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Information

Educator Preparation Committee

Update on the Integrated Undergraduate Teacher Preparation Program Grants

Executive Summary: This agenda item presents an update on the 2016-17 state-funded Integrated Undergraduate Teacher Preparation Program Grants administered by the Commission on Teacher Credentialing.

Recommended Action: For information only

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Update on the Integrated Undergraduate Teacher Preparation Program Grants

Introduction

This agenda item presents an update on the 2016-17 state-funded Integrated Undergraduate Teacher Preparation Program Grants administered by the Commission on Teacher Credentialing (Commission).

Background

In the 2016-17 fiscal year, the Legislature approved ten million dollars for competitive Integrated Undergraduate Teacher Preparation Program grants. These grants focus primarily on teacher development in order to:

- Address teacher shortages in special education, STEM, bilingual, and other shortage areas; and
- Provide expanded and streamlined options for earning a preliminary California teaching credential.

The Integrated Undergraduate Teacher Preparation Program is a competitive grant program for baccalaureate-granting institutions with accredited teacher preparation programs for the purpose of developing a new four-year integrated preparation program, or adapting an existing five-year integrated program to a four-year integrated program, whereby participants would earn both a bachelor's degree and a multiple or single subject teaching credential in four years. 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, or four and one half year Education Specialist integrated program of professional preparation.

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, their Community College Partner(s), planned integrated teacher credential programs, and award amount.

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

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

Grant Recipient	Community College Partner(s)	Planned Integrated Credential Program(s)	Award Amount
Cal Poly Pomona	Citrus Community College, Mount San Antonio College	Education Specialist	\$246,322
California Baptist University	California Community College in the Inland Empire	Multiple Subject, Single Subject: Math, Science, English, World Languages, Social Science, Education Specialist	\$120,500
California State University, Bakersfield	Bakersfield Community College, Taft College, Porterville College, Cerro Coso College, and Antelope Valley College	Education Specialist	\$250,000
California State University, Channel Islands	Oxnard College	Education Specialist, Bilingual Authorization	\$248,515
California State University, Chico	Reedley College, Modesto Junior College, Butte Community College	Multiple Subject, Education Specialist	\$250,000
California State University, Dominguez Hills	Los Angeles Harbor College	Multiple Subject with Bilingual Authorization	\$249,998
California State University, Fresno	College of the Sequoias, Porterville College and West Hills College Lemoore	Multiple Subject, Bilingual Authorization	\$250,000
California State University, Fresno	Reedley College, Fresno City College, West Hills, Community College, and Clovis Community College	Single Subject Math	\$248,266
California State University, Fullerton	Fullerton Community College, Santiago Community College, Santa Ana Community College	Education Specialist	\$250,000
California State University, Fullerton	Fullerton Community College, Santiago Community College, Santa Ana Community College	Education Specialist	\$250,000
California State University, Long Beach	Long Beach City College, Cerritos Community College	Multiple Subject with Bilingual Authorization	\$249,999
California State University, Los Angeles	East Los Angeles College	Multiple Subject, Education Specialist, Bilingual Authorization	\$50,000
California State University, Los Angeles	Los Angeles Community College District: Los Angeles Trade-Technical College	Single Subject Math	\$249,983
California State University, Monterey Bay	Monterey Peninsula College and Hartnell College	Multiple Subject with Bilingual Authorization	\$250,000
California State University, Monterey Bay	Monterey Peninsula College and Hartnell College	Education Specialist	\$250,000

Grant Recipient	Community College Partner(s)	Planned Integrated Credential Program(s)	Award Amount
California State University, Sacramento	Sacramento City College	Multiple Subject, Single Subject Science	\$248,806
California State University, San Marcos	Palomar Community College, MiraCosta Community College	Multiple Subject, Education Specialist, Bilingual Authorization	\$248,718
California State University, Stanislaus	San Joaquin Delta College, Modesto Junior College, and Merced College	Multiple Subject, Multiple Subject with Bilingual Authorization, Education Specialist	\$240,127
Dominican University of California	College of Marin	Multiple Subject, Education Specialist	\$249,041
Humboldt State University	College of the Redwoods	Education Specialist	\$195,103
Loyola Marymount University	El Camino College	Multiple Subject, Single Subject: Math, Science, World Languages, English, Social Science, Music, Industrial and Technology Education, Physical Education, Science	\$250,000
Mills College	Laney Community College	Multiple Subject, Bilingual Authorization	\$249,288
Notre Dame de Namur University	San Mateo County Community College District	Single Subject Science	\$183,536
Point Loma Nazarene University	Grossmont College, San Diego Community College, MiraCosta College, Palomar College, Southwestern Community College	Multiple Subject, Single Subject: Math, Art	\$250,000
San Diego State University	Southwestern Community College, Cuyamaca College, Miramar College	Single Subject: Math, Science	\$249,357
San Diego State University	Southwestern College, San Diego Community College District, Grossmont, Cuyamaca Community College District	Single Subject: Math, Science	\$249,831
San Diego State University	Southwestern Community College, San Diego Mesa College, Cuyamaca College, Grossmont College	Multiple Subject with Bilingual Authorization, Bilingual Authorization, Education Specialist	\$249,858
San Diego State University	Mesa Community College, Miramar College, Southwestern College,	Education Specialist	\$249,887

Grant Recipient	Community College Partner(s)	Planned Integrated Credential Program(s)	Award Amount
	Cuyamaca College, Imperial Valley College		
San Francisco State University	Skyline Community College	Single Subject Physical Education, Education Specialist (Adaptive Physical Education)	\$249,980
San Francisco State University	Skyline Community College, Canada College	Multiple Subject with Bilingual Authorization	\$250,000
San Jose State University	Foothill-DeAnza College, San Jose City College	Single Subject Math, Education Specialist, Bilingual Authorization	\$250,000
Sonoma State University	Santa Rosa Junior College	Multiple Subject with Bilingual Authorization	\$199,728
St. Mary's College of California	Los Medanos College	Education Specialist	\$224,694
University of California, Irvine	Mt. San Antonio Community College	Single Subject: Math, Science	\$230,913
University of California, Los Angeles	Santa Monica College	Single Subject: Math with Bilingual Authorization, Science	\$250,000
University of Laverne	Citrus Community College	Multiple Subject	\$249,305
University of San Diego	San Diego Miramar College, San Diego Mesa College, San Diego City College	Single Subject: Math, Science	\$249,991
University of San Francisco	City College of San Francisco, Peralta Community College District	Multiple Subject, Single Subject: Math, Science	\$249,899
University of the Pacific	San Joaquin Delta College, Sierra College	Multiple Subject, Education Specialist	\$223,070
Whittier College	Rio Hondo College	Education Specialist	\$189,922

In total, eighty-seven teacher preparation programs were proposed, in thirty-three postsecondary institutions, eighteen of which 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. Overall, the thirty-three institutions proposed collaborating with fifty-four community colleges.

Initial Data Collection

To analyze the impact of the Integrated Undergraduate Teacher Preparation Program, authorizing legislation and the Request for Proposal require grantees to provide the Commission with initial program and outcome data for three years after receiving the grant. Staff began requesting initial program and outcomes data in fall 2018, since it would take at least that long for there to be an initial cohort of candidates that might produce outcomes for

the program. Staff also requested initial program and outcome data of grant recipients and received data prior to the December 31, 2018 deadline in these mandated areas:

- Type of program(s) planned under the grant
- Implementation schedule/timeline
- Initial cohort of candidates – number enrolled, number graduating
- 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
- Effectiveness of implementation strategies
- Challenges and lessons learned

The results of data collected are included in the remainder of this item.

Types of Program(s) Planned Under the Grant

As of December 31, 2018, Integrated Undergraduate Teacher Preparation Program grant recipients reported eighty-five integrated undergraduate credential programs developed and/or modified under this grant program. Of these: twenty-one were Multiple Subject; thirty-seven were Single Subject; twenty-seven were Education Specialist; and, eleven of the credential programs included a Bilingual Authorization. Table 2 shows the types of integrated credential programs by type.

Table 2: Types of Integrated Programs Planned by Grant Recipients

Program Type	Number
Multiple Subject	10
Multiple Subject with Bilingual Authorization	11
Single Subject: Math	10
Single Subject: Foundational Level Math	4
Single Subject: Science	7
Single Subject: Foundational Level General Science	6
Single Subject: Spanish	2
Single Subject: Art	1
Single Subject: Biology	1
Single Subject: English	2
Single Subject: Music	1
Single Subject: Social Science	1
Single Subject: History	1
Single Subject: PE with added Adaptive PE	1
Single Subject: Bilingual	0
Education Specialist: Mild/Moderate	16
Education Specialist: Moderate/Severe	9
Education Specialist: Deaf and Hard of Hearing	0
Education Specialist: Visual Impairment	0

Program Type	Number
Education Specialist: Physical and Health Impairment	0
Education Specialist: Early Childhood Education	1
Language Development	0
Other: Dual Multiple Subject/Education Specialist with Optional Bilingual Authorization	1
Total	85

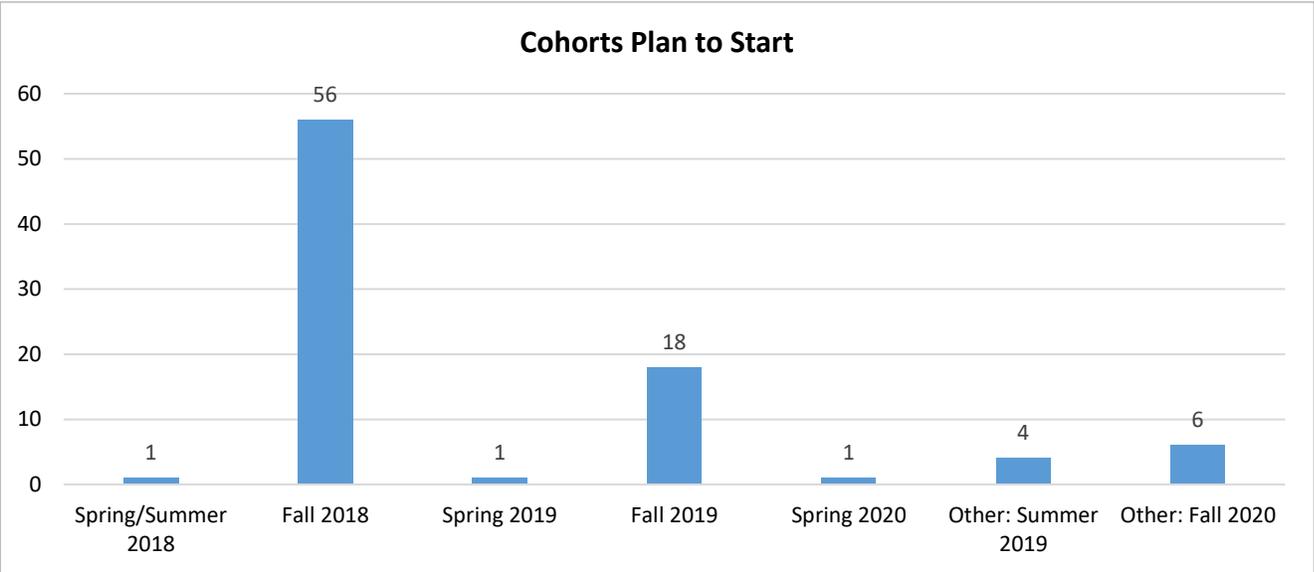
The greatest number of Integrated Undergraduate Teacher Preparation Programs planned and/or developed are:

- Education Specialist Mild/Moderate, with a total of sixteen;
- Multiple Subject with Bilingual Authorization, with a total of eleven; and
- Multiple Subject and Single Subject Math, with a total of ten.

Implementation—When Cohorts Plan to Start

The Integrated Undergraduate Teacher Preparation Programs grantees were asked when they intend to enroll their first cohort of candidates in the new teacher preparation program developed and/or modified as a result of this grant. Figure 1 shows the semester and year grantees are intending to enroll their first cohorts.

Figure 1: Implementation—When Cohorts Plan to Start

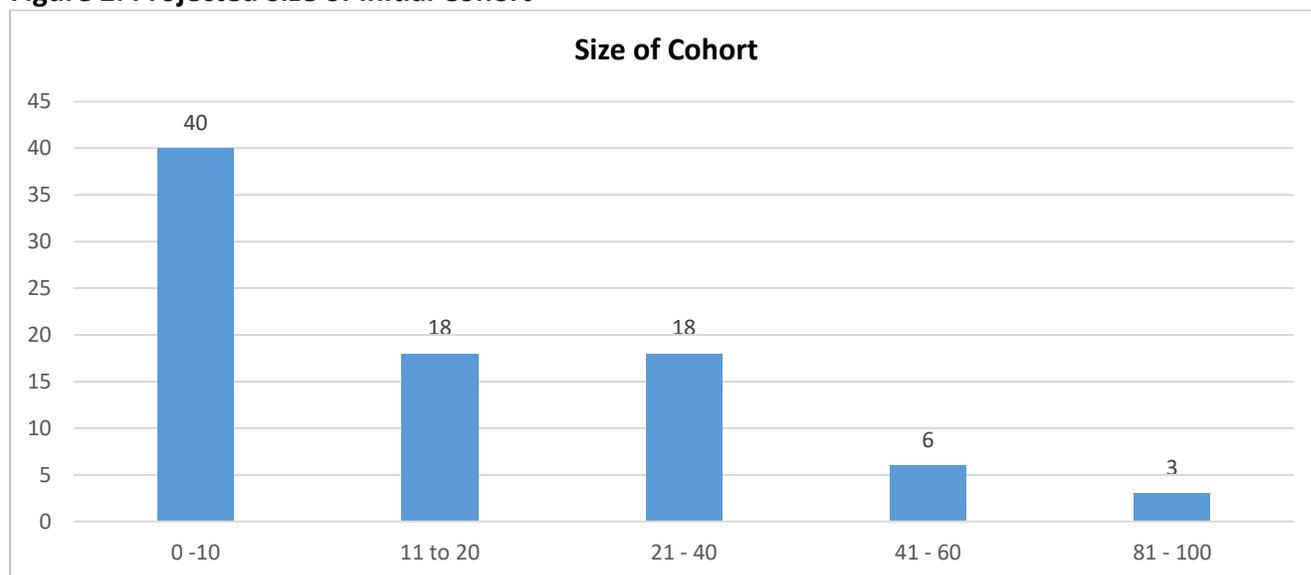


The majority of grantees reported their intent to enroll their first cohort of participants in the fall semester 2018; the next most common start time was fall 2019.

Projected Size of Initial Cohort

The Integrated Undergraduate Teacher Preparation Programs grantees were asked how many teacher preparation candidates they expect to recruit for their initial cohort. Figure 2 shows how many candidates each of the grantees are projecting to enroll.

Figure 2: Projected Size of Initial Cohort



Forty integrated credential programs, as a result of this grant, projected 0-10 candidates in the initial cohort. Additionally, eighteen integrated credential programs project enrollment of 11-20, and another eighteen integrated credential programs expect 21-40 candidates in their initial cohort.

How Candidates Will Meet the Subject Matter Requirement in the Planned Program

Authorizing legislation requires integrated programs to create programs where candidates engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees. In the annual report, the Integrated Undergraduate Teacher Preparation Programs grantees were asked what choices candidates had to meet the subject matter competency requirement in the proposed program. Table 3 shows how candidates are able to meet the subject matter competency requirement in the planned programs.

Table 3: How Candidates will Meet the Subject Matter Requirement in the Planned Program

Path to Subject Matter Competency	Number of Programs
Only via passing the California Subject Examinations for Teachers (CSET)	17
Either passing the California Subject Examinations for Teachers (CSET) or via the Commission-approved subject matter program offered concurrently by the integrated program	48
Only via a Commission-approved subject matter program offered concurrently by the integrated program	18
Only via a Commission-approved subject matter program offered by another institution	0
All three options: passing the California Subject Examinations for Teachers (CSET), or via a Commission-approved subject matter program offered concurrently by the integrated program, or via a	2

Path to Subject Matter Competency	Number of Programs
Commission-approved subject matter program offered by another institution	

Of the eighty-five proposed credential programs, candidates in:

- Seventeen programs will meet subject matter competency via passing the CSET only;
- Forty-eight programs will allow candidates to either pass the CSET or complete a Commission-approved subject matter program offered by the grantee;
- Eighteen programs would allow candidates to meet subject matter competency via a program offered by another Institution of Higher Education (IHE); and
- Two programs would allow candidates to use all three options.

Planning Approaches Grantees Used and Their Effectiveness

The Integrated Undergraduate Teacher Preparation Programs grantees were asked about their planning processes, what approaches they employed, and the effectiveness of those approaches. Table 4 shows the planning approaches used by grantees and their perceived effectiveness.

Table 4: Planning Approaches Grantees Used and Their Perceived Effectiveness

Approaches	Somewhat effective	Effective	Very effective	Did not use this approach
Provided faculty release time to develop new courses or to redesign existing courses	0%	31%	54%	15%
Provided program coordinators release time to facilitate collaboration between subject-matter faculty and educator-preparation faculty	1%	18%	51%	30%
Used external consultants to help design and plan the integrated program	1%	6%	2%	91%
Held collaborative planning meetings with other faculty/staff at the institution	0%	20%	80%	0%
Held collaborative planning meetings with community college partners	9%	12%	58%	21%

Of the planning approaches, holding collaborative planning meetings with other faculty/staff at the institution was rated as the most effective at 80 percent. Also considered “Very Effective” at 54 percent and 51 percent respectively was providing release time for faculty and

coordinators, and at 58 percent “Very Effective” having collaborative planning meetings with community college partners.

Other approaches institutions reported using to develop or modify their integrated programs included:

- Staff and faculty participated in CSU-wide ITEP Leadership Meetings;
- Designed professional development for project faculty regarding technology;
- Designed courses which would double count as upper division GE courses;
- Provided stipends to faculty and staff to redesign courses, coordinate, and collaborate with others; and
- Increased communication with administration, registrars, high school teachers, and other stakeholders across the institutions.

Recruitment Strategies Used and Their Effectiveness

The Integrated Undergraduate Teacher Preparation Programs grantees were asked about recruitment strategies, what strategies they employed, and the perceived effectiveness of those strategies. Table 5 shows the recruitment strategies used by grantees and their perceived effectiveness.

Table 5: Recruitment Strategies Used and Their Perceived Effectiveness

Approaches	Somewhat effective	Effective	Very effective	Did not use this approach
Visiting high schools	29%	19%	9%	43%
Visiting community colleges	24%	23%	33%	20%
Developing and providing marketing brochures about the integrated program to prospective candidates	6%	42%	51%	1%
Developing and providing e-marketing materials about the integrated program to prospective candidates, such as through websites and social media channels	16%	25%	45%	14%
Providing information to prospective candidates about financial aid	19%	26%	20%	35%
Working with California Center on Teaching Careers	6%	0%	0%	94%

Of the recruitment strategies, developing and providing marketing brochures about the integrated program to prospective candidates was most effective at 51 percent. Also “Very

Effective” at 45 percent was developing and providing e-marketing materials about the integrated programs through websites and social media channels.

Other successful approaches institutions reported using to recruit candidates to their integrated programs included:

- Hired grant-funded Student Services Professional to engage in ITEP recruitment and outreach;
- Worked closely with alumni, and local high school and community college teachers and staff to promote and recruit including hosting field trips for potential students;
- Met with prospective students during IHE campus-wide events, recruitment fairs, resources fairs, organized “Best Buddies Club,” visited relevant pre-major classrooms;
- Held information sessions—online and in-person—for interested high school, parents, and community college students;
- Employed various online marketing strategies including TV commercials, recruiting videos, websites, and an online social media advertisement campaign; and
- Coordinated with other departments at the IHE including Admissions, Subject Matter (such as Mathematics), and counselors to outreach to prospective candidates.

Key Design Features of the Planned Program

The Integrated Undergraduate Teacher Preparation Programs grantees were asked about key design features for their planned program(s). As institutions and programs vary, so do their key program design features. Many of the programs noted the importance of advising participants consistently during their journey, and building upon the collaboration across departments, community college, and Local Education Agency (LEA) partners for curricular planning, development and implementation.

Some direct examples of key design features of planned programs included:

- 3 + 1 - Three years to a bachelor’s degree, admitted to school of education for fourth year credential.
- Integrated advising from the Liberal Studies, Early Childhood Studies, and Education Specialist programs; two summers and one semester of clinical practice; campus-based opportunities to engage in early field experiences with children and adults with disabilities: Motor Development Clinic and Danny’s Farm (for children with autism); build strong foundation in disability and diversity in advocating for inclusive practices and ways to integrate technology for teaching and learning, and use of Assistive Technology and tools.
- During freshman and sophomore years, students will take three SPED prerequisite courses; students who completed an approved early field experience course at a community college do not need to take the early field experience course.
- For the Multiple Subject credential with bilingual authorization, the program is specifically designed to build proficiency in academic Spanish and the majority of methods courses are done in Spanish.
- Since there are few inclusive settings among local schools, an IHE in Los Angeles developed a partnership with LAUSD’s Special Education Division—East District. They

are working in three local LAUSD elementary schools to provide initial and ongoing professional development to the teaching staff to ensure that candidates are assigned to skilled mentors who model best practices for effectively educating students across the grades in inclusive settings.

- Creation of collaborative partnerships: for curricular planning, development, and implementation of the program within the College of Education (COE) and between the COE and Subject Matter Partner faculty; collaborative partnerships within and across the institution: working with community college partners, and with own college enrollment services, student services, and others to make sure that the new curriculum is clearly represented and communicated in all systems; CSU-side collaborations: meeting and engaging with each other to learn of each other's practices, challenges, lessons learned, and to leverage guidance, support, and structures across CSU.
- Students complete their BA/Elementary Subject Matter program (including 90 hours of fieldwork) and credential co-requisite coursework in the first three years; in the fourth year, they either complete their methods classes in the first semester and student teaching in the second semester, or enter a residency pathway to complete their methods classes and student teaching concurrently.

Effectiveness of Implementation Strategies

Because most of the Integrated Undergraduate Teacher Preparation Programs did not begin until fall 2019, data reported by December 31, 2018 regarding the effectiveness of implementation strategies was limited. Some programs did indicate the success of some implementation strategies, and after review of that information two themes emerged:

1. Collaboration: Many programs noted the importance of collaboration across departments, with community college colleagues, admissions offices, and with existing activity centers and networks on campus.
2. Recruitment: Programs acknowledged the importance of marketing materials focusing on education, working with admissions and counseling offices, and increased articulation within the program.

Challenges and Lessons Learned

The Integrated Undergraduate Teacher Preparation Program grantees were asked to describe challenges and lessons learned. Institutions were able to articulate challenges with the work surrounding creating integrated teacher programs, and they clearly articulated the steps they took to overcome such challenges. The following is a selection of challenges and lessons learned as reported by grantees and quoted below:

- On our campus, silos have historically existed between the graduate and undergraduate academic and student support areas. The enrollment management and registrar areas use different calendars, definitions, systems, etc. Bringing everyone to the table to discuss and plan regularly throughout the program planning process was helpful, but it took time to develop shared understanding and vision.
- One of the lessons learned during the design and implementation of the integrated credential program was the importance of having the right team working alongside you during the development of and modification of a program. Having the right stakeholders

(admissions, advising, faculty, staff, marketing and community colleges) involved from the start, allowing the tough questions to be asked and addressed early on. One of the initial challenges we faced was convincing the other schools and colleges at “college name” that we are not taking their students from them, but that we are offering their candidates the opportunity to earn a teaching credential while they earn their bachelor’s degree. After many discussions, our other schools and colleges have a much better understanding of our integrated programs.

- One obstacle that we faced was a lack of campus administrators’ knowledge of ITEP. The ITEP was required to go through multiple levels of approvals: Departments, School Curriculum Committee, the University (Office of Academic Affairs), and the CSU Chancellor’s Office. The departments and the Curriculum Committee approvals were obtained within 4 months after the grant award (April, 2017). However, there was much confusion on a university approval process. For example, the ITEP faculty were requested to obtain an approval of ITEP program from the University Academic Senate while the Senate does not approve an individual program. The ITEP faculty had to present relevant documentations and explain the program through multiple meetings. Overall, it lasted several months to obtain the university approval (December, 2017).
- We received approximately 120 applications from students [from partner community college] expressing interest in the program. Of those, only 44 had completed the required lower division coursework, including GE requirements, major courses, and prerequisites for upper-division courses. We collected data on the gaps in preparation to inform advising strategies for future ITEP students.
- Lessons were that the articulation with community colleges required a lot of time, but that was provided through the grant, and was very effective.
- Challenge 1: working with a limited unit (135) and incorporating all requirements, GE courses and various university requirements such as writing intensive course, civic learning or race and ethnicity, etc., extensive education coursework and all of BS math content courses. Lesson learned: Be creative and collaborate. We were able to do this by designing specific courses that suit various requirements (e.g. our field experience course sequence meet writing intensive requirement, civic learning and upper division GE B4 requirements). Challenge 2: High tuition fee for summer bridge courses. Lesson learned: worked with education department to offer education courses in summer, which are state supported. Challenge 3: Offering upper division math courses when needed. Lesson learned: worked with the math department to offer ITEP cohort preferences for enrollment. Challenge 4: Keeping students on track with timely advising and providing financial support. Lesson learned: creating an in-depth hub for ITEP students where group advisement will take place and providing ITEP students with stipends from campus MSTI grant for tutoring freshmen GE math (aligns with Initiative 2025).

One grantee succinctly and effectively summed up the work, challenges and lessons learned:

- One lesson learned is that designing the program is only the first step - enacting the program takes a lot of real effort.

Next Steps

Commission staff will continue to monitor the Integrated Undergraduate Teacher Preparation Programs via an annual required data reports for three more years, and will present that information at Commission meetings. A report from grantees is due in late August 2019, and there will be two more years of required data reporting to the Commission. Staff will continue to update the Commission annually with yearly and cumulative data from the Integrated Undergraduate Teacher Preparation Program grantees.