
3B

Information/Action

Educator Preparation Committee

Update on State-Funded Grant Programs

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 presents an update on five state-funded grant programs administered by the Commission on Teacher Credentialing (Commission). This agenda item also presents the 2018 annual report on the California Classified School Employee Teacher Credentialing program as required by statute (EC Section 44393(f)) for Commission review and approval to transmit to the Legislature by January 1, 2019.

Background

Three of the five state-grant funded programs administered by the Commission are focused primarily on teacher development:

- California Classified School Employees Teacher Credentialing Program;
- Integrated Teacher Preparation Program; and
- California Center on Teaching Careers/CalEd.

Two are focused primarily on teacher recruitment, retention, and support:

- Teacher Residency Programs; and
- Local Solutions to the Shortage of Special Education Teachers.

Together, these grant programs:

- Address teacher shortages in special education, STEM, bilingual, and other shortage areas;
- Help to recruit and support the preparation of more individuals in the teaching profession;
- Provide expanded and streamlined options for earning a California teaching credentials;
- Promote and provide support for teacher residency program models;
- Support the induction of educators into the profession; and
- Support the continued professional learning of credentialed California educators.

An overview of each of these state-funded grant programs is provided below, followed by the draft 2018 Report to the Legislature ([Attachment A](#)) for the California Classified School Employee Teacher Credentialing Program.

Part 1: Teacher Development Programs

California Classified School Employee Teacher Credentialing Program: The Legislature approved a combined total of \$45 million for two separate rounds of funding for the California Classified School Employee Teacher Credentialing Program: \$20 million in 2016 and an additional \$25 million in 2017. This program provides up to \$4,000 per participant, per year, for up to five years. The Local Education Agencies (LEAs) that successfully applied to this competitive grant

program use these funds to support tuition, fees, books, and related services for participating classified staff; they may also use some of this funding for program administrative purposes. This state grant funding has provided for 2,250 annual participant slots (1,010 slots for Round 1, and 1,250 slots for Round 2). The program is designed to address the state’s teacher shortages in math, science, special education, and bilingual education, and provide those classified school employees who are familiar with and already working in school settings an opportunity and incentive to complete their undergraduate education and teacher preparation to become a credentialed California teacher. Further information on this program is provided in the 2018 Annual Report ([Attachment A](#)).

Integrated Teacher Preparation Program

In 2016, the Legislature authorized \$10 million for the Integrated Teacher Preparation Program. This program provides one or two-year planning grants to institutions of higher education that offer teacher preparation programs to develop a new or adapt an existing integrated undergraduate teacher preparation program whereby students earn both a bachelor’s degree and a multiple or single subject teaching credential in four years.

The Integrated Program is a competitive grant program for baccalaureate-granting institutions with accredited teacher preparation programs leading to a preliminary multiple or single subject teaching credential and/or an education specialist teaching credential. The enabling legislation mandated that the Commission, when awarding grants, give priority to proposals for the establishment of four-year integrated programs that (a) produce credentialed teachers in the areas of special education, math, science, and/or bilingual education; and (b) partner with a California Community College to develop a four-year integrated program of professional preparation. To analyze the impact of the Integrated Program, the legislation requires grantees to provide the Commission with program and outcome data for at least three years after receiving the grant. Per statute, Commission staff are collecting data on the collective number of graduates of the Integrated Program, the number and types of credentials earned through the program, and the time taken to earn a degree and credential for three years after the end of the grant period. This data collection process is now in progress, with reports from grantees for the current year due by the end of December 2018.

Following a competitive RFP process in fall 2016, the Commission awarded forty-one postsecondary institutions with grants of up to \$250,000, with an average grant amount of \$237,652. Table 1 shows the complete list of grant recipients for this program and their planned integrated teacher credential programs.

Table 1: Integrated Teacher Preparation Program Grant Recipients and Planned Integrated Credential Programs

Grant Recipient	Planned Integrated Credential Program(s)	Award Amount
Azusa Pacific University	Education Specialist, Single Subject: Math, Science	\$ 199,108

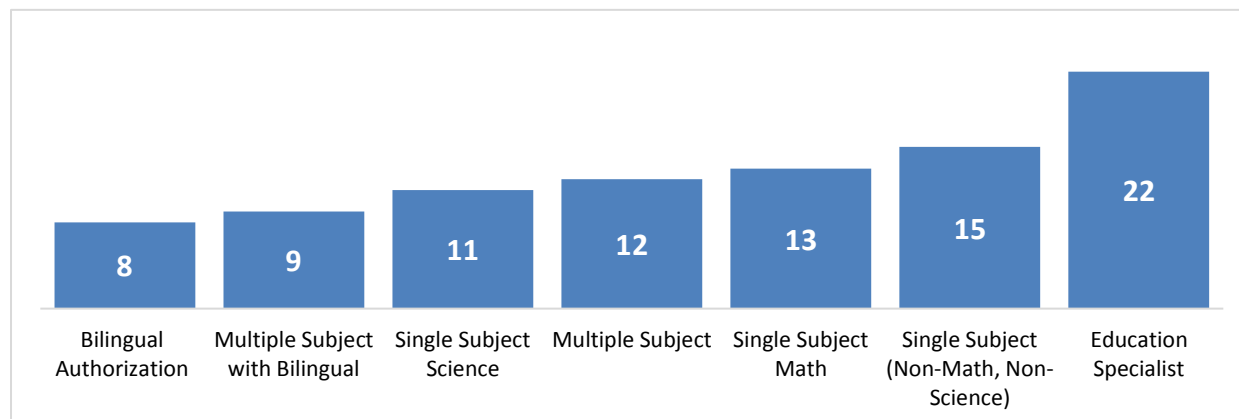
Grant Recipient	Planned Integrated Credential Program(s)	Award Amount
Cal Poly Pomona	Education Specialist	\$ 246,322
California Baptist University	Multiple Subject, Single Subject: Math, Science, English, World Languages, Social Science, Education Specialist	\$ 120,500
California State University, Bakersfield	Education Specialist	\$ 250,000
California State University, Channel Islands	Education Specialist, Bilingual Authorization	\$ 248,515
California State University, Chico	Multiple Subject, Education Specialist	\$ 250,000
California State University, Dominguez Hills	Multiple Subject with Bilingual Authorization	\$ 249,998
California State University, Fresno	Multiple Subject, Bilingual Authorization	\$ 250,000
California State University, Fresno	Single Subject Math	\$ 248,266
California State University, Fullerton	Education Specialist	\$ 250,000
California State University, Fullerton	Education Specialist	\$ 250,000
California State University, Long Beach	Multiple Subject with Bilingual Authorization	\$ 249,999
California State University, Los Angeles	Multiple Subject, Education Specialist, Bilingual Authorization	\$ 250,000
California State University, Los Angeles	Single Subject Math	\$ 249,983
California State University, Monterey Bay	Multiple Subject with Bilingual Authorization	\$ 250,000
California State University, Monterey Bay	Education Specialist	\$ 250,000
California State University, Sacramento	Multiple Subject, Single Subject Science	\$ 248,806
California State University, San Marcos	Multiple Subject, Education Specialist, Bilingual Authorization	\$ 248,718
California State University, Stanislaus	Multiple Subject, Multiple Subject with Bilingual Authorization, Education Specialist	\$ 240,127
Dominican University of California	Multiple Subject, Education Specialist	\$ 249,041
Humboldt State University	Education Specialist	\$ 195,103
Loyola Marymount University	Multiple Subject, Single Subject: Math, Science, World Languages, English, Social Science, Music, Industrial and Technology Education, Physical Education, Science	\$ 250,000
Mills College	Multiple Subject, Bilingual Authorization	\$ 249,288

Grant Recipient	Planned Integrated Credential Program(s)	Award Amount
Notre Dame de Namur	Single Subject Science	\$ 183,536
Point Loma	Multiple Subject, Single Subject: Math, Art	\$ 250,000
San Diego State University	Single Subject: Math, Science	\$ 249,357
San Diego State University	Single Subject: Math, Science	\$ 249,831
San Diego State University	Multiple Subject with Bilingual Authorization, Bilingual Authorization, Education Specialist	\$ 249,858
San Diego State University	Education Specialist	\$ 249,887
San Francisco State University	Single Subject Physical Education, Education Specialist (Adaptive Physical Education)	\$ 249,980
San Francisco State University	Multiple Subject with Bilingual Authorization	\$ 250,000
San Jose State University	Single Subject Math, Education Specialist, Bilingual Authorization	\$ 250,000
Sonoma State University	Multiple Subject with Bilingual Authorization	\$ 199,728
St. Mary's College of California	Education Specialist	\$ 224,694
University of California Irvine	Single Subject: Math, Science	\$ 230,913
University of California, Los Angeles	Single Subject: Math with Bilingual Authorization, Science	\$ 250,000
University of Laverne	Multiple Subject	\$ 249,305
University of San Diego	Single Subject: Math, Science	\$ 249,991
University of San Francisco	Multiple Subject, Single Subject: Math, Science	\$ 249,899
University of the Pacific	Multiple Subject, Education Specialist	\$ 223,070
Whittier College	Education Specialist	\$ 189,922

Thirty-three postsecondary institutions received the forty-one grants awarded; eighteen are part of the California State University (CSU) system, two are part of the University of California (UC) system, and thirteen are private colleges or universities.

The postsecondary institutions awarded Integrated Program grants are, collectively, developing or modifying 90 integrated teacher preparation programs which allow undergraduate students to earn a teaching credential in four years. Of these ninety programs, 27 percent have been developed for Single Subject Math or Science (thirteen for Math and eleven for Science). Nearly one-quarter of the programs (24 percent) are for Education Specialist credentials and about one-fifth of the programs (19 percent) include a Bilingual Authorization (Figure 1). Most of the grant-funded programs planned to enroll their first cohort of candidates in fall 2018.

Figure 1: Type of Integrated Programs Planned by Grant Recipients



The Integrated Programs grants extend to the end of December 2018 in order to allow for completion of the planning activities. Grantees will be reporting their initial annual data to the Commission at that time on the following elements:

- Final budget expenditures
- Type of program(s) planning under the grant
- How candidates will meet the subject matter requirement in the planned program
- Planning approaches used and their effectiveness
- Recruitment strategies used and their effectiveness
- Key design features of the planned program
- Implementation schedule/timeline
- Effectiveness of implementation strategies
- Challenges and lessons learned
- Initial cohort of candidates – number enrolled, number graduating

Per the authorizing legislation, the Integrated Programs will need to report data to the Commission initially and for three years after the end of the grant.

The California Center on Teaching Careers

In 2016 the Legislature authorized \$5 million for the establishment of the California Center on Teaching Careers (Center). Through this one-time grant, the State sought to address the teacher shortage by launching a recruitment and resource center for teacher candidates and others who are considering a teaching career, such as college students, those who work in industries other than education, and individuals who work in the education field but who do not have teaching credentials.

The Tulare County Office of Education was awarded the single \$5 million grant in 2016 to establish the Center following the competitive grant process implemented by the Commission. The Center's mission is to provide collaborative leadership on a statewide level through seven regional satellite centers (County Offices of Education from Tulare (Lead), Riverside, San Diego, Los Angeles, Sonoma, Ventura, and Shasta) dedicated to increasing the teacher workforce. The

overarching goal of the Center is to support a continuum of programs and services, integrated into a flexible technology-based system, designed to recruit, retain, and advance a qualified, effective, diverse teacher candidate pool for the state of California, particularly in the recruitment of ethnically diverse/bilingual math, science, and special education teachers. To achieve their goal, the Center has engaged in the following outreach strategies:

- 1) development of a statewide interactive vortal, californiateach.org, to provide information for individuals interested in teaching careers, for LEAs seeking qualified teachers and administrators, and for organizations to collaborate with the Center on recruitment;
- 2) launch of an array of approaches that include strategic marketing, multimedia public service announcements (PSA) and social media campaigns;
- 3) creation of resources and toolkits for candidates, LEAs and agencies;
- 4) establishment of a statewide collaborative governance structure to stay abreast of policies that affect teaching and leading in CA schools; and
- 5) administration of the 2017 California Educator Development (CalEd) Grant Program.

The Center has successfully completed the initial implementation of all strategies; progress in each area is highlighted below.

Interactive Vortal

Californiateach.org has been developed and offers a personalized digital pathway to teaching for prospective candidates as well as information about the Center's mission, how to pursue a teaching career, and resources to help navigate the process along the way. For LEAs, the vortal provides resources for recruitment and hiring. The vortal has been used to register attendees for the upcoming 2018 Virtual Teaching Career Fair scheduled for November 27-30. As of the posting of this item, has 400 participants (with daily sign-ups anticipated to continue increasing before registration closes), and a projected participation of 100 education agencies (schools, county offices, and colleges/universities teacher preparation programs) are registered with 51 percent of those registrations coming through the vortal. To date, 1,753 potential candidates have registered and completed an individualized profile through the vortal; 60 percent identified as female; 32.2 percent were between 25-34 years old and 38.5 percent were from 35-44. Of the registered candidates, 42 percent indicated interest in a Multiple Subject Credential, 32 percent indicated interest in exploring teaching as a career and 18 percent indicated interest in Special Education. The greatest interest indicated among registered candidates in Single Subjects was in Social Studies and English (15 percent) and in Math and Science (10 percent). Ninety percent (90%) of those registered were from California.

Public Service Announcements (PSA) and Social Media Campaigns

The Center and its partners have developed a strategic marketing campaign to foster the reputation of the Center, develop awareness and accessibility to increase the Center's LEA accounts and candidate registrations through building a strong presence in the social sphere of influence (Facebook, Twitter, Instagram, and LinkedIn) and providing multimedia PSAs, including opinion editorials (op-ed), in a variety of markets (national political and education trade reports, social media outlets, television and radio). Cumulative data collected from social media

campaigns show that there were 549 posts published, 3,624 posts liked, 876 posts were shared and 344 received comments. More than 22 PSAs have been published in various media outlets including an op-ed on the Center's role in diversity recruitment. Proactive social media outreach is ongoing. Two virtual kiosks (AVATAR) have been purchased through the project to further promote outreach. The AVATAR combines hologram technology to deliver recruitment messages and will soon be placed at different locations.

Resources and Toolkits

The Center continues to develop content for candidates and LEAs available as resources on californiateach.org. The following toolkits are available: 1) Best Practices in Recruitment; 2) Provisional Intern Permits (PIPS) and Short-term Staff Permits (STSP) Checklist; and 3) Ten Tips for Job Fair Preparation. For LEAs, the following toolkits are being developed and will be published between December 2018 and March 2019: 1) How to Use the PIP/STSP Tracker; 2) Recruiting with Diversity in Mind; 3) How to *Grow Your Own*; 4) Ten Tips on Choosing a Candidate: Selection Success, Screening, Predictors; 5) Ten Tips to Develop Relationships with Candidates; 6) Ten Tips for Being on the Forefront; and for candidates, 7) Ten Tips for Choosing the Right Program.

Statewide Collaborative Governance

The Alliance Committee was formed by the Center to increase stakeholder engagement, communication, and collaboration to leverage and support the overall goals of the Center. The Alliance Committee meets quarterly and consists of 24 influencers who serve as ambassadors to advance the Center's initiatives and expand its network to address the teacher shortage. Three meetings have taken place this year with 90 percent attendance.

The CalEd Grant Program

The CalEd competitive grant program was authorized to promote principal and other school leader preparation and professional development efforts, as well as teacher recruitment, support and professional development efforts. These grants are administered through the Center in consultation with the Commission. The Center awarded \$9.2 million in CalEd grant funds allocated to a diverse array of 32 schools, districts, and county offices across the state. Twenty-one grants (\$6,496,358) were awarded that centered on the Administrator Component and 11 grants (\$2,725,696) were awarded for the Teacher Component. The Center has met with all grantees to review their program, discuss goals, objectives and outcomes, budget and data collection. A data collection reporting form has been developed and will be used for quarterly reporting requirements.

The chart on the following page provides the CalEd grantees and the funded amounts.

Grantee	Teacher Component	Administrator Component	Total Grant Award
Alameda County Office of Education	\$762,498	\$231,227	\$993,725
Butte County Office of Education	\$368,478	\$126,668	\$495,146
Davis Joint Unified School District		\$107,396	\$107,396
East Side Union High School District		\$191,470	\$191,470
Elk Grove Unified School District		\$353,754	\$353,754
Environmental Charter Middle School, Inglewood		\$90,528	\$90,528
Five Keys Independence High School	\$184,500		\$184,500
Fresno Unified School District		\$524,315	\$524,315
Glenn County Office of Education	\$358,677		\$358,677
Health Science High and Middle College, San Diego		\$387,860	\$387,860
Humboldt County Office of Education	\$77,965	\$529,773	\$607,738
Inyo County Superintendent of Schools	\$59,417	\$87,605	\$147,022
Los Angeles Unified School District		\$309,485	\$309,485
Monterey Peninsula Unified School District	\$15,000	\$745,979	\$760,979
Natomas Unified School District		\$369,248	\$369,248
Placer County Office of Education		\$280,511	\$280,511
Riverside County Office of Education		\$199,512	\$199,512
Sacramento County Office of Education		\$250,000	\$250,000
San Bernardino City Unified School District		\$1,010,731	\$1,010,731
San Joaquin County Office of Education	\$180,135		\$180,135
San Luis Obispo County Office of Education	\$54,227		\$54,227
San Mateo County Office of Education		\$46,000	\$46,000
Sanger Unified School District		\$103,935	\$103,935
Ukiah Unified School District		\$284,202	\$284,202
West Contra Costa Unified School District	\$451,288		\$451,288
Wonderful College Prep Academy	\$213,511	\$266,159	\$479,670
Totals	\$2,725,696	\$6,496,358	\$9,222,054

bold = not fully funded; all others were fully funded (for the corresponding component) minus 18 percent due to the overall federal grant funds coming in 18 percent lower than anticipated when the RPF was issued.

Part II: Teacher Recruitment, Retention, and Support Grant Programs

Local Solutions to the Shortage of Special Education Teachers

The 2018-19 state budget included funding to support the recruitment, preparation, and support of new special education teachers. For purposes of the Local Solutions grants, the authorizing legislation provided a total of \$50 million for competitive grants to Local Education

Agencies (LEAs). Eligible LEAs as specified in the statute are school districts, county offices of education, charter schools, and regional occupational centers or programs operated by a joint powers authority. Eligible applicants must have a CD or a CDS code issued by the California Department of Education.

This program provides up to \$20,000 per participating teacher to implement locally identified solutions to address shortages of special education teachers. The purpose of the Local Solutions Grant Program is to allow eligible LEAs the opportunity and flexibility to design and implement local solutions to meeting their needs for credentialed special education teachers. LEAs were encouraged to use this grant opportunity to increase the supply of new special education teachers in the field by prioritizing strategies for identifying, recruiting, preparing, employing, and supporting newly-credentialed special education teachers and teachers who may be credentialed in another field and want to become credentialed special education teachers.

This grant competition is currently ongoing; grant applications were due on October 30, 2018 and the grant awards for Local Solutions grants will be announced on December 14, 2018.

Teacher Residency Programs

The 2018-19 state budget included funding to support the development and implementation of teacher residency programs. A total of \$75 million is provided for competitive grants for Local Education Agencies (LEAs) with \$50 million allocated for the preparation of special education residents and \$25 million allocated for the preparation of STEM and/or bilingual residents. Eligible LEAs as specified by the authorizing statute are school districts, county offices of education, charter schools, a regional occupational center or program operated by a joint powers authority, and nonpublic, nonsectarian schools as defined in Section 56034.

A teacher residency program is defined in the authorizing legislation as an LEA-based partnership between an LEA and an Institution of Higher Education (IHE) with a Commission-approved preliminary teacher preparation program, and in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

The Commission on Teacher Credentialing (Commission) released three separate Requests for Proposals (RFPs) for Teacher Residency grants in 2018-19:

- **Teacher Residency Capacity Grant (Rounds 1 & 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 Institution of Higher Education (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 announced its intent to fund 13 LEAs for the first round of the Teacher Residency Capacity Grants. This round of funding will support these LEAs to develop high quality teacher residency programs with their IHE partners.

Table 2 shows the complete list of first round grant recipients for this program, their IHE partners, and their planned residency area(s).

As illustrated in Figure 2, 13 awarded grantees are collectively developing their partnership capacity with the IHEs to design and be prepared to implement 32 teacher residency program. 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, STEM with a Bilingual Authorization, and Single Subject Non-STEM with a Bilingual Authorization. Lastly, three of the 13 grantees' are focused on Multiple Subject with a Bilingual Authorization.

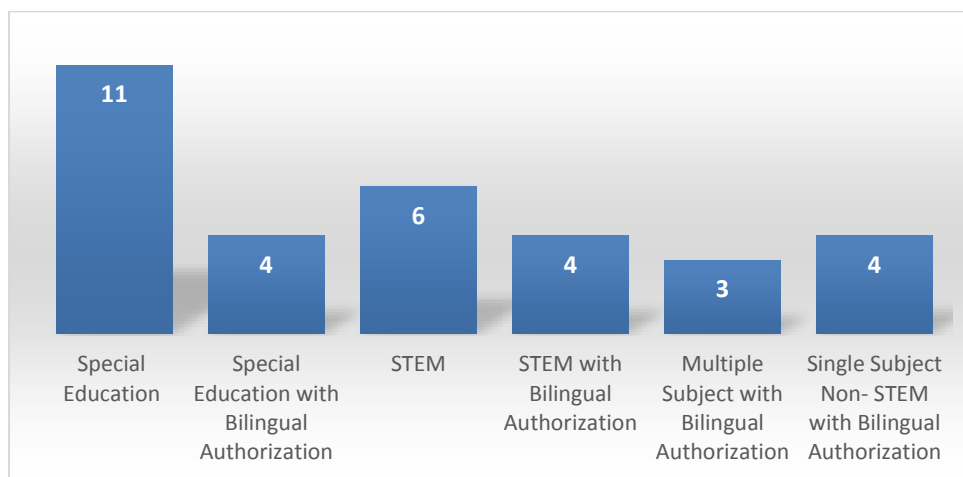
Grant notification letters were sent to the first round of the Capacity grant recipients during the third week of October 2018. The RFP process for the second round of Capacity grants is currently in process. Applications were due on November 5, 2018 and the second round of Capacity grants are scheduled to be awarded on November 19.

Table 2: Teacher Residency Capacity Grant Round 1 Recipients, IHE Partners, and Planned Residency Area(s)

LEA	Partner IHE(s)	Amount	Residency Focus
AchieveKids (NPS)	Pacific Oaks College	\$27,975	Special Education
Davis Joint USD	CSU Sacramento	\$48,782	Special Education
Fountain Valley SD	Chapman University	\$50,000	Special Education
Los Angeles USD	CSU Dominguez Hills, CSU Los Angeles, CSU Northridge, CSU Long Beach, University of Southern California, UC Los Angeles, Loyola Marymount U.	\$50,000	Special Ed; Special Ed Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
Magnolia SD	Chapman University	\$50,000	Special Education
Moreno Valley USD	Brandman University	\$50,000	Special Ed; Special Ed Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
Napa Valley USD	Sonoma State University	\$50,000	Special Education; Special Ed Bilingual; STEM; STEM Bilingual; Multiple Subject Bilingual; Single Subject Bilingual
Patterson JUSD	CSU Stanislaus	\$50,000	STEM
Poway USD	Point Loma Nazarene U.	\$50,000	Special Education
Santa Ana USD	UC Irvine	\$50,000	STEM
Stockton USD	University of the Pacific	\$49,973	Special Education

LEA	Partner IHE(s)	Amount	Residency Focus
Sweetwater UHSD	UC San Diego, San Diego State	\$49,805	Special Ed; Special Ed Bilingual; STEM; STEM Bilingual; Single Subj.Biling.
Westside Union SD	Brandman University, CSU Bakersfield	\$23,875	Special Education

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



- Teacher Residency Expansion:** This grant provides awards of up to \$20,000 per resident participating in the Teacher Residency Expansion Grant Program for the purpose of expanding existing LEA-IHE partnerships currently operating a Commission-approved teacher residency pathway. Expansion Grant funding may be used to expand existing teacher residency pathways in special education, STEM, and/or or bilingual education in the applicant LEA(s). The RFP for this grant was posted on September 14, 2018, with grant applications due on November 15, 2018. These grants are scheduled to be awarded on December 15, 2018.
- Teacher Residency:** This grant provides awards of up to \$20,000 per resident participating in the Teacher Residency Grant Program for the purpose of developing a new residency pathway with an IHE that has a Commission-approved teacher preparation program or expanding existing LEA-IHE partnerships currently operating a Commission-approved teacher residency pathway. The RFP for this grant was posted on October 15, 2018, with grant applications due on January 15, 2019. These grants are scheduled to be awarded on March 8, 2019.

The Teacher Residency Capacity Round 2, Teacher Residency Expansion, and Teacher Residency grants competition are all currently in process. Further updates will be provided after the grants have been awarded.

Staff Recommendation

Staff recommends that the Commission approve the California Classified School Employee Report to the Legislature (Attachment A) for transmittal to the Legislature.

Attachment A

2018 Report to the Legislature on the California Classified School Employee Teacher Credentialing Program



**Report to the Legislature on the California Classified
School Employee Teacher Credentialing Program
November 2018**

Submitted Pursuant to Education Code §44393 (f)

This report was developed by staff of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact psdinfo@ctc.ca.gov.

November 2018

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Vision Statement

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Mission Statement

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

Report to the Legislature on the California Classified School Employee Teacher Credentialing Program November 2018

Introduction

Education Code §44393 (f) requires the Commission on Teacher Credentialing (Commission) to report to the Legislature annually regarding the California Classified School Employee Teacher Credentialing Program. The requirements of the report are specified in Education Code §44393 and must include the following:

- The number of 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.

Background

In July 2016 the state budget allocated a total of \$20 million for the California School Employee Teacher Credentialing Program (Classified Program). This five-year grant program addresses the state's teacher shortage by supporting local education agencies (LEAs) to recruit classified school employees into teaching careers and support their undergraduate education, professional teacher preparation and certification as credentialed California teachers. Classified staff at grantee LEAs who are selected to participate in the program (participants) receive financial assistance for degree- and credentialing-related expenses such as tuition, fees, books, and examination costs; academic guidance; and other forms of individualized support to help them complete the undergraduate education, teacher preparation program, and transition to becoming credentialed teachers for the public schools. In July 2017, the Legislature approved an additional \$25 million in funding for a second round of Classified Program grant awards. Altogether, the two rounds of funding for the Classified Program, which total \$45 million, are helping to support 2,250 classified school employees statewide to become credentialed classroom teachers for California's public schools.

The Number of Classified School Employees Recruited in Round 1

In September 2016, the Commission issued an RFP for the first round of the Classified Program. Per statute, eligible applicants were school districts, charter schools, and county offices of education. The Commission received sixty-one proposals requesting 5,582 out of 1,000 available participant slots. Of these applications, twenty-five LEAs statewide were awarded funding for the total of the available 1,010 participant slots. Funding awards were announced for this first round of classified grants in December 2016; grant recipients subsequently began

implementing their programs approximately midway through the 2016-17 school year, as it took LEAs some time to identify the eligible classified employee applicants, determine their educational status, connect them with collaborating undergraduate programs and teacher credentialing programs, provide advisement, and enroll participants in courses. The 25 grantee LEAs are shown in Table 1 below, along with the number of allocated participant slots. Note that some of the grantee LEAs represent a consortium of districts and/or counties.

Data received from the twenty-five round one grant recipients for the 2017-18 school year show that 97 percent of the classified employee program slots were filled during the 2017-18 school year. Of the twenty-five grantee LEAs, seventeen were able to fill all of their participant slots, with a number of these LEAs reporting waiting lists of classified employees wanting to participate in the program.

Table 1: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 1 (2017-18)

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2017-18
Alhambra Unified School District	40	40
Chico Unified School District	25	22
Clovis Unified School District	25	25
Davis Joint Unified School District	60	60
Elk Grove Unified School District	20	20
Garden Grove Unified School District	40	40
Los Angeles County Office of Education	40	40
Madera Unified School District	20	20
Modesto City Schools	20	10
Monterey County Office of Education	45	45
Orange County Department of Education	110	110
Pomona Unified School District	20	19
Riverside County Office of Education	100	100
Sacramento County Office of Education	40	39
San Francisco Unified School District	25	23
San Juan Unified School District	20	19
San Luis Obispo County Office of Education	45	45
San Mateo County Office of Education	50	50
Santa Clara County Office of Education	50	47
Santa Cruz County Office of Education	50	42
Sonoma County Office of Education	40	40
Ventura County Office of Education	50	50
Visalia Unified School District	35	35

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2017-18
West Contra Costa Unified School District	20	20
Fairfield-Suisun Unified School District	20	20
Total	1010	981

The Number of Round 1, Program Year 2 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

As of July 12, 2018, 53 Classified School Employee Program participants from the initial round of funding have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs.

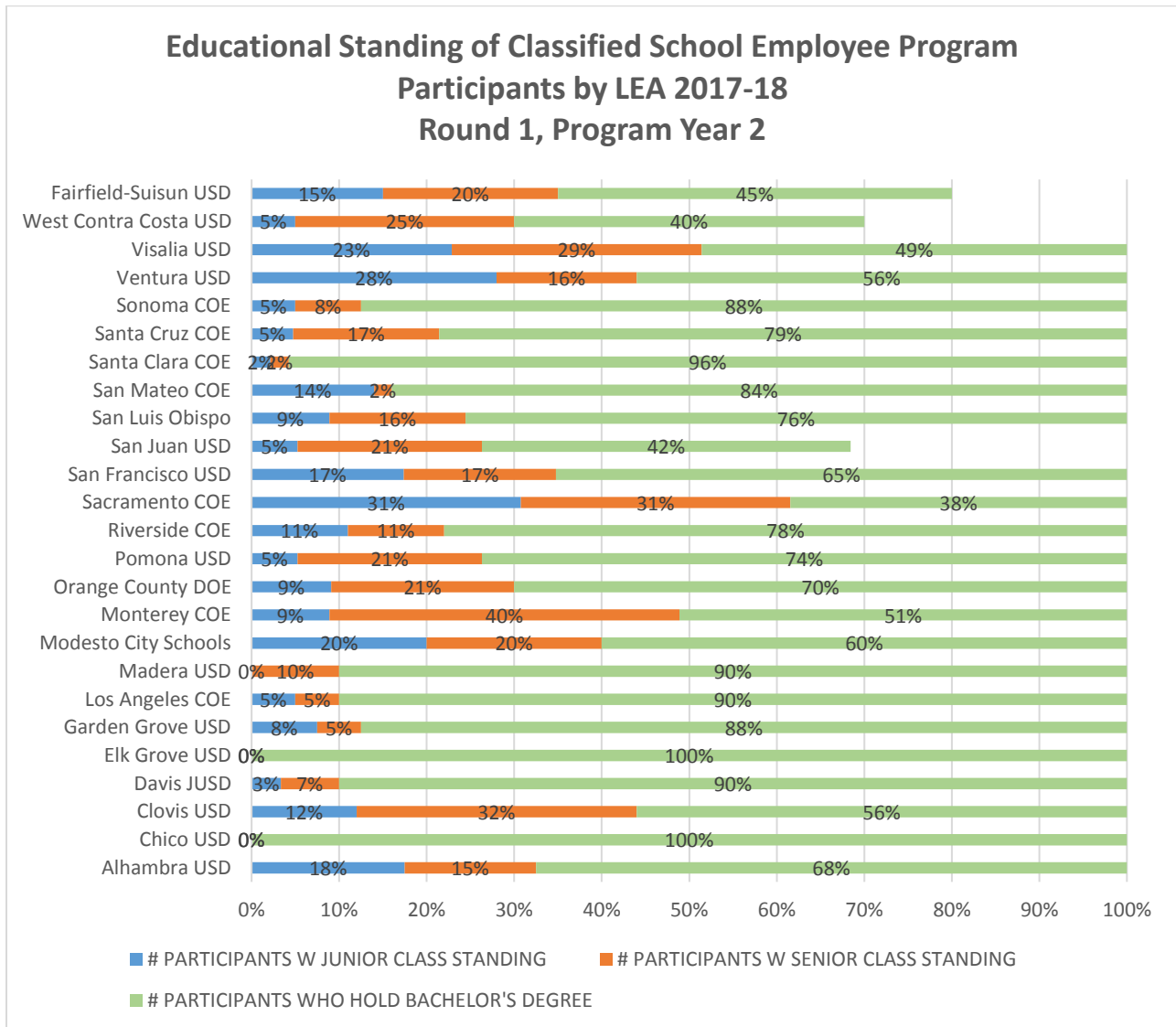
Since 2017-18 was the second program year for this cohort, it would be expected that the some of the participants are still completing either degree requirements or teacher preparation and would not yet have earned California certification. The authorizing legislation required eligible Classified Program participants to have a minimum of two years of postsecondary education or an associate’s degree (AA). As of July, 2018, 73 percent of all Round 1 program participants held a bachelor’s degree. 2016-17 and 2017-18 participant academic standing by grantee LEA is shown in Table 2 below. Educational standing of classified school employee program participants by grantee LEA is shown in Figure 1 below

Table 2: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1, Program Year 2 (2017-18)

	Year 1 (2016-17)		Year 2 (2017-18)	
	Number	Percent	Number	Percent
Total Classified employees participating	968	97%*	981	97%*
Classified employees with junior class standing	166	17%	104	10%
Classified employees with senior class standing	143	15%	148	15%
Classified employees who hold bachelor’s degrees	679	70%	713	73%
Classified employees who have earned a teaching credential and are now serving as a teacher	2	0.2%	53	5%

**of funded slots for classified participants*

Figure 1: Educational Standing of Classified School Employee Program Participants by LEA, Round 1, Program Year 2 (2017-18)



Degree to Which the Applicant is Meeting the Teacher Shortage Needs of the School District, Charter School, or County Office of Education

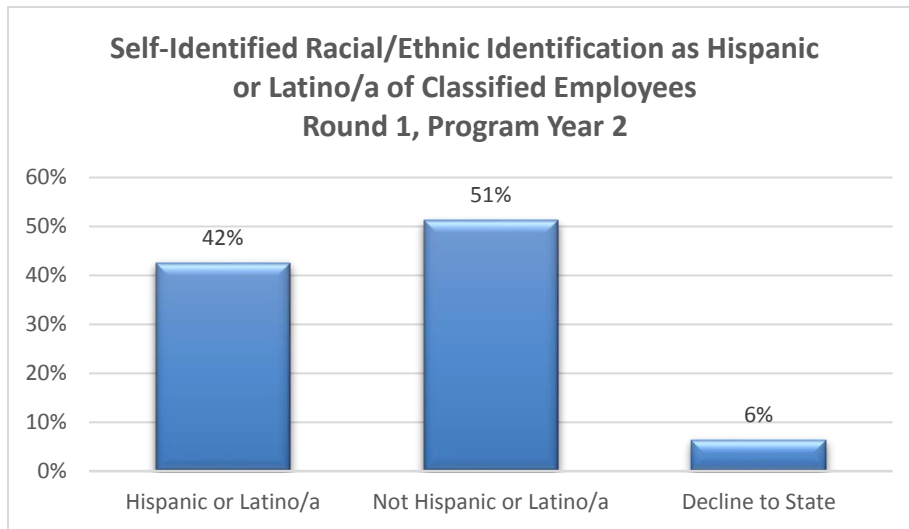
As of July 12, 2018, 53 Round 1 Classified School Employee Program participants (five percent of the Round 1 participants) have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. All other participants are still working on completing degree requirements or teacher preparation. The grantee LEAs placed a priority on recruiting and enrolling Classified employees who indicated an interest in obtaining a California credential in one of the LEA’s identified shortage areas.

The Ethnic and Racial Composition of the Participants in the Program

Commission staff informed grant recipients that they would need to collect and provide data regarding the ethnic and racial composition of program participants in order to provide mandated data to the Legislature. The grantee LEAs requested this information from participants, and submitted to the Commission the data self-reported by the participants. Some participants chose not to provide their ethnic and/or racial background information. Overall, 93 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

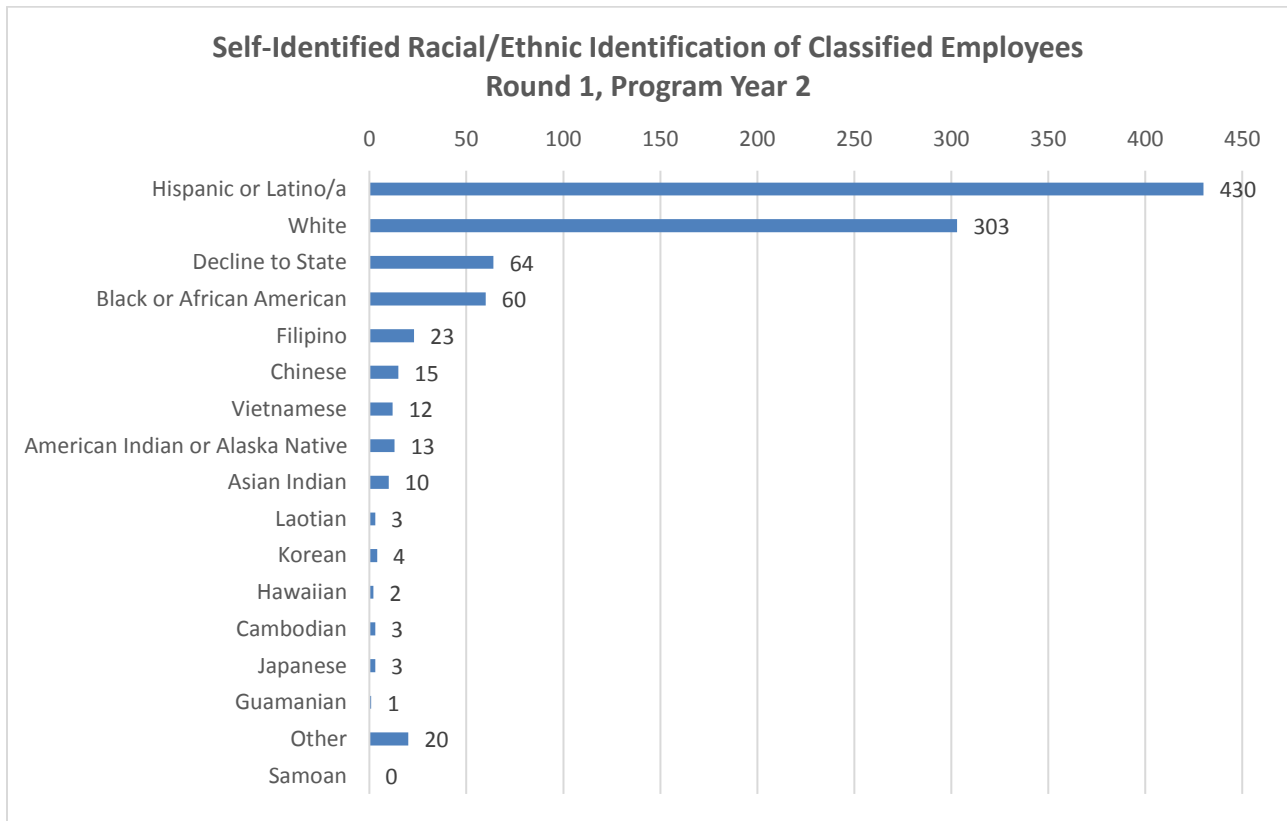
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (42 percent) of classified employees in the program who provided data self-identified as Hispanic or Latino/a.

Figure 2: Self-Identified Racial/Ethnic Identification as Hispanic or Latino/a of Classified Employees, Round 1, Program Year 2



The largest racial/ethnic group of classified employees recruited are Hispanic or Latino/a, followed by White participants, who comprise 30 percent of all participants. Approximately six percent of participants are Black or African American (Figure 3).

Figure 3: Self-Identified Racial/Ethnic Identification of Classified Employees, Round 1, Program Year 2



The Number of Classified School Employees Recruited in Round 2

In July 2017, the Legislature authorized \$25 million for a second round of funding for the California Classified School Employee Teacher Credentialing Program, beginning in school year 2017-18. This round of funding supports an additional 1,250 classified school employees to become credentialed teachers in California public schools. An RFP was issued by the Commission in August 2017; twenty-eight LEAs submitted proposals. As with Round 1, eligible applicants were school districts, charter schools, and county offices of education. Collectively, applicant LEAs requested 2,741 participant slots out of the 1,250 slots available for funding. All twenty-eight LEAs submitted strong proposals and were awarded grants on October 20, 2017.

Round Two grant recipients are listed in Table 3 below, along with the number of participant slots allocated and the numbers of classified employees enrolled in 2017-18 school year.

Table 3: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 2, Program Year 1 (2017-18)

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled In Program 2017-18
Berkeley Unified School District	12	12
Chico Unified School District	30	26
Clovis Unified School District	20	20
Davis Joint Unified School District	115	115
Fresno Unified School District	25	25
Huntington Beach Union High School District	20	20
Kern County Superintendent of Schools	45	44
Lake County Office of Education	20	19
Los Angeles County Office of Education	22	22
Los Angeles Unified School District	45	45
Marin County Office of Education	30	30
Merced County Office of Education	20	20
Monterey County Office of Education	135	110
Moreno Valley Unified School District	22	7
Mt Diablo Unified School District	20	20
National University Academy	10	4
Oakland Unified School District	40	40
Orange County Department of Education	200	200
Placer County Office of Education	50	50
San Bernardino County Superintendent of Schools	70	70
San Joaquin County Office of Education	20	20
San Ramon Valley Unified School District	24	13
Santa Ana Unified School District	20	20
Santa Barbara County Office of Education	45	50
Sonoma County Office of Education	115	115
Ventura County Office of Education	20	20
Visalia Unified School District	35	35
Westside Unified School District	20	20
Total	1250	1192

The Number of Round 2, Program Year 1 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

As of July 12, 2018, 21 Classified School Employee Program Round 2 participants have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. This represents two percent of the Round 2 cohort.

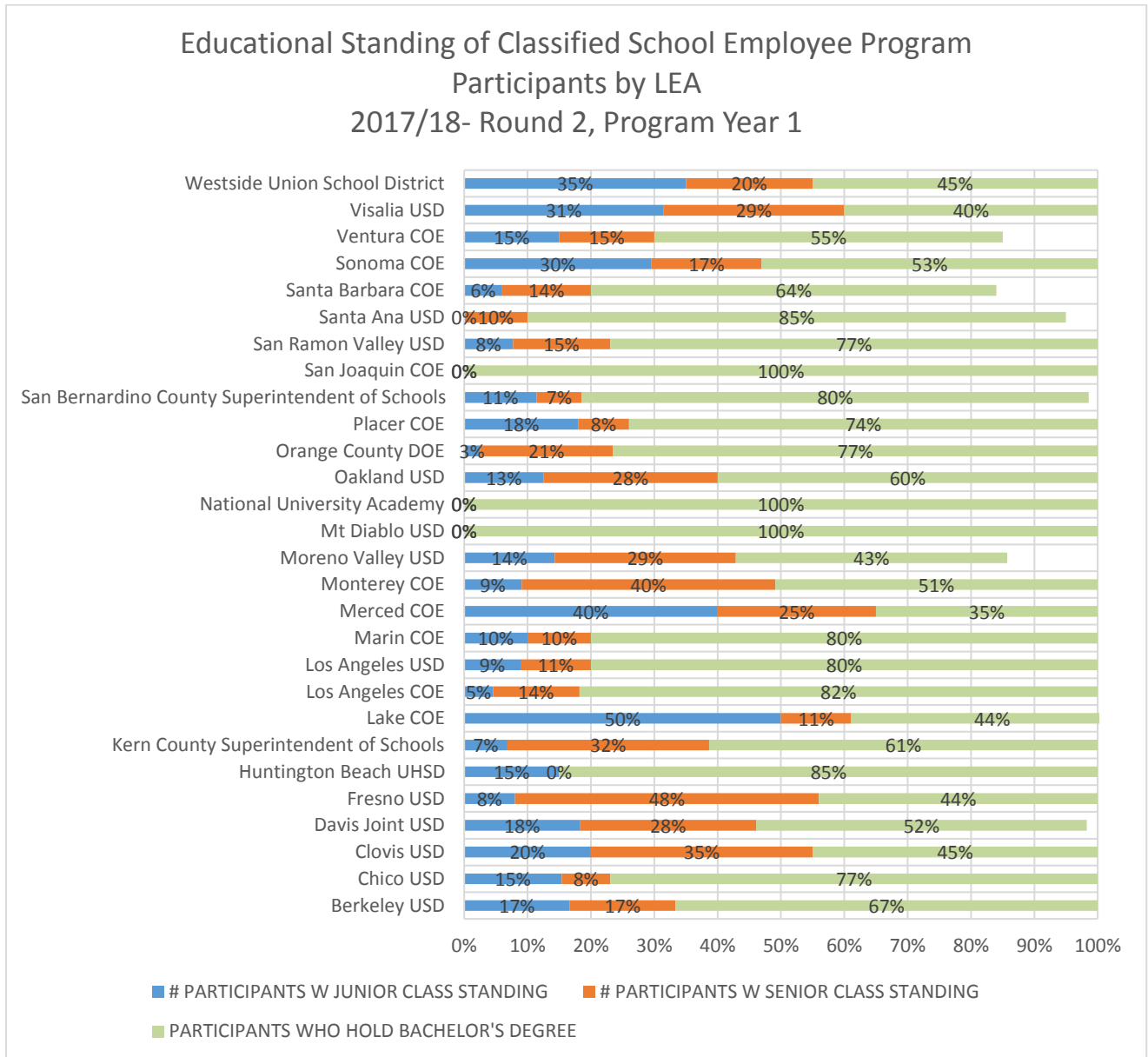
Since 2017-18 was the first program year for this second cohort, it would be expected that the some of the participants are still completing either degree requirements or teacher preparation and would not yet have earned California certification. The authorizing legislation required eligible Classified Program participants to have a minimum of two years of postsecondary education or an associate’s degree (AA). As of July 2018, 65 percent of Round 2 participants held a bachelor’s degree. 2017-18 participant academic standing by grantee LEA is shown in Table 4 below. Educational standing of classified school employee program participants by LEA is shown in Figure 4 below.

Table 4: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 1 (2017-18)

	Year 1 (2017-18)	
	Number	Percent
Total Classified employees participating	1192	95%*
Classified employees with junior class standing	157	13%
Classified employees with senior class standing	242	20%
Classified employees who hold bachelor’s degrees	771	65%
Classified employees who have earned a teaching credential and are now serving as a teacher	23	2%

**of funded slots for classified participants*

Figure 4: Educational Standing of Classified School Employee Program Participants by LEA, Round 2, Program Year 1 (2017-18)



Degree to Which the Applicant is Meeting the Teacher Shortage Needs of the School District, Charter School, or County Office of Education

As of July 12, 2018, 21 Classified School Employee Program participants (two percent of the Round 2 cohort) have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. All other participants are still working on completing degree requirements or teacher preparation. The grantee LEAs placed a

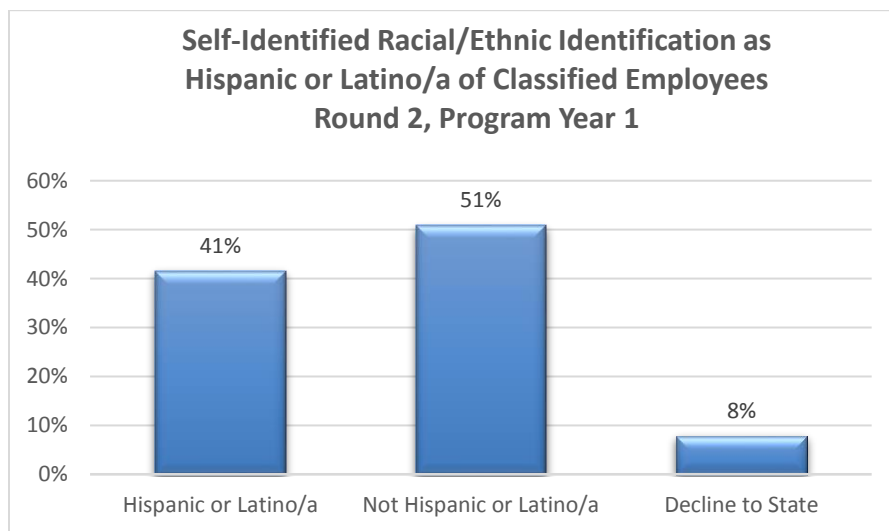
priority on recruiting and enrolling Classified employees who indicated an interest in obtaining a California credential in one of the LEA's identified shortage areas.

The Ethnic and Racial Composition of the Participants in the Program

Commission staff informed grant recipients that they would need to collect and provide data regarding the ethnic and racial composition of program participants in order to provide mandated data to the Legislature. The grantee LEAs requested this information from participants, and submitted to the Commission the data self-reported by the participants. Some participants chose not to provide their ethnic and/or racial background information. Overall, 92 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

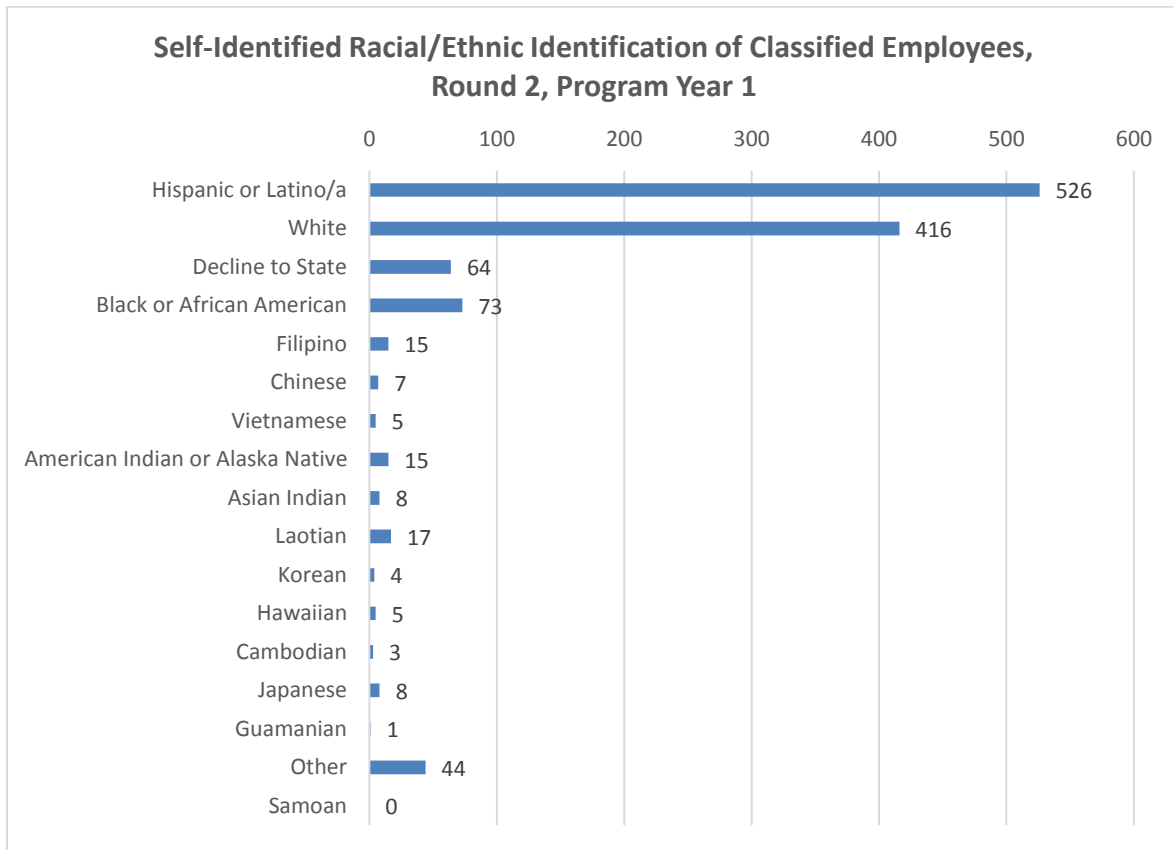
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (41 percent) of classified employees in the Round 2 program self-identified as Hispanic or Latino/a as show in Figure 5.

Figure 5: Self-Identified Racial/Ethnic Identification as Hispanic or Latino/a of Classified Employees, Round 2, Year 1



The largest racial/ethnic group of classified employees recruited for Round 2 are Hispanic or Latino/a, followed by White participants, who comprise 34 percent of all Round 2 program participants. Roughly six percent of Round 2 participants are Black or African American (Figure 6).

Figure 6: Self-Identified Racial/Ethnic Identification of Classified Employees, Round 2, Program Year 1



Summary and Conclusions

Narrative data compiled from annual reporting forms in July 2018 from both the Round 1 and the Round 2 cohorts show that LEAs report using grant funds as a means to help meet their local teacher shortage needs, that the program is serving racial and ethnically diverse classified school employees, and that a majority of grantee LEAs have established collaborative arrangements with postsecondary institutions, many of which are offering flexible course schedules or online courses to accommodate many of the participants' work schedules.

The Round 1 programs are in full operation and are moving their participants effectively and efficiently through the undergraduate degree process and/or the teacher preparation process. Five percent (5%) of the Round 1 participants have already earned a California teaching credential within the first two years of the program and are working as teachers in their sponsoring LEAs. The Commission held technology-facilitated cohort meetings for the program sponsors within the first several months of funding, which helped the grantees more quickly implement their programs, collaborate more effectively with their IHE partners providing the

undergraduate coursework and/or the teacher preparation program, and identify and support their participants' individual needs as they progressed through the program's activities. In addition, programs that either had participants who completed the program or participants who for personal or other reasons had to drop out of the program were able to replace these candidates in a timely manner, thus increasing the total number of Classified employees able to be served by the program.

Most of the Round 2 grantees reported that their Classified Program are now operational, and that the bulk of activity in 2017-18 initially focused on:

- Recruitment of classified employees;
- Hosting information sessions to provide participants with information about pathways to credentialing;
- Providing informational sessions regarding program and credentialing requirements;
- Facilitating and streamlining arrangements to provide advisement to participants with partnering institutions of higher education; and
- Assisting participants to enroll in the appropriate coursework.

These programs are, like the Round 1 programs, ethically and racially diverse and are serving classified school employees from a range of classified positions. Currently these programs are supporting enrolled participants as they begin their coursework and/or teacher preparation. As evidence of the early effectiveness of the Round 2 programs, two percent of the Round 2 participants have already earned their teaching credential and are now serving as credentialed teachers in their sponsoring LEA.

The Commission will continue to work with these programs to assist them in their efforts to provide additional certificated teachers for California's public schools to help employers meet shortage needs. Outcomes data provided in the 2019 Annual Report to the Legislature will be augmented with data from the first full year of implementation from Round 2 grantees as well as with continuing implementation data from Round 1 grantees.