

---

# 2A

## Information

### *Fiscal Policy and Planning Committee*

#### 2016-17 State Funded Grant Programs: Announcement of Awards

---

**Executive Summary:** Staff will present an update on the process of funding the three 2016-17 state grant programs and will announce the grant recipients.

**Recommended Action:** For information only

**Presenter:** Michele Perrault, Director,  
Administrative Services Division

#### Strategic Plan

##### *II. Program Quality and Accountability*

- c) Promote educator preparation and lifelong development as a shared responsibility among members of the education profession, institutions of higher education, local education agencies and state agencies.

---

## 2016-17 State Funded Grant Programs: Announcement of Awards

---

### **Background**

The final 2016-17 state budget included a total of \$35 million in funding for the Commission on Teacher Credentialing (Commission) to administer three separate grant programs aimed at helping to address the current teacher shortage. The state legislature and Administration prioritized support towards (1) shortening the time needed for candidates to complete preparation for obtaining a teaching credential; (2) encouraging classified school employees to consider a career in teaching and providing assistance to interested and qualified classified staff towards completing their degree and teacher preparation towards a California teaching credential; and (3) creating a recruitment center for teaching careers to recruit and encourage individuals to go into teaching. Following the budget signing in June, Commission staff developed and released three Requests for Proposals (RFPs) to implement the grant programs, make grant awards and issue funding to successful applicants.

### **RFP Process**

The Commission released the three RFPs in September 2016, with a submission deadline for two programs on October 28, 2016 and the third on November 4, 2016. The RFPs were posted publicly on the Commission's website as well as within the weekly Professional Services Division eNewsletter - to which all Commission-approved preparation programs are subscribed. Following the release of the RFPs, the Commission provided a period for potential applicants to send in questions related to each respective RFP. The agency then provided answers in the form of three FAQ documents that were also posted on the Commission website.

For those applications received by the submission deadline the Commission reviewed each first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that met the initial technical compliance screening were then read by a team of Commission staff members and rated according to the scoring criteria provided in the RFP. This process of staff review is in accordance with provisions of the State Contract Code, which prescribes that in a competitive grant context, only staff of the issuing state agency (i.e., the Commission) may read and rate the applications received in response to an RFP. Funding recommendations for awarding the grants across each of the three grant categories was made to the Executive Director, and resulted in a grant award letter from the Commission to each grantee. Below is further information regarding each grant program and those who received each grant award.

## **California Center on Teaching Careers**

### *Background*

This [grant program](#) provides \$5 million in one-time Proposition 98 funding for the Commission to award as a grant to a single local educational agency (LEA) to establish and implement the California Center on Teaching Careers (CCTC). The Center is being established to recruit individuals into the teaching profession and would develop and disseminate recruitment publications, provide information on credentialing, teacher preparation programs, and financial aid, create a referral database linked to existing similar databases for teachers seeking employment, and provide outreach to high school and college students as well as to current credentialed teachers. Consistent with the provisions of the authorizing legislation, the RFP provided a competitive preference priority for applicants that were already operating similar recruitment programs that could be leveraged and/or be built as a flexible (i.e., technology-based) system, thus allowing the structure to be adapted for future teacher workforce needs. The language of the enabling legislation also requires the recipient to track and provide data about the Center's outreach efforts, effectiveness and the increase in number of teachers recruited as a result of its efforts, among other data. The full text of the statute for this program can be found in Appendix A.

### *Grant Recipient*

The Commission is awarding the one-time \$5 million grant to Tulare County Office of Education (COE) to establish the CCTC. The Tulare COE proposal for the CCTC includes establishing and supporting six collaborating regional centers at county offices of education across the state (Los Angeles, Riverside, Shasta, San Diego, Sonoma and Ventura) as well as an online presence that includes links to EdJoin as specified in the legislation along with virtual kiosks and avatars to advise and assist potential and actual teacher candidates in understanding and successfully completing the teacher preparation process.

## **Integrated Teacher Preparation Program Grant**

### *Background*

This [grant program](#) provides \$10 million in one-time General Fund money for the Commission to award one or two year grants of \$250,000 each to postsecondary institutions to create or improve existing four-year integrated programs of teacher preparation, and/or to transition current five-year programs to four-year integrated programs. The enabling legislation specified the Commission was required to grant priority to proposals that established four-year integrated programs of professional preparation designed to do both of the following: (a) produce teachers with either an education specialist instruction credential or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education; and (b) partner with a California Community College to create a four-year integrated program of professional preparation. The grant period for this program is two years ending in June 2018 and the language of the enabling legislation requires that recipients provide ongoing data related to their program development and effectiveness to the Commission. The full text of the statute for this program can be found in Appendix B.

*Grant Recipients*

The Commission is awarding 34 grants for 2016-18 to the following institutions of higher education (IHE) to modify or develop four-year integrated programs of teacher preparation, and/or to transition an existing five year program to a four year program:

<b>Institution</b>	<b>Programs</b>	<b>Amount</b>
Point Loma Nazarene University	Multiple Subject, Single Subject, Special Education	\$250,000
CSU Monterey Bay	Special Education	\$250,000
CSU San Marcos	Multiple Subject and Special Education	\$249,978
St. Mary's College	Special Education	\$224,694
Humboldt State University	Special Education	\$195,103
CSU Bakersfield	Special Education	\$250,000
Sonoma State University	Literacy	\$199,728
CSU Dominguez Hills	Multiple Subject and Bilingual Authorization	\$227,262
Loyola Marymount University	Multiple Subject, Single Subject, Special Education	\$250,000
<b>Total</b>		<b>\$2,096,765</b>

If the institutions below address the concerns identified in their submitted proposal, they will also be funded:

<b>Institution</b>	<b>Programs</b>	<b>Amount</b>
University of San Diego	Single Subject Math and Science	\$249,991
San Francisco State University	Single Subject Physical Education	\$145,387
Azusa Pacific	Special Education, Single Subject Math and Science	\$199,108
CSU Chico	Multiple Subject and Special Education	\$199,108
CSU Channel Islands	Multiple Subject and Special Education	\$248,515
UC Irvine	Single Subject	\$230,913
CSU Los Angeles	Multiple Subject, Special Education and Bilingual Authorization	\$250,000
Notre Dame de Namur	Single Subject	\$183,536
CSU Monterey Bay	Bilingual Authorization	\$250,000
CSU Long Beach	Multiple Subject and Bilingual Authorization	\$249,999
Mills College	Multiple Subject and Bilingual Authorization	\$249,288
CSU Stanislaus	Multiple Subject, Special Education, Bilingual Authorization	\$240,127
UC Los Angeles	Bilingual Authorization and Single Subject Math and Science	\$250,000
San Francisco State University	Bilingual Authorization	\$250,000
CSU Sacramento	Multiple Subject and Single Subject Foundational Level General Science	\$248,806
University of LaVerne	Multiple Subject	\$249,405
CSU Fresno	Multiple Subject and Bilingual Authorization	\$250,000

<b>Institution</b>	<b>Programs</b>	<b>Amount</b>
CSU Fresno	Single Subject Mathematics	\$248,266
California Baptist University	Single Subject, Multiple Subject, Special Education	\$120,500
Cal Poly Pomona	Special Education	\$246,322
University of the Pacific	Multiple Subject and Special Education	\$233,070
Whittier College	Special Education	\$161,199
San Diego State University	Single Subject Math and Science	\$249,831
CSU Fullerton	Special Education	\$240,648
San Diego State University	Bilingual Authorization	\$249,858
<b>Total</b>		<b>\$5,693,877</b>

If all institutions that need to address a concern identified in their proposal do so, the Commission will be able to distribute \$7,790,642 of the \$10 million appropriated for this project. Staff will be re-releasing the RFP to see if there are additional institutions that would like to submit a proposal for the remaining funds.

### **California Classified School Employee Teacher Credentialing Program**

#### *Background*

This [grant program](#) provides \$20 million in grant funding to create the California Classified School Employee Teacher Credentialing Program. School districts, county offices of education, and charter schools were eligible to apply for funding to recruit classified school employees to participate in a program designed to support their completion both of an undergraduate degree and a Commission-approved teacher preparation program so that they can become qualified to provide instructional service as credentialed teachers in the public schools. Grant awards of \$4,000 per participant per year, as specified in the enabling legislation, were made available to recipients. The program provides up to five years of grant support, ending in 2020-21. Recipients are required to provide annual information to the Commission on participants' progress in their education and credentialing. The full text of the statute for this program can be found in Appendix C.

#### *Grant Recipients*

At the time the agenda was published the grant review and award process had not yet been completed. An insert will be provided prior to the Commission meeting detailing the grant recipients for the California Classified School Employee Teacher Credentialing Program.

#### **Next Steps**

Commission staff will continue to monitor and administer these three multi-year state grant programs throughout the duration of each program. Staff will be providing reports on all grant programs including their progress and effectiveness in addressing the teacher shortage to the Commission, state administration, legislature and the public on an ongoing basis.

## Appendix A

### California Center on Teaching Careers Legislative Statute

#### California Center on Teaching Careers

(a) For the 2016–17 fiscal year, the sum of five million dollars (\$5,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing for allocation to a local educational agency to establish the California Center on Teaching Careers in the manner, and for the purposes, set forth in this section.

(b) The California Center on Teaching Careers is hereby established for the purpose of recruiting qualified and capable individuals into the teaching profession. From funds appropriated for that purpose, the Commission on Teacher Credentialing shall provide a multiyear award to a local educational agency through a competitive grant process to establish and administer the center. The priorities, goals, and general objectives of the duties of the California Center on Teaching Careers shall be developed in consultation with representatives of the Superintendent of Public Instruction, the University of California, the California State University, the Chancellor's Office of the California Community Colleges, and independent institutions of higher education, as defined in subdivision (b) of Section 66010 of the Education Code.

(c) The activities of the California Center on Teaching Careers shall be implemented with the active involvement of local educational agencies whenever appropriate.

(d) (1) The California Center on Teaching Careers shall prioritize its efforts to recruit both of the following:

(A) Teachers possessing, or candidates interested in possessing, education specialist credentials, single subject teaching credentials in the areas of science or mathematics, or teaching in the area of bilingual education.

(B) Candidates into schools in which over 85 percent of the student body is eligible for free or reduced-price meals.

(2) Upon determination that the areas described in paragraph (1) no longer have shortages, the Commission on Teacher Credentialing, in consultation with the State Department of Education, may identify other shortage areas to prioritize.

(e) The duties of the California Center on Teaching Careers include, but are not limited to, all of the following:

(1) Developing and distributing statewide public service announcements relating to teacher recruitment.

(2) Developing, modifying, and distributing effective recruitment publications.

(3) Providing information to prospective teachers regarding requirements for obtaining a teaching credential.

(4) Providing specific information to prospective teachers regarding admission to and enrollment into conventional and alternative teacher preparation programs, including identification of public and private postsecondary educational institutions that provide an integrated four-year preparation program.

(5) Providing specific information to prospective teachers regarding financial aid and loan assistance programs.

(6) Creating or expanding a referral database for qualified teachers seeking employment in the public schools.

(7) Developing and conducting outreach activities to high school pupils as well as to college students.

- (8) Developing and conducting outreach activities to teachers to fill existing teacher shortage areas.
- (f) The California Center on Teaching Careers, in conducting its duties, shall coordinate and work collaboratively with the Education Job Opportunities Information Network, existing teacher recruitment centers, school districts, county offices of education, and other teachers' clubs and organizations.
- (g) The California Center on Teaching Careers shall periodically reassess its recruitment activities aimed at individuals from different populations or target audiences for effectiveness and efficiencies in light of the state's teacher workforce, changing market conditions, changes to state and federal law, and any other evolving circumstances.
- (h) The California Center on Teaching Careers shall periodically review all products and communication tools for accuracy, quality, ease of use, and effectiveness.
- (i) On or before January 1, 2020, the Commission on Teacher Credentialing shall conduct an evaluation of, and report to the Department of Finance, relevant policy and fiscal committees of the Legislature, and the Legislative Analyst's Office on, the outcomes of the California Center on Teaching Careers, including, but not limited to, all of the following:
- (1) Expenditures for the California Center on Teaching Careers by type of activity and type of shortage area.
  - (2) A description of the statewide recruitment publications and public service announcements engaged in, the audience of Californians targeted, the motivations for these efforts, and the outcomes of these recruitment strategies.
  - (3) Survey data from a random, representative sample of new teachers to assess all of the following:
    - (A) What motivated the individual to enter or return to the teaching profession.
    - (B) Which recruitment activities had the greatest impact on their decision to enter or return to the workforce, if any.
    - (C) Whether the teacher was contacted by other entities, other than the California Center on Teaching Careers, seeking to recruit teachers.
    - (D) Whether, prior to being contacted by the California Center on Teaching Careers, the teacher had any of the following:
      - (i) A teaching credential, and whether this teaching credential was obtained within California or in another state.
      - (ii) Prior experience working as a teacher, and whether this experience occurred within California or in another state.
- (j) The California Center on Teaching Careers shall supply any information required to complete the report, described in subdivision (i), to the Commission on Teacher Credentialing upon its request.
- (k) For the purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2014–15 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2014–15 fiscal year.

## Appendix B

### Integrated Teacher Preparation Program Legislative Statute

#### Integrated Programs

6360-002-0001—For support of the Commission on Teacher Credentialing 10,000,000

#### Provisions:

1. Of the funds appropriated in Schedule (1), \$10,000,000 is provided on a one-time basis for a competitive grant program to allocate one-year and two-year grants to public and private postsecondary institutions to develop and implement four-year teacher preparation programs that integrate subject matter and pedagogy, pursuant to Section 44259.1 of the Education Code.
2. Funds shall be available for encumbrance and expenditure through June 30, 2018.

#### Section 44259.1 of the Education Code is amended to read:

44259.1. (a) (1) An integrated program of professional preparation shall enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary educational institutions. An integrated program shall provide opportunities for candidates to complete intensive field experiences, including student teaching, in public elementary and secondary schools early in the undergraduate sequence. The development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units within postsecondary educational institutions and local public elementary and secondary school districts.

(2) A postsecondary educational institution may offer a four-year or five-year integrated program of professional preparation that allows a student to earn a baccalaureate degree and a preliminary multiple or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, including student teaching requirements, concurrently and within four or five years of study.

(3) The commission shall encourage postsecondary educational institutions to offer integrated programs of professional preparation that follow the guidelines developed pursuant to this section. In approving integrated programs, the commission shall not compromise or reduce its standards of subject matter preparation pursuant to Article 6 (commencing with Section 44310) or its standards of professional preparation pursuant to paragraph (3) of subdivision (b) of Section 44259.

(4) The commission shall, as part of its accreditation process, collect information about integrated programs of professional preparation, including which postsecondary educational institutions offer integrated programs of professional preparation and the number and type of credentials the programs produce.

(b) (1) Commencing with the 2005–06 school year, an integrated program offered by the California State University shall be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, and a baccalaureate degree. Recommendation for each shall be contingent upon satisfactory completion of the requirements for each.

(2) By July 1, 2004, the Chancellor of the California State University, in consultation with California State University faculty members, shall develop a framework defining appropriate balance for an integrated program of general education, subject matter preparation, and professional education courses, for both



lower division and upper division students, including an appropriate range of units to be taken in professional education courses. In developing the framework, the Chancellor of the California State University and California State University faculty members shall consult with the Academic Senate for the California Community Colleges on matters related to the effective and efficient use of, and appropriate role for, lower division coursework in an integrated program.

(c) (1) By January 1, 2005, the Chancellor of the California State University and the Chancellor of the California Community Colleges shall collaboratively ensure that both of the following occur:

(A) Lower division coursework completed by a community college student transferring to a California State University integrated program is articulated with the corresponding coursework of the California State University.

(B) The articulated community college lower division coursework is accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(2) Commencing with the 2005–06 school year, each campus of the California State University shall invite the community colleges in its region that send significant numbers of transfer students to that campus to enter into articulation agreements. These articulation agreements shall be based on a fully transferable education curriculum that is developed pursuant to the framework developed under paragraph (2) of subdivision (b). Approval of one or more of the articulation agreements will enable the coursework of a community college student to be accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(d) A postbaccalaureate program of professional preparation shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited postsecondary educational institutions. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the postsecondary educational institution and local public elementary and secondary school districts.

(e) (1) The commission shall develop and implement a program to award grants of up to two hundred fifty thousand dollars (\$250,000) each to postsecondary educational institutions for the development of transition plans to guide the creation of four-year integrated programs of professional preparation including student teaching.

(2) A postsecondary educational institution awarded a grant under this subdivision may use the transition plan to create a new four-year integrated program of professional preparation or to adapt an existing integrated program of professional preparation to a four-year integrated program of professional preparation.

(3) A postsecondary educational institution awarded a grant under this subdivision may use grant funds for any proper purpose in support of planning for a four-year integrated program of professional preparation, including, but not limited to, any of the following:

(A) To provide faculty release time to redesign existing courses.

(B) To provide program coordinators to assist in collaboration with subject-matter professors and pedagogy professors.

(C) To create summer courses for students in a four-year integrated program of professional preparation.

(D) To recruit individuals for participation as students in four-year integrated programs of professional preparation.

(4) In awarding grants pursuant to the program, the commission shall grant priority to proposals for the establishment of four-year integrated programs of professional preparation designed to do both of the following:

(A) Produce teachers with either an education specialist instruction credential authorizing the holder to teach special education or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education.

(B) Partner with a California Community College to create a four-year integrated program of professional preparation.

(5) As a condition of the receipt of a grant, a postsecondary educational institution shall provide to the commission program and outcome data for at least three years after receiving the grant. The information shall include program design and features, the number of graduates, the number and type of credentials earned, the time taken to earn a degree and credential, and any other information the commission may require for the purpose of documenting the effect of the grant and identifying effective practices in program design and implementation.

(6) The requirements of this subdivision are contingent upon the appropriation of funds for the purposes of this subdivision in the annual Budget Act or another statute.

(7) The commission may use up to one hundred thousand dollars (\$100,000) to administer the grants pursuant to Department of Finance approval.

## Appendix C

### California Classified School Employee Teacher Credentialing Program Legislative Statute

#### California Classified School Employee Teacher Credentialing Program

Section 44390 of the Education Code is repealed.

Section 44391 of the Education Code is amended to read:

This article shall be known, and may be cited, as the California Classified School Employee Teacher Credentialing Program.

Section 44392 of the Education Code is amended to read:

44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:

- (a) "Applicant" means a school district, charter school, or county office of education applying for program funds under the California Classified School Employee Teacher Credentialing Program.
- (b) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program.
- (c) "Participant" means a classified school employee who elects to participate in the California Classified School Employee Teacher Credentialing Program.
- (d) "Program" means the California Classified School Employee Teacher Credentialing Program.
- (e) "Classified school employee" means a noncertificated school employee currently working in a public school.
- (f) "Teacher training program" means an undergraduate or graduate program of instruction conducted by a teacher preparation program approved by the commission that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

Section 44393 of the Education Code is amended to read:

44393. (a) The California Classified School Employee Teacher Credentialing Program is hereby established for the purpose of recruiting classified school employees to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) Subject to an appropriation for these purposes in the annual Budget Act or another statute, the commission shall issue a request for proposals to all school districts, charter schools, and county offices of education in the state in order to solicit applications for funding. The criteria adopted by the commission for the selection of school districts, charter schools, or county offices of education to participate in the program shall include all of the following:

- (1) The extent to which the applicant demonstrates the capacity and willingness to accommodate the participation of classified school employees in teacher training programs conducted at institutions of higher education or a local educational agency.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating classified school employees. Each selected applicant shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for teachers in shortage areas in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive.

(4) The extent to which a developmentally sequenced series of job descriptions leads from an entry-level classified school employee position to an entry-level teaching position in that school district, charter school, or county office of education.

(5) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(c) An applicant that is selected to participate pursuant to subdivision (b) shall provide information about the program to all eligible classified school employees in the school district, charter school, or county office of education and assistance to each classified school employee it recruits under the program regarding admission to a teacher training program.

(d) (1) An applicant shall require participants to satisfy both of the following requirements before participating in the program:

(A) Pass a criminal background check.

(B) Provide verification of one of the following:

(i) Has earned an associate or higher level degree.

(ii) Has successfully completed at least two years of study at a postsecondary educational institution.

(2) An applicant shall certify that it has received a commitment from each participant that he or she will accomplish all of the following:

(A) Graduate from an institution of higher education under the program with a bachelor's degree.

(B) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.

(C) Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing teacher training programs to conduct an evaluation to determine the success of the program. The evaluation shall be completed on or before July 1, 2021. The commission shall submit the completed evaluation to the Governor and the education policy and fiscal committees of the Assembly and Senate.

(f) On or before January 1 of each year, the commission shall report to the Legislature regarding the status of the program, including, but not limited to, the number of classified school employees recruited, the academic progress of the classified school employees recruited, the number of classified school employees recruited who are subsequently employed as teachers in the public schools, the degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education, and the ethnic and racial composition of the participants in the program. The report shall be made in conformance with Section 9795 of the Government Code.

SEC. 36. (a) For the 2016–17 fiscal year, the sum of twenty million dollars (\$20,000,000) is appropriated from the General Fund to the Commission on Teacher Credentialing for the California Classified School Employee Teacher Credentialing Program, as set forth in Section 44393 of the Education Code, to be available for the 2016–17, 2017–18, 2018–19, 2019–20, and 2020–21 fiscal years. The Commission on Teacher Credentialing shall allocate grants for up to 1,000 new participants per year. A grant to an applicant shall not exceed four thousand dollars (\$4,000) per participant per year.

(b) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2015–16 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2015–16 fiscal year.