Waivers Issued in Clinical or Rehabilitative Services**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
Permits	57	21	8	2	1	*
Waivers	390	416	373	389	417	6.9 %
<b>Totals</b>	<b>447</b>	<b>437</b>	<b>381</b>	<b>391</b>	<b>418</b>	<b>-6.5%</b>

\*Not applicable; permits discontinued as of 2000

Figure 4 combines information from Tables 4b and c and shows that the number of Clinical or Rehabilitative Services credentials issued followed a general decline between 2001-02 and 2005-06, while the number of permits and waivers dipped in 2003-04 and then increased each of the following two years. For all five years, the number of permits and waivers exceeded the number of credentials issued.

**Figure 4. Types of Clinical or Rehabilitative Services Documents Issued, 2001-02 to 2005-06**

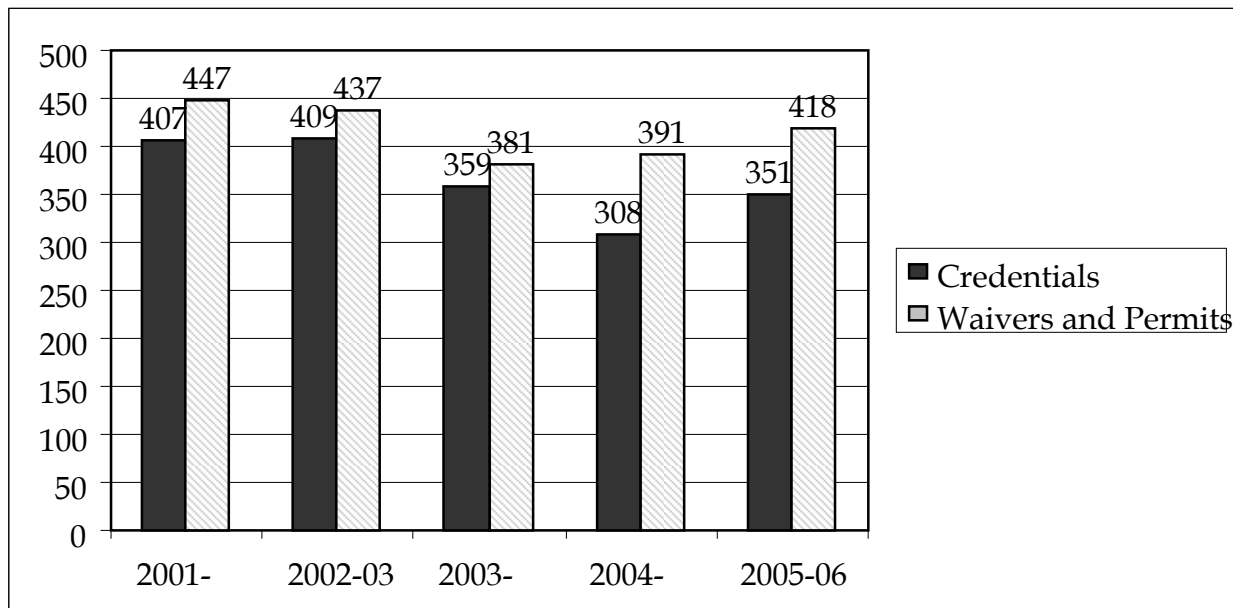


Table 4d shows that over the five years, there has been a slight increase, just under 5%, in the number of individuals providing speech, hearing, and language services in the public schools. The CBEDS data does not disaggregate information into the specializations within the Clinical or Rehabilitative Services credential areas.

**Table 4d. Number of Speech/Hearing/Language Specialists in the Public Schools**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
<b>Totals</b>	<b>4,655</b>	<b>4,786</b>	<b>4,845</b>	<b>4,866</b>	<b>4,866</b>	<b>4.5 %</b>

<http://www.ed-data.k12.ca.us>

### **Pupil Personnel Services Credential**

The Pupil Personnel Services Credential authorizes one of the following specializations:

- School Counseling
- School Social Work
- School Psychology

The Pupil Personnel Services (PPS) Credential authorizes individuals to provide services such as assessments, problem prevention and early intervention, techniques for facilitating individual growth and development, and consultation services to students in grades 12 and below, including preschool, and in classes organized primarily for adults. Child Welfare and Attendance certificates were not included in this report since this is an additional authorization that must be added to one of the credentials listed above.

Once individuals have successfully completed a Commission-approved preparation program, they may apply to the Commission for an authorization. Table 5a shows that there was a 15.5% increase in the number of school psychology authorizations granted and a small increase in the number of school social work authorizations granted (0.6%). Notwithstanding these gains, the decrease in the number of school counseling authorizations granted (-10.7%) lowered the overall number of PPS credentials granted, with the result being a small decrease (-4.2%) in the total number of PPS credentials granted.

**Table 5a. Number of Pupil Personnel Services Credentials Granted**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
<b>School Psychology</b>	373	413	392	389	431	15.5%
<b>School Counseling</b>	1,256	1,271	1,364	1,219	1,121	-10.7%
<b>School Social Work</b>	167	225	196	195	168	0.6%
<b>Totals</b>	<b>1,796</b>	<b>1,909</b>	<b>1,952</b>	<b>1,803</b>	<b>1,720</b>	<b>-4.2%</b>

Table 5b shows that the number of PPS waivers decreased substantially (72%) over the years studied.

**Table 5b. Number of Pupil Personnel Services Waivers Issued**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
<b>Waivers</b>	<b>74</b>	<b>47</b>	<b>18</b>	<b>11</b>	<b>21</b>	<b>-72%</b>

Figure 5 shows the total annual number of pupil personnel services documents issued between 2001-02 and 2005-06. As shown in the figure, nearly two-thirds of the Pupil Personnel Services Credentials issued were in School Counseling and about one-quarter were in School Psychology.

**Figure 5. Number of Pupil Personnel Services Documents Issued, 2001-02 to 2005-06, by Specialty Area**

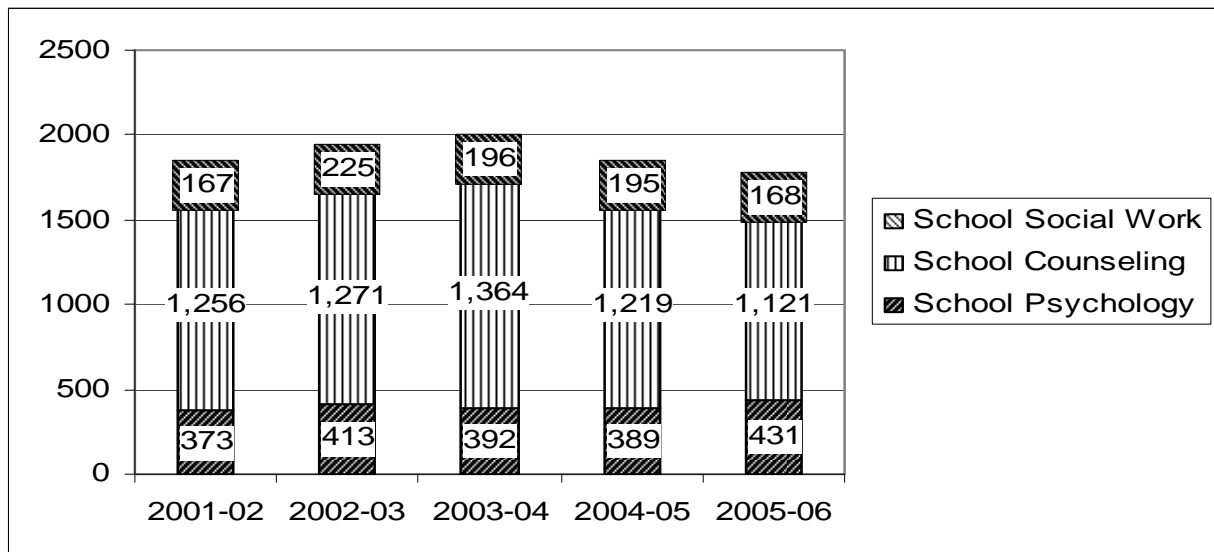


Table 5c shows that over the five years, there has been an increase in the number of individuals providing PPS services in the public schools (8.9%). The greatest increase (61%) was in the number of School Social Workers, although the actual number remains small compared to the number of School Counseling and School Psychology Services providers in the schools (308 compared to 7,461 and 4,481, respectively).

**Table 5c. Number of Pupil Personnel Service Providers in the Public Schools**

	2001-02	2002-03	2003-04	2004-05	2005-06	5-year change (%)
School Counseling	6,994	7,224	7,170	6,977	7,461	6.7 %
School Psychology	4,063	4,160	4,336	4,389	4,481	10.3 %
School Social Work	191	256	141	300	308	61.1 %
<b>Totals</b>	<b>11,248</b>	<b>11,640</b>	<b>11,647</b>	<b>11,666</b>	<b>12,250</b>	<b>8.9 %</b>

<http://www.ed-data.k12.ca.us>

### Summary:

Analyses of the number of services credentials issued between 2001-02 and 2005-06 resulted in several findings.

The number of administrative services authorizations issued increased over the five year study period by 26.7% while the number of administrative staff employed in the public schools increased by 4%.

The number of Teacher Librarian Services Credentials issued annually decreased as did the number of permits and waivers. Nevertheless, in every year studied, the number of permits and waivers issued was greater than the total number of Teacher Librarian Credentials issued. The number of Teacher Librarians in the public schools decreased by almost 12%.

In the area of School Nursing, the number of credentials issued decreased from 2001-02 to 2002-03 and then increased. The number of school nurses in the public schools increased by over 5% over the five years.

In the area of Clinical or Rehabilitative Services, the numbers of waivers and permits exceeded the number of credentials issued every year between 2001-02 and 2005-06, with the greatest difference occurring in 2005-06. There was a slight increase (4.5%) in the number of individuals providing speech/hearing/language services in the public schools. However, the fact that waivers and permits exceeded the number of credentials in the Clinical or Rehabilitative Services area suggest a notable demand for these services.

In the area of Pupil Personnel Services, there was a general decrease in the number of credentials authorized, although the number of School Psychologist credentials issued over the time frame studied increased by 15.5%. In the public schools, the number of individuals providing Pupil Personnel Services increased, with the greatest increase (61.1%) occurring among school social workers. There was also an increase (10.3%) in the number of school psychologists. The number of waivers granted decreased substantially.

### Next Steps

Staff will continue to work with the data to be able to provide longitudinal information and will return in the future with additional information on this important topic.