
3B

Information/Action

Educator Preparation Committee

Update on State-Funded Grant Programs

AGENDA INSERT

Executive Summary: This agenda item presents an update on five state-funded grant programs:

- The California Classified School Employee Teacher Credentialing Program;
- The Integrated Teacher Preparation Program;
- The California Center on Teaching Careers;
- The Teacher Residency Grant Programs (Capacity, Expansion, and Residency); and
- The Local Solutions to the Shortage of Special Education Teachers Grant Program.

This agenda item also presents the 2018 annual report on the California Classified School Employee Teacher Credentialing Program as required by statute for Commission review and approval to transmit to the Legislature.

Recommended Action: That the Commission approve the 2018 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Presenters: Iyore Osamwonyi, Assistant Consultant, and Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal

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.

Update on State-Funded Grant Programs

Introduction

This agenda item insert provides additional information on the Integrated Teacher Preparation Program and the Teacher Residency Capacity Program. The agenda item insert also corrects some minor typographical errors on page 10 of the original published agenda item 3B.

Integrated Teacher Preparation Program

Table 1, below, shows the complete list of the Integrated Teacher Preparation Program grant recipients, their planned residency area(s), and their community college partner(s). This table is an augmentation to Table 1, page 2, of the original item. As specified in the authorizing legislation, the Commission gave priority to applications that indicated a partnership with a local California community college. As the table below shows, the IHEs are working with a large number of California’s community colleges to develop integrated undergraduate teacher preparation programs.

Table 1: Integrated Teacher Preparation Program Grant Recipients Planned Integrated Credential Programs and Community College Partner(s)

Grant Recipient	Planned Integrated Credential Program(s)	Community College Partner(s)
Azusa Pacific University	Education Specialist, Single Subject: Math, Science	Citrus Community College
Cal Poly Pomona	Education Specialist	Citrus Community College, Mount San Antonio College
California Baptist University	Multiple Subject, Single Subject: Math, Science, English, World Languages, Social Science, Education Specialist	California Community College in the Inland Empire
California State University, Bakersfield	Education Specialist	Bakersfield Community College, Taft College, Porterville College, Cerro Coso College, and Antelope Valley College
California State University, Channel Islands	Education Specialist, Bilingual Authorization	Oxnard College
California State University, Chico	Multiple Subject, Education Specialist	Reedley College, Modesto Junior College, Butte Community College
California State University, Dominguez Hills	Multiple Subject with Bilingual Authorization	Los Angeles Harbor College
California State University, Fresno	Multiple Subject, Bilingual Authorization	College of the Sequoias, Porterville College and West Hills College Lemoore

Grant Recipient	Planned Integrated Credential Program(s)	Community College Partner(s)
California State University, Fresno	Single Subject Math	Reedley College, Fresno City College, West Hills, Community College, and Clovis Community College
California State University, Fullerton	Education Specialist	Fullerton Community College, Santiago Community College, Santa Ana Community College
California State University, Fullerton	Education Specialist	Fullerton Community College, Santiago Community College, Santa Ana Community College
California State University, Long Beach	Multiple Subject with Bilingual Authorization	Long Beach City College, Cerritos Community College
California State University, Los Angeles	Multiple Subject, Education Specialist, Bilingual Authorization	East Los Angeles College
California State University, Los Angeles	Single Subject Math	Los Angeles Community College District: Los Angeles Trade-Technical College
California State University, Monterey Bay	Multiple Subject with Bilingual Authorization	Monterey Peninsula College and Hartnell College
California State University, Monterey Bay	Education Specialist	Monterey Peninsula College and Hartnell College
California State University, Sacramento	Multiple Subject, Single Subject Science	Sacramento City College
California State University, San Marcos	Multiple Subject, Education Specialist, Bilingual Authorization	Palomar Community College, MiraCosta Community College
California State University, Stanislaus	Multiple Subject, Multiple Subject with Bilingual Authorization, Education Specialist	San Joaquin Delta College, Modesto Junior College, and Merced College
Dominican University of California	Multiple Subject, Education Specialist	College of Marin
Humboldt State University	Education Specialist	College of the Redwoods
Loyola Marymount University	Multiple Subject, Single Subject: Math, Science, World Languages, English, Social Science, Music, Industrial and Technology Education, Physical Education, Science	El Camino College
Mills College	Multiple Subject, Bilingual Authorization	Laney Community College

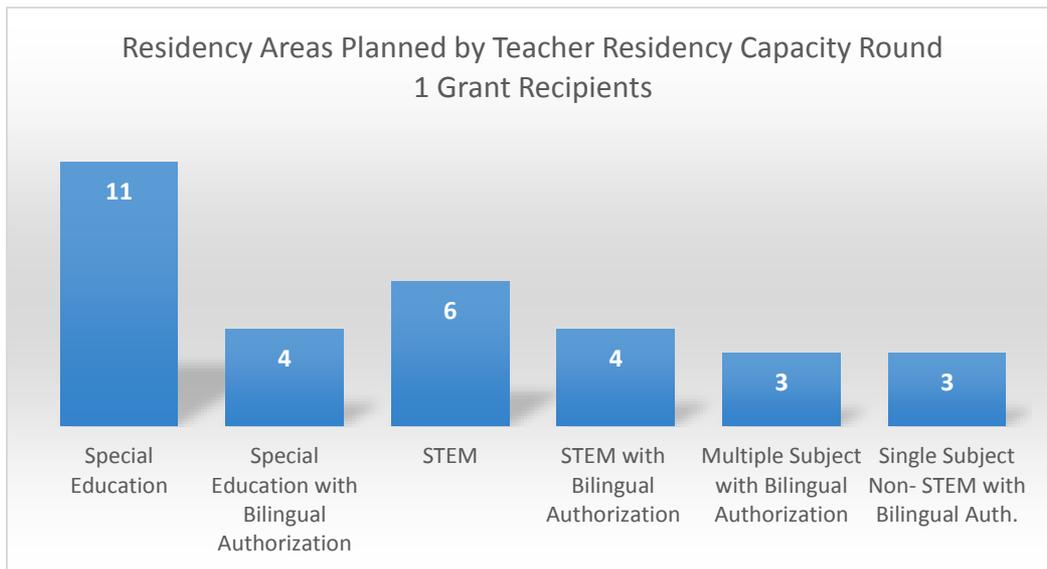
Grant Recipient	Planned Integrated Credential Program(s)	Community College Partner(s)
Notre Dame de Namur	Single Subject Science	San Mateo County Community College District
Point Loma	Multiple Subject, Single Subject: Math, Art	Grossmont College, San Diego Community College, MiraCosta College, Palomar College, Southwestern Community College
San Diego State University	Single Subject: Math, Science	Southwestern Community College, Cuyamaca College, Miramar College
San Diego State University	Single Subject: Math, Science	Southwestern College, San Diego Community College District, Grossmont-Cuyamaca Community College District
San Diego State University	Multiple Subject with Bilingual Authorization, Bilingual Authorization, Education Specialist	Southwestern Community College, San Diego Mesa College, Cuyamaca College, Grossmont College
San Diego State University	Education Specialist	Mesa Community College, Miramar College, Southwestern College, Cuyamaca College, Imperial Valley College
San Francisco State University	Single Subject Physical Education, Education Specialist (Adaptive Physical Education)	Skyline Community College
San Francisco State University	Multiple Subject with Bilingual Authorization	Skyline Community College, Canada College
San Jose State University	Single Subject Math, Education Specialist, Bilingual Authorization	Foothill-DeAnza College, San Jose City College
Sonoma State University	Multiple Subject with Bilingual Authorization	Santa Rosa Junior College
St. Mary's College of California	Education Specialist	Los Medanos College
University of California Irvine	Single Subject: Math, Science	Mt. San Antonio Community College
University of California, Los Angeles	Single Subject: Math with Bilingual Authorization, Science	Santa Monica College
University of Laverne	Multiple Subject	Citrus Community College
University of San Diego	Single Subject: Math, Science	San Diego Miramar College, San Diego Mesa College, San Diego City College
University of San Francisco	Multiple Subject, Single Subject: Math, Science	City College of San Francisco, Peralta Community College District
University of the Pacific	Multiple Subject, Education Specialist	San Joaquin Delta College, Sierra College
Whittier College	Education Specialist	Rio Hondo College

Teacher Residency Capacity Program

Minor typographical corrections: On page 10 of item 3B, where it reads, “Table 2 shows the complete list of first round grant recipients for this program, their IHE partners, and their planned residency area(s),” the paragraph following should state:

As illustrated in Figure 2, below, 13 awarded grantees are collectively developing their partnership capacity with the IHEs to design and be prepared to implement 31 teacher residency programs. Among the 13 grantees, 11 grantees are focused on special education. Six grantees are focused on STEM; another four are focused on Special Education with a Bilingual Authorization and STEM with a Bilingual Authorization. Lastly, three of the 13 grantees are focused on Single Subject Non-STEM with a Bilingual Authorization and Multiple Subject with a Bilingual Authorization.

Figure 2: Residency Areas Planned by Teacher Residency Capacity Round 1 Grant Recipients



Information on the Teacher Residency Capacity Program: Grant Award Round 2

Beginning on page 9 of the original agenda item, information on the Teacher Residency Programs is provided. The second round of the LEA funded Teacher Residency Capacity Grants were announced after the agenda deadline, so the information is provided in this insert.

Teacher Residency Capacity Grant (Round 2): This grant provides awards of up to a maximum of \$50,000 per grant to eligible Local Education Agencies (LEAs) to support a collaborative partnership between the LEA and an IHE that offers a Commission-approved teacher preparation program in order to develop the partnership’s capacity to design and be prepared to implement a teacher residency program within the applicant LEA for special education, STEM, and/or bilingual Residents. In October 2018, the Commission published the RFP for round two and the applications were due on November 5, 2018. The grant awards were published on

November 19, 2018 and nine LEAs were awarded funds (Table 2). This round of funding will support these LEAs to develop high quality teacher residency programs with their IHE partners.

Table 2: Teacher Residency Capacity Grant Round 2 Recipients, IHE Partners, and Planned Residency Area(s)

LEA	Partner IHE(s)	Amount	Residency Focus
Centinela Valley Union High School District*	UC Los Angeles	\$25,000	Multiple Subject Bilingual; Single Subject Bilingual
Elk Grove Unified School District	University of Pacific	\$50,000	Special Education
Fairfield-Suisun Unified School District*	University of San Francisco	\$50,000	Special Education; STEM
Monterey County Office of Education	CSU Monterey Bay	\$50,000	Special Education; STEM; Multiple Subject Bilingual
Oakland Unified School District	Loyola Marymount University	\$50,000	Special Education
San Joaquin County Office of Education*	Teachers College of San Joaquin	\$50,000	Special Education; STEM
Santa Ana Unified School District	CSU Fullerton	\$50,000	Special Education
Santa Barbara County Education Office*	UC Santa Barbara, Antioch University	\$50,000	Special Education; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
Turlock Unified School District	CSU Stanislaus	\$50,000	Special Education; Multiple Subject Bilingual

**Conditionally funded pending receipt of additional information.*

As illustrated in Figure 3, below, nine awarded grantees are collectively developing their partnership capacity with the IHEs to design and be prepared to implement 19 teacher residency programs. Among the nine grantees, eight grantees are focused on special education. Another four grantees are focused on STEM and four more are focused on Multiple Subject with a Bilingual Authorization. Two grantees are focused on Single Subject Non-STEM with a Bilingual Authorization, and none of the grantees are focused on Special Education with a Bilingual Authorization.

Figure 3: Residency Areas Planned by Teacher Residency Capacity Round 2 Grant Recipients

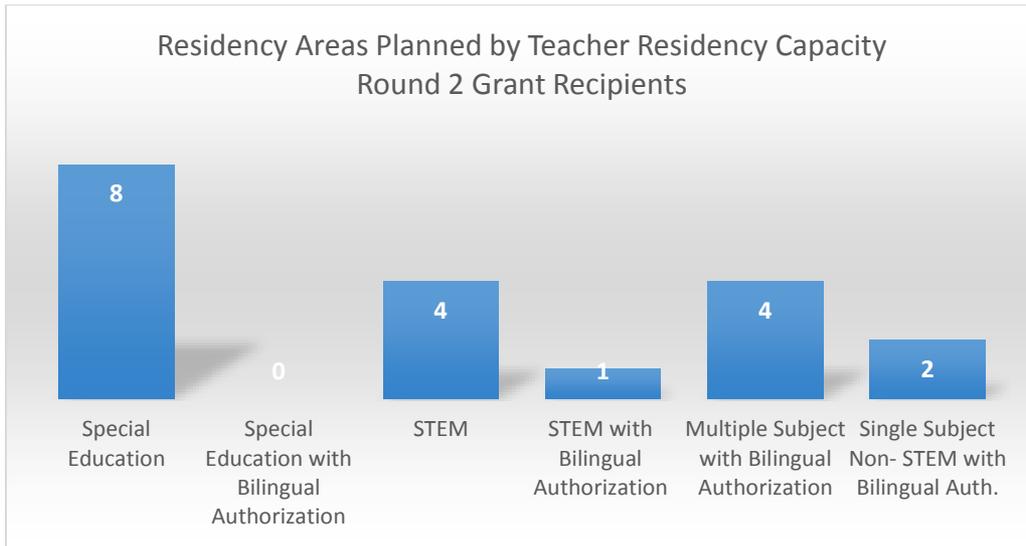


Figure 4 below shows the planned combined residency areas for Teacher Residency Capacity grant recipients for rounds 1 and 2.

Figure 4: Combined Residency Areas Planned by Teacher Residency Capacity Grant Recipients Round 1 and Round 2

