
3G

Information/Action

Educator Preparation Committee

Update on Three State-Funded Grant Programs

Executive Summary: This agenda item presents an update on three state-funded grant programs: the California Classified School Employee Teacher Credentialing Program, the California Center on Teaching Careers, and the Integrated Undergraduate Teacher Preparation Program. This agenda item also presents the 2019 Annual Report to the Legislature for the California Classified School Employee Teacher Credentialing Program, and the California Center for Teaching Careers: Final Report to Legislature as required by statute for Commission review and approval to transmit to the Legislature.

Recommended Action: That the Commission approve the 2019 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program and the California Center on Teaching Careers: Final Report to the Legislature for transmittal to the Legislature.

Presenters: Iyore Osamwonyi, Assistant Consultant, and Cara Mendoza, Consultant, 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 Three State-Funded Grant Programs

Introduction

This agenda item presents the 2019 Annual Report to the Legislature for the California Classified School Employee Teacher Credentialing Program as required by statute (Education Code section 4493(f)), and presents the final report for the California Center on Teaching Careers also required by statute (Education Code section 44763). Also included in this agenda item is an update on the Integrated Undergraduate Teacher Preparation Program. At the April 2019 Commission meeting, staff presented information related to the other two state-funded grant programs administered by the Commission: Local Solutions to the Shortage of Special Education Teachers and the Teacher Residency Grant Programs—Capacity, Expansion, and Residency.

Background

The three state-funded grant programs in this agenda item primarily focused on teacher recruitment and development.

- *California Classified School Employee Teacher Credentialing Program*: In July 2016, the state budget allocated \$20 million for this five-year grant program to address the state's teacher shortage by supporting local education agencies (LEAs) to recruit classified school employees into teaching careers by supporting their undergraduate education and professional teacher preparation and certification as credentialed California teachers. In July 2017, the Legislature approved an additional \$25 million in funding for a second round of Classified Program grant awards. This program's funding maybe expended through 2021-22.
- *California Center on Teaching Careers*: In 2016, the Legislature authorized \$5 million for the establishment of the California Center on Teaching Careers. With this one-time grant, the state sought to address the teacher shortage by launching a recruitment and resource center for teacher candidates who are considering a teaching career. The Tulare County Office of Education was awarded this grant in 2016 to establish the Center and the funding was designed to enable the center to operate through June 2019.
- *Integrated Undergraduate Teacher Preparation Program*: Also in 2016, the Legislature earmarked \$10 million for the Integrated Undergraduate Teacher Preparation Program. The funding provided one or two-year planning grants to institutions of higher education with Commission-approved teacher preparation programs to develop a new or adapt an existing integrated undergraduate teacher preparation program whereby candidates could earn both a bachelor's degree and a preliminary teaching credential in four years. The enabling legislation mandated that the Commission, when awarding grants, give priority to proposals that partner with a California Community College and produce credentialed teachers in the areas of special education, math, science, and/or bilingual education.

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 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 2019 Annual Report ([Attachment A](#)).

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 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 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 portal, 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 California schools.
- 5) Administration of the 2017 California Educator Development (CalEd) Grant Program.

The Tulare County Office of Education provides further information on this program in the final report ([Attachment B](#)).

Integrated Undergraduate Teacher Preparation Program

In 2016, the Legislature authorized \$10 million for the Integrated Undergraduate Teacher Preparation Program so that institutions of higher education with Commission-approved teacher preparation programs could develop a new or adapt an existing integrated undergraduate teacher preparation program whereby candidates earn both a bachelor's degree and a Multiple or Single Subject teaching credential in four years. Priority was given to institutions that partnered with a California Community College and who indicated they would produce credentialed teachers in the areas of special education, math, science, and/or bilingual education.

Data Collection

The Integrated Undergraduate Teacher Preparation Program project and funding period was for two years, from 2016-17 through June 30, 2018. As outlined in the Request for Proposals, reporting requirements will extend up to three years after the first cohort of graduates complete the program.

As the two years of funding were for planning purposes, the data presented in this report reflects the first full year of implementation—the 2018-19 school year—of the developed or adapted integrated undergraduate programs created as a result of this funding.

To analyze the impact of this state-funded grant program, staff requested program data in these mandated areas:

- Implementation schedule/timeline of cohorts;
- Number of candidates enrolled by program;
- Academic standing of candidates;
- Race and ethnicity of candidates;
- Planned cohort areas for the 2019-20 school year; and
- Information regarding challenges to begin cohorts in 2019-20.

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

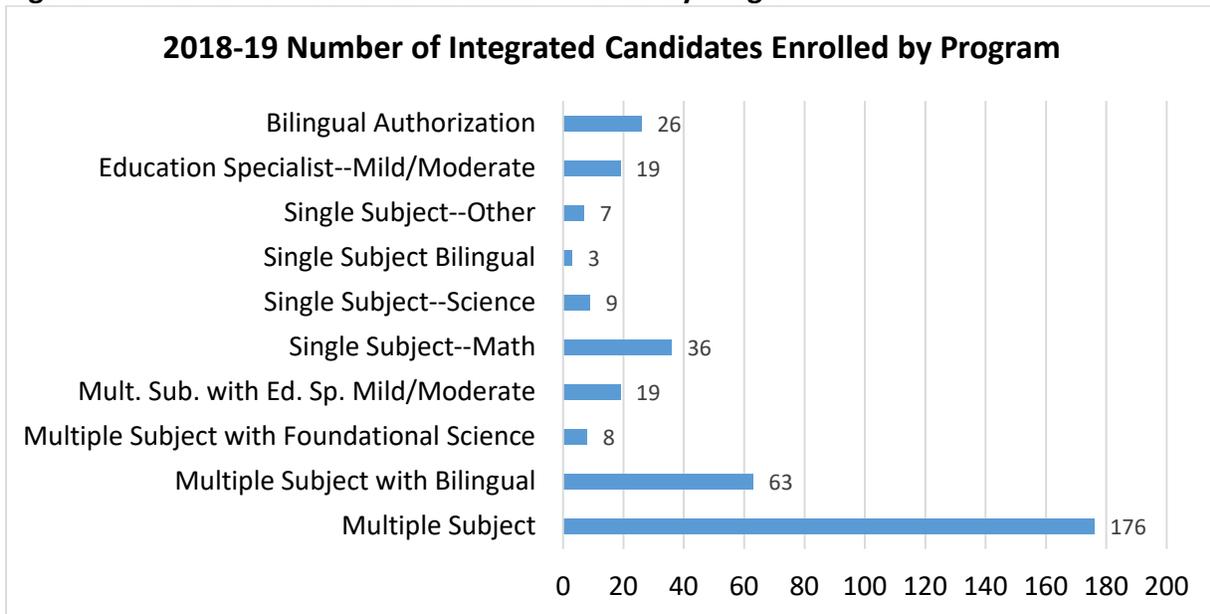
Implementation Schedule/Timeline of Cohorts

The Integrated Undergraduate Teacher Preparation Program grant recipients were asked if they enrolled an initial cohort of candidates in the 2018-19 school year, and if they intended to enroll another cohort of candidates in the 2019-20 school year. Twenty-two grant recipients reported beginning at least one undergraduate cohort in at least one credential area in the 2018-19 school year. Twenty-eight grant recipients reported that they either will add another cohort of candidates into their existing program and credential area, or will add a new cohort for a new credential area. One grant recipient noted that they enrolled candidates into their integrated program in the 2017-18 school year.

Number of Candidates Enrolled by Program

As of August 30, 2019, Integrated Undergraduate Teacher Preparation Program grant recipients reported that 392 candidates began the 2018-19 school year in an undergraduate program, and 371 remained enrolled by the end of the school year. Figure 1 shows the number of candidates enrolled by credential area.

Figure 1: 2018-19 Number of Candidates Enrolled by Program

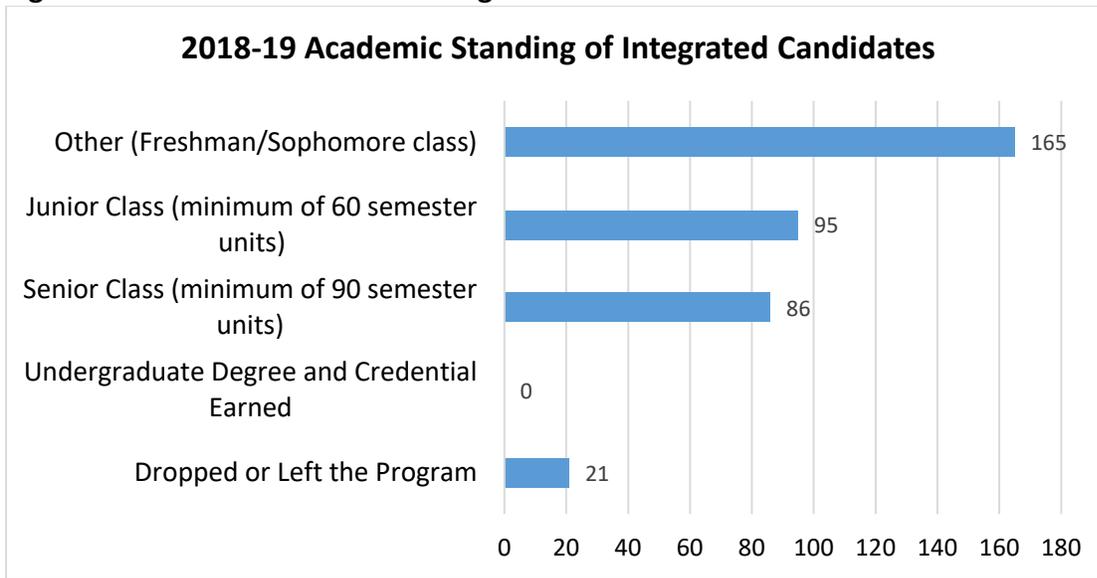


As reported by institutions, the number of credentials sought in the 2018-19 school year by type of program are:

- Bilingual Authorization (all): 89
- Education Specialist Mild/Moderate: 38
- Single Subject (all): 55
- Multiple Subject(all): 266

Figure 2 shows the academic standing of these same candidates.

Figure 2: 2018-19 Academic Standing of Candidates

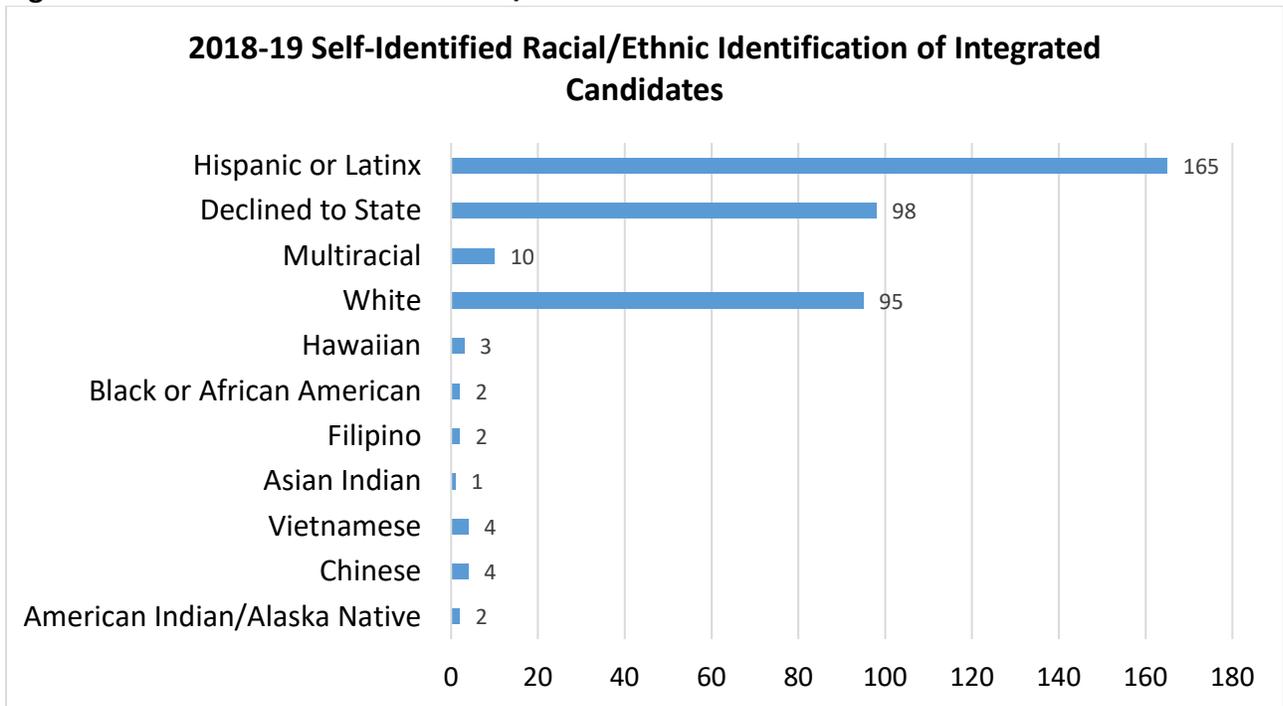


One hundred and sixty-five candidates (44 percent) with either freshman or sophomore academic standing were enrolled in integrated programs across California in 2018-19. At the end of the 2018-19 school year, no candidates had earned an undergraduate degree or credential; however, eighty-six seniors (23 percent) are on track to do so at the end of the current year, and ninety-five juniors (25 percent) are poised to earn credentials at the end of the 2020-21 academic year. The forty-one integrated programs in state colleges, universities, and private colleges reported that only twenty-one (five percent) of candidates dropped or left the program during 2018-19.

Race and Ethnicity of Candidates

Legislation and the request for proposal required grant recipients to provide data regarding the ethnic and racial composition of candidates. The grantees collected this data from candidates and submitted the information on the annual reporting form. Figure 3 illustrates the data collected.

Figure 3: 2018-19 Self-Identified Racial/Ethnic Identification of Candidates

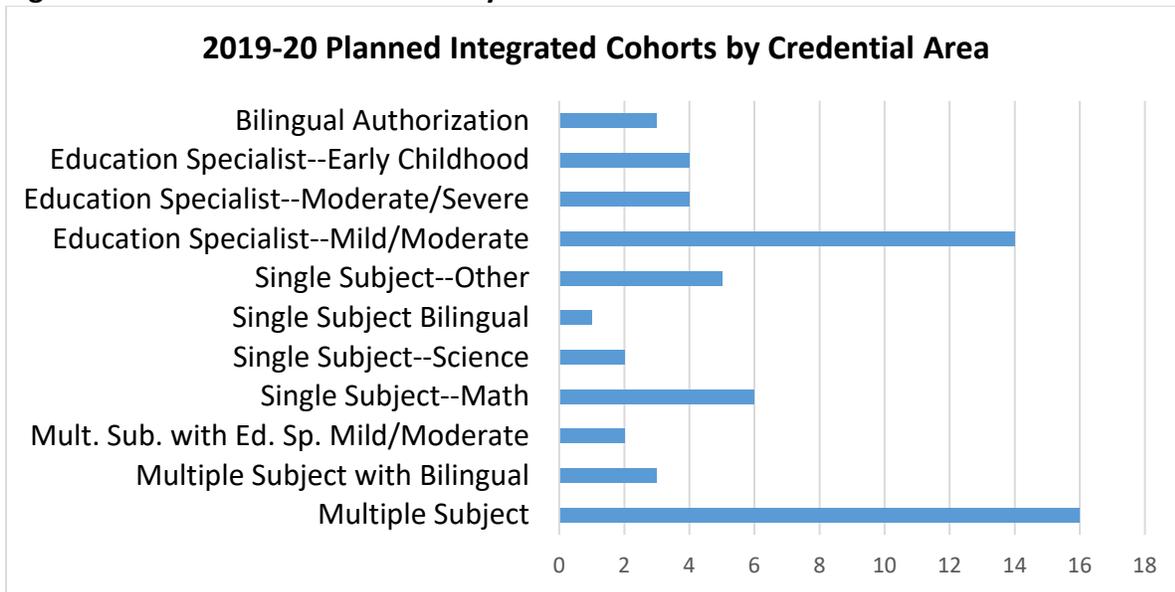


In terms of racial/ethnic breakdown of candidates in the Integrated Undergraduate Teacher Preparation Programs, 44 percent of candidates self-identified as Hispanic or Latinx, 25 percent as White, 26 percent declined to state, and two (2) percent as multiracial. The remaining races identified—Hawaiian, Black or African American, Filipino, Asian Indian, Vietnamese, Chinese, and American Indian/Alaska Native—were one percent or below.

Planned Cohort Areas for the 2019-20 School Year

Grantees were also asked whether or not they intended to begin a new cohort of candidates in the 2019-20 school year and in which credential areas might the cohorts begin. Figure 4 shows the number of planned cohorts by credential area.

Figure 4: 2019-20 Planned Cohorts by Credential Area



One can see from the figure that in addition to programs previously started, some institutions are adding cohorts this school year for Education Specialist Moderate/Severe, and Education Specialist Early Childhood Special Education. A total of fifty-nine new or continuing cohorts are projected for the 2019-20 school year:

- Bilingual Authorization (all): 6
- Education Specialist (all): 24
- Single Subject (all): 14
- Multiple Subject (all): 21

Information Regarding Challenges to Begin Cohorts in 2019-20

When institutions were asked if there was a plan to begin a new cohort of candidates for the 2019-20 school year, five institutions indicated that they were not positioned to do so.

Commission staff asked for the reasons behind the delay in implementation, and individual institutions noted the following specific examples:

- There were delays in the internal curriculum approval processes and changes in Education Specialist coursework requirements. The plan is to revise the Education Specialist Credential Coursework during fall 2019, and submit revised courses in fall 2020 to internal curriculum approval process.
- Lessons learned from the first cohort included some pre-requisite and advising issues that were limiting interest in the pathway. A college initiative was launched in spring 2019 to address these issues, and the plan is to recruit and admit a new cohort for the 2020-21 school year.
- The plan was to enroll candidates in the program in the 2019-20 school year. Substantial changes were made to both Liberal Studies programs on one campus, and the California State University Chancellor's Office requested additional changes. The institution is working to incorporate the changes and complete the approval process to be ready to

admit students for the 2020-21 school year. The Child Development Department is keeping track of interested students and advising them on which lower division courses are needed so they can enter the integrated teacher preparation program in their junior year.

- A plan is to officially enroll the first cohort into the credential program in their junior year beginning 2020-21. At this time, a sequence of courses will be listed in the course catalog. During the current school year, the institution will recruit from the identified undergraduate programs such as Liberal Studies and Family Development.
- One institution advised fall 2018 freshmen and community college students interested in the program to follow the four-year maps developed for the program; these students will be officially admitted to the program in their junior year, fall 2020.

Staff Recommendation

That the Commission approve the 2019 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program and the California Center on Teaching Careers: Final Report to the Legislature November 2019 for transmittal to the Legislature.

Next Steps

Commission staff will continue to monitor both the California Classified School Employee Teacher Credentialing Program and the Integrated Undergraduate Teacher Preparation Programs via annual required data reports, and will present that information at future Commission meetings.

Attachment A

**2019 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

Commission on Teacher Credentialing

November 2019

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Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95811

This handbook is available on the [Commission's website](#).

State of California
Gavin Newsom, Governor
Commission on Teacher Credentialing

This list reflects the composition of the Commission in November 2019. Current membership of the Commission is available on the [Members of the Commission](#) webpage.

Commission Member

Representing

Tine Sloan, Chair	Faculty Representative
Alicia Hinde, Vice Chair	Teacher Representative
Kathleen Allavie	School Board Member Representative
Kirsten Barnes	Non-Administrative Services Credential Representative
C. Michael Cooney	Public Representative
Marysol De La Torre-Escobedo	Teacher Representative
Johanna Hartwig	Public Representative
Terri Jackson	Designee, Superintendent of Public Instruction
Bonnie Klatt	Teacher Representative
Kevin Kung	Teacher Representative
Jane Marks	Teacher Representative
Monica Martinez	Public Representative
Castle Redmond	Public Representative
Haydee Rodriquez	Teacher Representative

Ex-Officio Representatives

Representing

Kathryn Williams Browne	California Community Colleges and Universities
Andrew Wall	Association of Independent California Colleges and Universities
Marquita Grenot-Scheyer	California State University
Annamarie Francois	University of California

Executive Director

Representing

Mary Vixie Sandy	Commission on Teacher Credentialing
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Report to the Legislature on the California Classified School Employee Teacher Credentialing Program November 2019

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 2,260 classified school employees statewide to become credentialed classroom teachers for California's public schools.

The Number of Classified School Employees Recruited in Round One

In 2016, twenty-five LEAs statewide were awarded funding for 1,010 available participant slots for the first round of the Classified Program. The twenty-five 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 2018-19 school year show that 90 percent of the classified employee program slots were filled during the 2018-19 school year. Of the twenty-five grantee LEAs, fourteen 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 One (2018-19)

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2018-19
Alhambra Unified School District	40	30
Chico Unified School District	25	25
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	9
Modesto City Schools	20	10
Monterey County Office of Education	45	37
Orange County Department of Education	110	110
Pomona Unified School District	20	17
Riverside County Office of Education	100	100
Sacramento County Office of Education	40	34
San Francisco Unified School District	25	25
San Juan Unified School District	20	11
San Luis Obispo County Office of Education	45	38
San Mateo County Office of Education	50	50
Santa Clara County Office of Education	50	43
Santa Cruz County Office of Education	50	21
Sonoma County Office of Education	40	40
Ventura County Office of Education	50	50
Visalia Unified School District	35	35
West Contra Costa Unified School District	20	20
Fairfield-Suisun Unified School District	20	18
Total	1010	908

The Number of Round One, Program Year 3 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

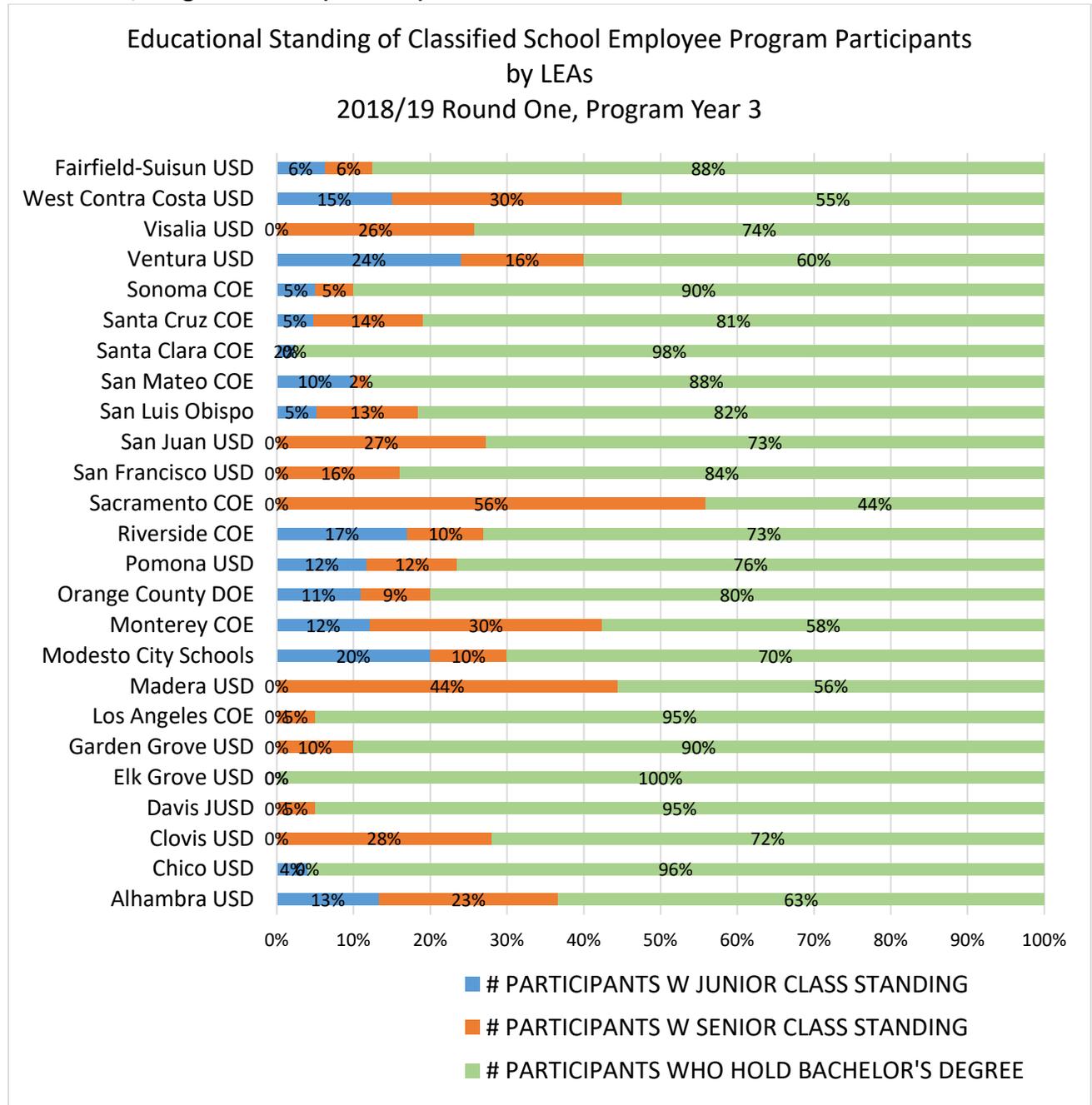
As of July 12, 2019, 143 additional Classified School Employee Program participants from the first round of funding have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. As of July 2019, 78 percent of all Round One program participants held a bachelor’s degree. 2016-17, 2017-18, and 2018-19 participant academic standing by grantee LEAs is shown in Table 2 below. The educational standing of the program participants by grantee LEAs is shown in Figure 1 below.

Table 2: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1, Program Year 3 (2018-19)

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)
Total Classified employees participating	968; 97%	981; 97%*	908; 90%*
Classified employees with junior class standing	116; 17%	104; 10%	69; 8%
Classified employees with senior class standing	143; 15%	148; 15%	121; 13%
Classified employees who hold bachelor's degrees	679; 70%	713; 73%	712; 78%
Classified employees who have earned a teaching credential and are now serving as a teacher	2; 0.2%	53; 5%	143; 16%

**of funded slots for classified participants*

Figure 1: Educational Standing of Classified School Employee Program Participants by LEA, Round One, Program Year 3 (2018-19)



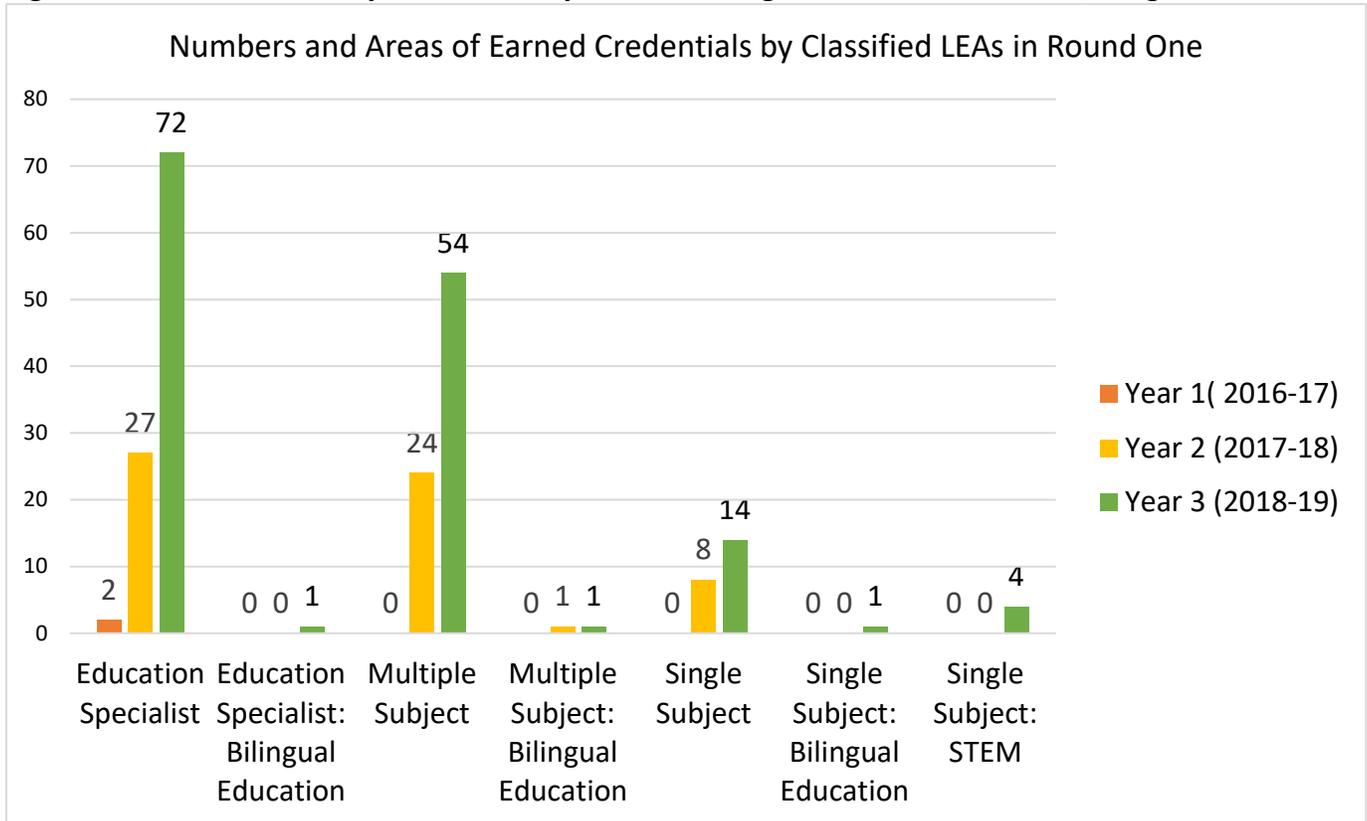
Degree to Which the Program is Meeting the Teacher Shortage Needs of the School District, Charter School, or County Office of Education

Figure 2 below illustrates the numbers and areas of credentials earned by Classified School Employee Program participants. Since July 2017, a total of 209 California credentials have been earned by the Classified Program participants in the following areas:

- Education Specialist, with a total of 101;

- Multiple Subject, with a total of 78;
- Single Subject, with a total of 22;
- Single Subject STEM, with a total of 4;
- Multiple Subject with Bilingual Education, with a total of 2; and
- Education Specialist Bilingual Education and Single Subject Bilingual Education, with a total of 1 respectively.

Figure 2: Earned Preliminary Credentials by Classified Program LEAs in Round One, Program Year 3



As of July 12, 2019, 143 Round One Classified School Employee Program participants (16 percent of the round one 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 program.

The grantees were asked to explain the degree to which the program is meeting the grantee’s teacher shortage needs. The following are some direct narrative as reported by the grantees:

- Our program is meeting our anticipated teacher shortage needs by creating a cadre of well-qualified prospective employees. We expect continued high numbers of retirements in the next few years, based on the age of our teaching force. Thus, the students completing credentials through this program over the next few years will be well positioned to fill our district’s need. In particular, we are always in need of teachers

for special education. These students are preparing to fill the greatest needs we have in the district. A second and unanticipated benefit is that our classified employees working on or having completed their credentials can fill in as very effective and well-qualified substitutes. This is especially critical in special education classrooms, where finding qualified substitutes is a challenge. Overall, we feel we are making good progress on our program goals, and that our participants will be ready to fill the many vacancies we expect beginning in the 2019-20 academic year.

- All participants are very excited to be a part of this program and are working hard to realize their dreams. We have provided additional support for those who are experiencing challenges to passing the CBEST assessment by providing online and in-person tutoring.
- The Classified School Employees Teaching Credentials Grant provides us the opportunity to develop local talent for the classroom. Although our participants are not fully credentialed yet, we look forward to bringing all of them on board upon completion of their credential requirements. There are multiple candidates that have credentials pending based on the passing of their CSET or RICA exams. The importance of follow up, mentoring, and coaching is important in helping the people in this program meet the grantees need.
- This was our most successful year with Commission Classified Grant participants. The Commission Grant is crucial to ensure these participants receive the necessary support, including reimbursement funding for allowable fees to successfully enter into and complete credential programs. In the past three years the Commission Classified Grant participants have also had the opportunity to supplement their credential program education with professional development designed especially for this cohort by our veteran teachers. They have access to our human resources and benefits teams to lead trainings to help them with a seamless transition from classified to certificate staff. For those still searching for the right credential program they can rely on our districts connection with our IHE partners to make the best decision and communicate easily during the admission process. Our goal for all participants listed on this Commission Classified Grant is their long-term retention as a teacher. We want them to thrive in their role as an educator in order to best serve our students.
- Moving forward, we will have approximately 81 candidates enrolled in a credential program for the 2019-20 school year. Each candidate was assigned to an advisor. Our advisors met with them to develop a teacher pathway checklist that identified all of the requirements each individual candidate needs to meet in order to enter a credential program. This checklist is a crucial aspect of our program as it determines the next steps each candidate will take in order to successfully enter the credential program. In addition, our advisors have had multiple meetings with our candidates to monitor how they are advancing in their course work and help identify ways to meet their needs if additional support was warranted. We believe that this additional component is crucial to the success of our participants.
- In our proposal, we stated that at least 50 percent of our classified program participants would be individuals wishing to be Special Education teachers. We surpassed our goal with thirty participants or 60 percent of our candidates indicating that they are seeking

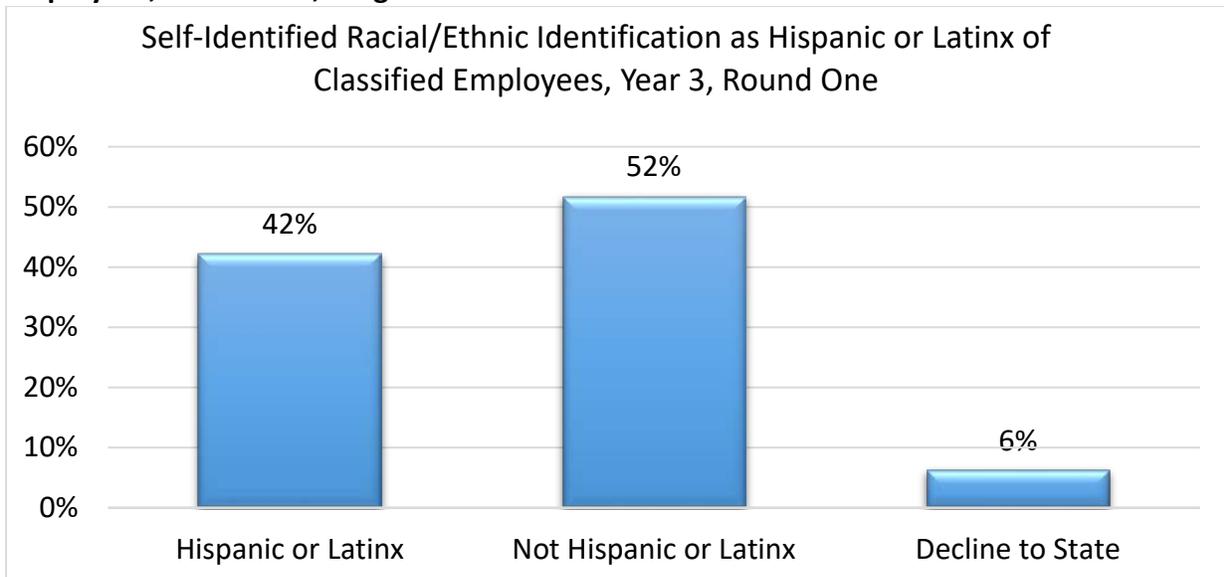
an Education Specialist credential. There exists a critical need to staff the vacancies that exist in our county's schools with qualified Special Education teachers.

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, 94 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

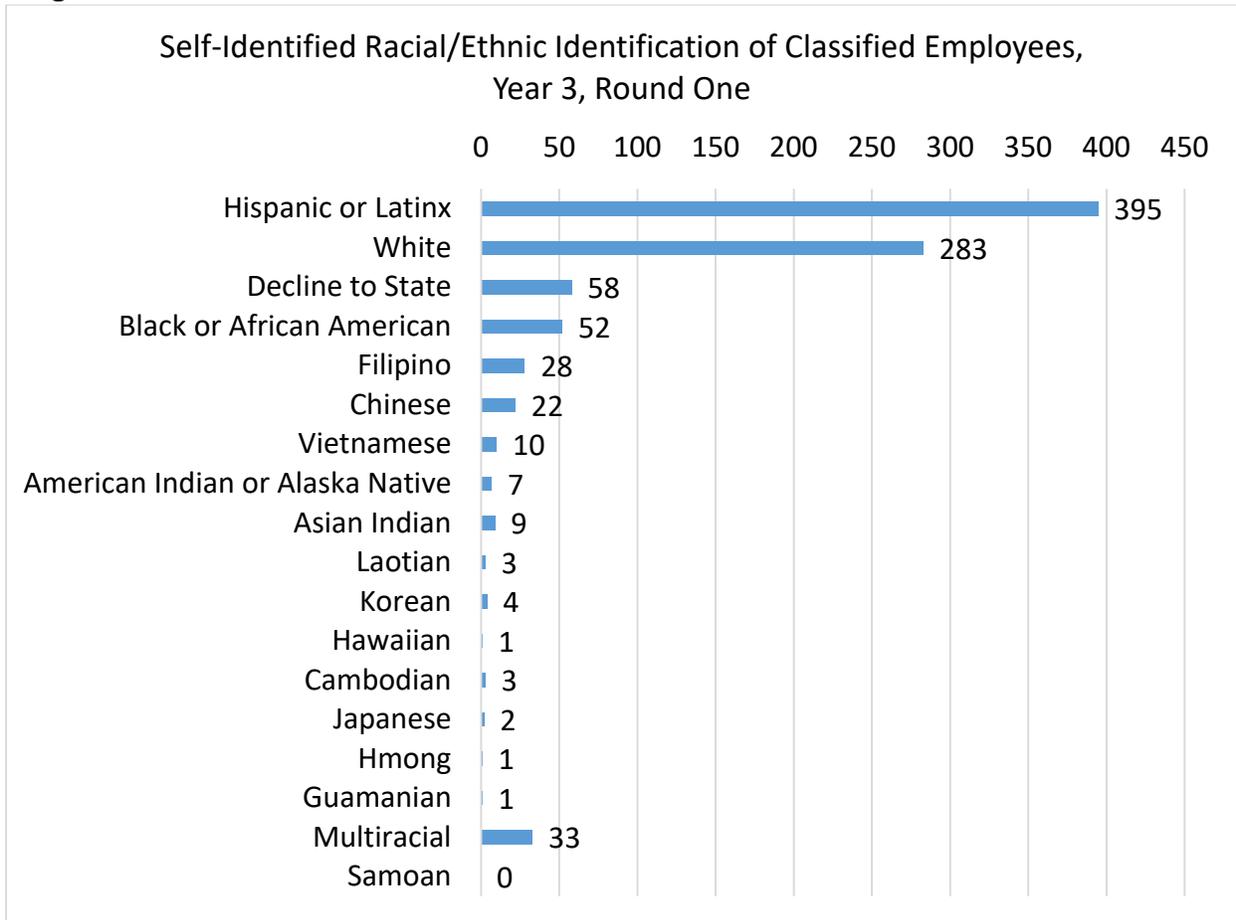
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (42 percent) of classified employees in the program who provided data self-identified as Hispanic or Latinx as illustrated in Figure 3.

Figure 3: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round One, Program Year 3



The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx, followed by White participants, who comprise 31 percent of all participants. Approximately six percent of participants are Black or African American (Figure 4).

Figure 4: Self-Identified Racial/Ethnic Identification of Classified Employees, Round One, Program Year 3



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 the 2017-18 school year. This round of funding supports an additional 1,250 classified school employees to become credentialed teachers in California public schools. At the [November 2018 Commission meeting](#), staff reported that most of the Round Two grantees were operational and the bulk of activity in Program Year 1, 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.

As of July 2019, all Round Two grantees in Program Year 2, 2018-19 are in full operation and grantees are moving their participants effectively and efficiently through the undergraduate

degree process and/or the teacher preparation process. The twenty-eight grantee LEAs are shown in Table 4 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-eight Round Two grant recipients for the 2018-19 school year show that 95 percent of the classified employee program slots were filled during the 2018-19 school year. Of the twenty-eight grantee LEAs, twenty 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 4: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round Two (2018-19)

LEA	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2018/19
Berkeley Unified School District	12	12
Chico Unified School District	30	24
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	20
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	122
Moreno Valley Unified School District	22	9
Mt Diablo Unified School District	20	20
National University Academy*	10	-
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	14
Santa Ana Unified School District	20	16
Santa Barbara County Office of Education	45	42
Sonoma County Office of Education	115	115
Ventura County Office of Education	20	20
Visalia Unified School District	35	35

LEA	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2018/19
Westside Unified School District	20	20
Total	1250	1190

**National University Academy Lakeside (Charter Number 0991) closed in January 2019. Grant money has been reallocated.*

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

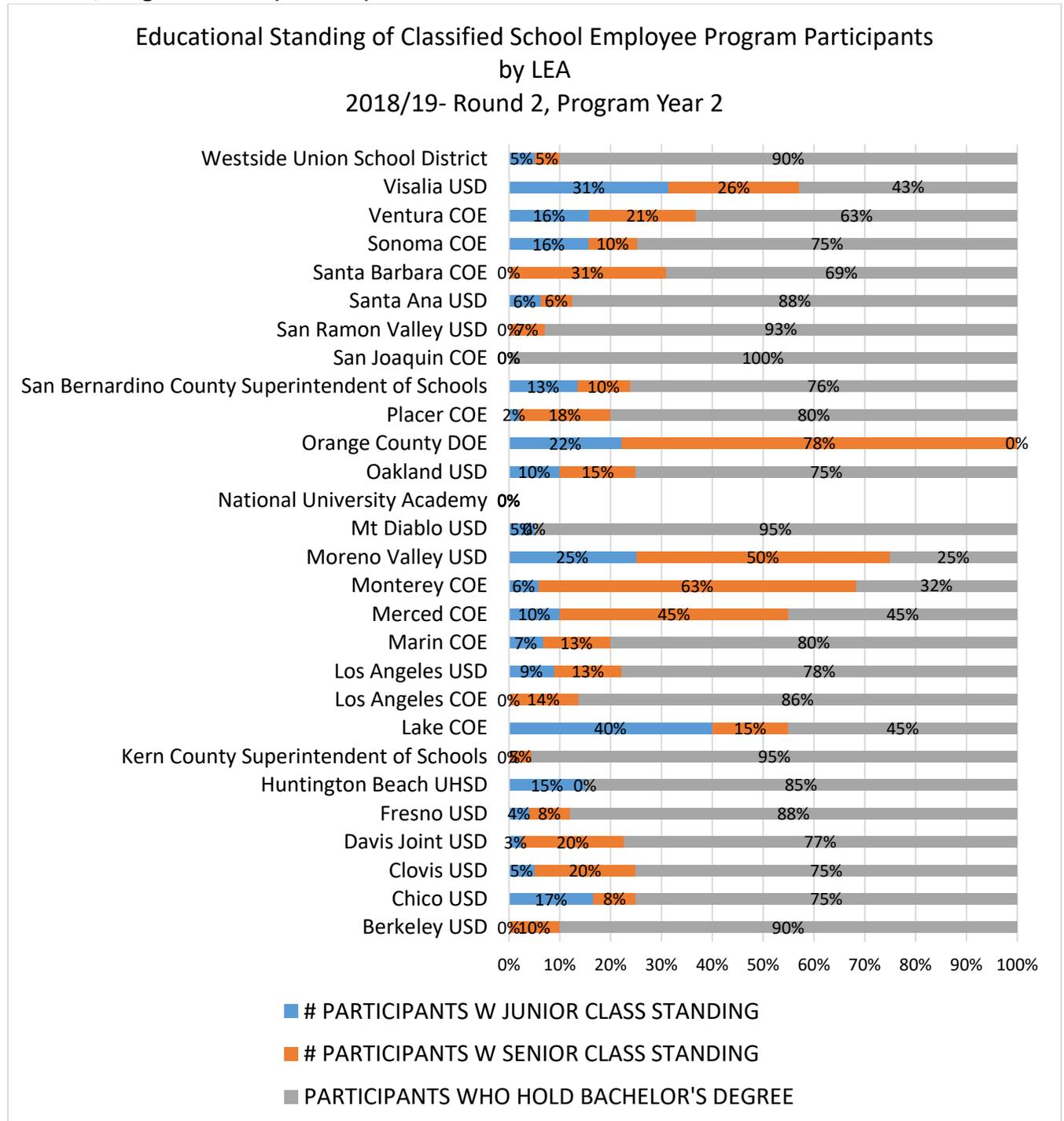
As of July 12, 2019, seventy-eight additional Classified School Employee Program participants from the second round of funding have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. As of July 2019, 73 percent of all Round Two program participants held a bachelor’s degree. 2017-18 and 2018-19 participant academic standing by grantee LEA is shown in Table 5 below. Educational standing of classified school employee program participants by grantee LEA is shown in Figure 6 below.

Table 5: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 2 (2018-19)

	Year 1 (2017-18)	Year 2 (2018-19)
Total Classified employees participating	1192; 95%*	1190; 95%*
Classified employees with junior class standing	157; 13%	92; 8%
Classified employees with senior class standing	242; 20%	224; 19%
Classified employees who hold bachelor's degrees	771; 65%	865; 73%
Classified employees who have earned a teaching credential and are now serving as a teacher	23; 2%	78; 7%

**of funded slots for classified participants*

Figure 6: Educational Standing of Classified School Employee Program Participants by LEA, Round 2, Program Year 2 (2018-19)



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

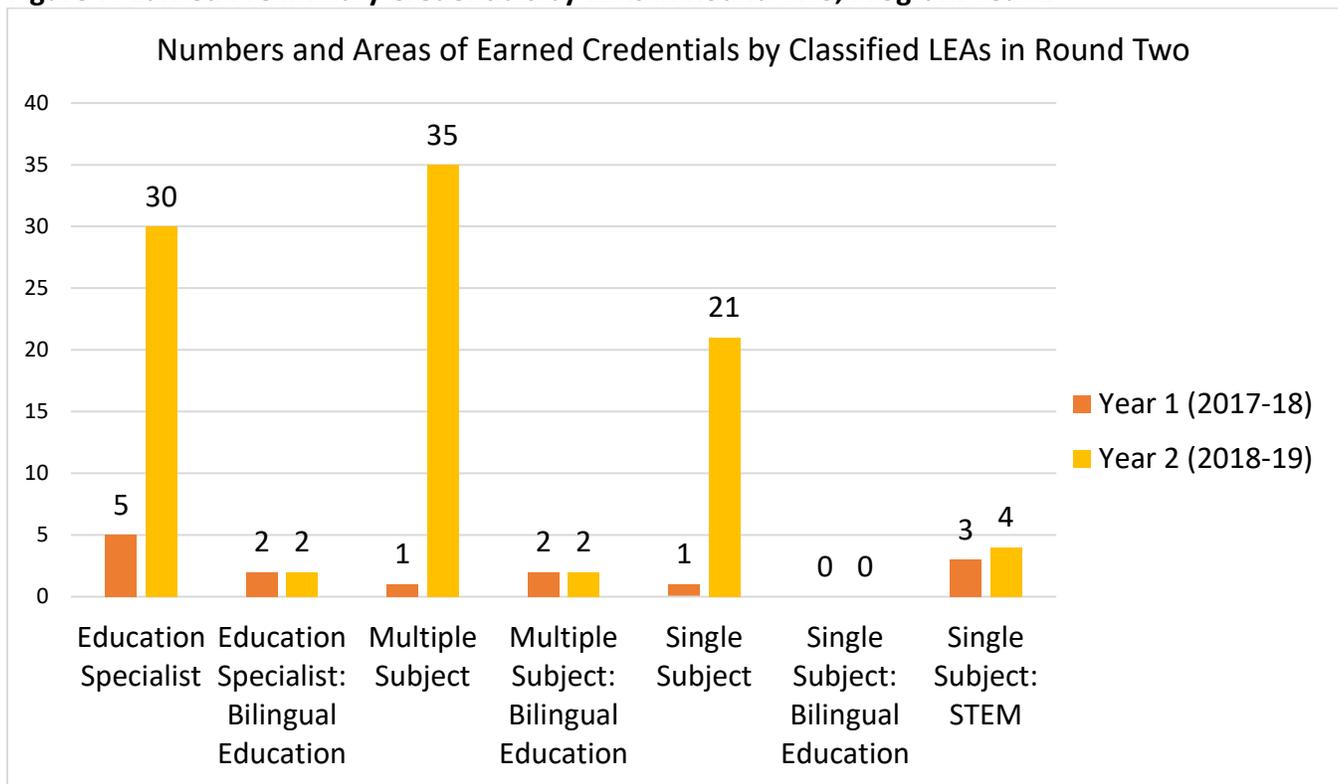
As of July 12, 2019, seventy-eight Round Two Classified School Employee Program participants (seven percent of the Round Two participants) have completed their teacher preparation,

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 program.

Figure 7 below illustrates the numbers and areas of credentials earned by classified school employee program participants. Since July 2018, a total of 108 California credentials have been earned by the classified school employee program participants in the following areas:

- Multiple Subject, with a total of 36;
- Education Specialist, with a total of 35;
- Single Subject, with a total of 21;
- Single Subject STEM, with a total of 7; and
- Education Specialist Bilingual Education and Multiple Subject Bilingual Education, with a total of 2 respectively.

Figure 7: Earned Preliminary Credentials by LEAs in Round Two, Program Year 2



The grantees were asked to explain the degree to which the program is meeting the grantee’s teacher shortage needs. The following are some direct narrative as reported by the grantees:

- Classified grant has provided not only funding, but also a great deal of enthusiasm among our classified employees. Many of them are graduates and residents of the local community and are deeply appreciative that such an opportunity even exists to encourage them to fulfill their dreams of giving back to their community. Many of our grantees have maxed out on the amount of funding they can get and would have taken

more if it were available. In some cases, even with the financial support, the cost of continuing education is still beyond their means. Without this program, we would not have as many classified employees pursuing a teaching credential. Without this program, we would not have as many classified employees feeling supported and encouraged by the District and the State to pursue their dreams. This program is value added and an essential part of the way we build our teacher workforce and develop an employee support system that demonstrates value for employees who are committed to student growth and development.

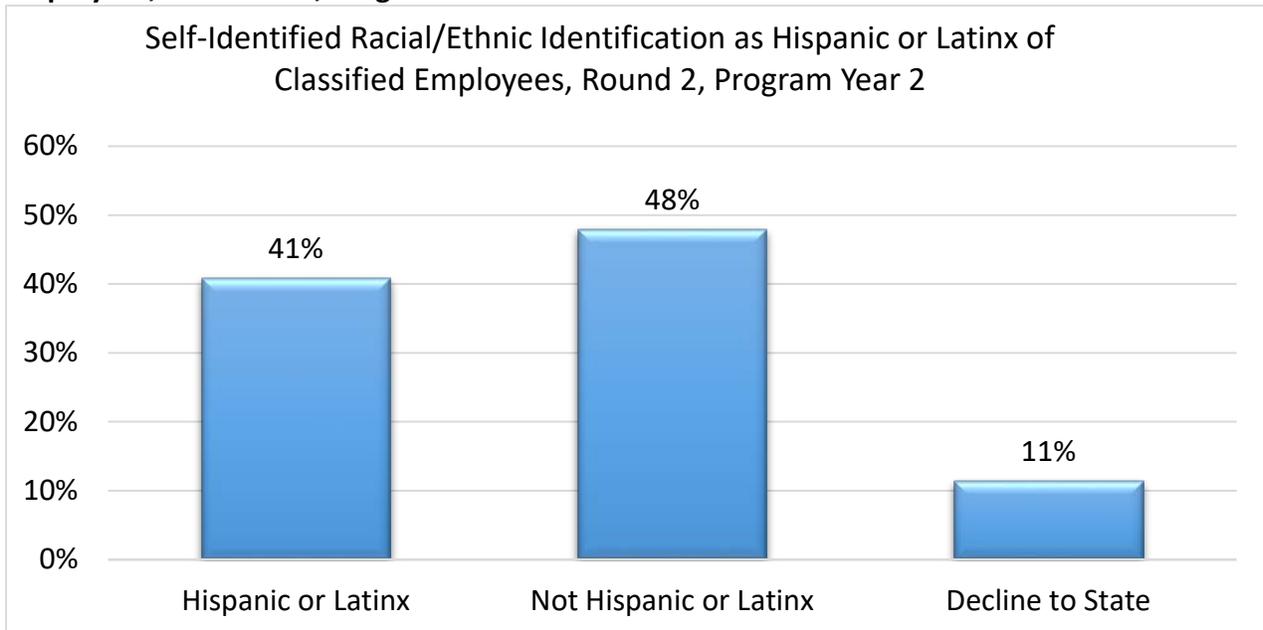
- The [Classified] Grant Program from the Commission is meeting the needs of our District directly and indirectly, as it related to the teacher shortage. Directly, this school year employees (3) completed their degree program. All of the employees made contact with the hiring principals, and a few were able secure employment as a teacher in our district. In terms of sheer numbers, this program has filled a vacancy that could have otherwise been open. As a district, we are very supportive of this program, and many employees are waiting to fill the now open slots. The principals in our district are very glad to see the candidates with experience and who know our schools and families well. The participants are energized and grateful to have the opportunity, the support and the financial boost to take on such a hefty endeavor, on top of their full lives, and work. Indirectly, the program is meeting the needs of our district by spurring a renewed interest in teacher pathways and pathway support. The indirect effect is a long term plan to address the teacher shortage.
- This has provided an opportunity for classified candidates to further their education. Many of these candidates were struggling financially to continue their education and this funding has enabled them to continue. While the results are just starting to come in, many of these candidates have transitioned to teaching positions and will be teaching under Provisional Intern Permits or Short Term Staffing Permits next school year.
- We are grateful to the Commission for the opportunity to support our regional school districts with this project. Several school districts have selected the program participants as the right teacher for the job. School district HR administrators have expressed their gratitude for the opportunity to grow their own teachers via the regional California Classified School Employee Teacher Credentialing Program. This project has most certainly contributed toward increasing the pipeline of new teachers in our region.
- During the 2018-19 school year, our program has clearly built relationships with its grant participants and mentors to differentiate support. From questions about test preparation, university requirements, to field course placements, the program has been able to keep the grantees focused on obtaining a teaching credential by removing barriers. We look forward to more grantees beginning, continuing and completing their credential programs over the summer and into the fall. Although earning a teaching credential can be a slower process for a busy, working adult, the program is confident we have set a foundation for our grantees to advance successfully as educators in our County.

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, 89 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

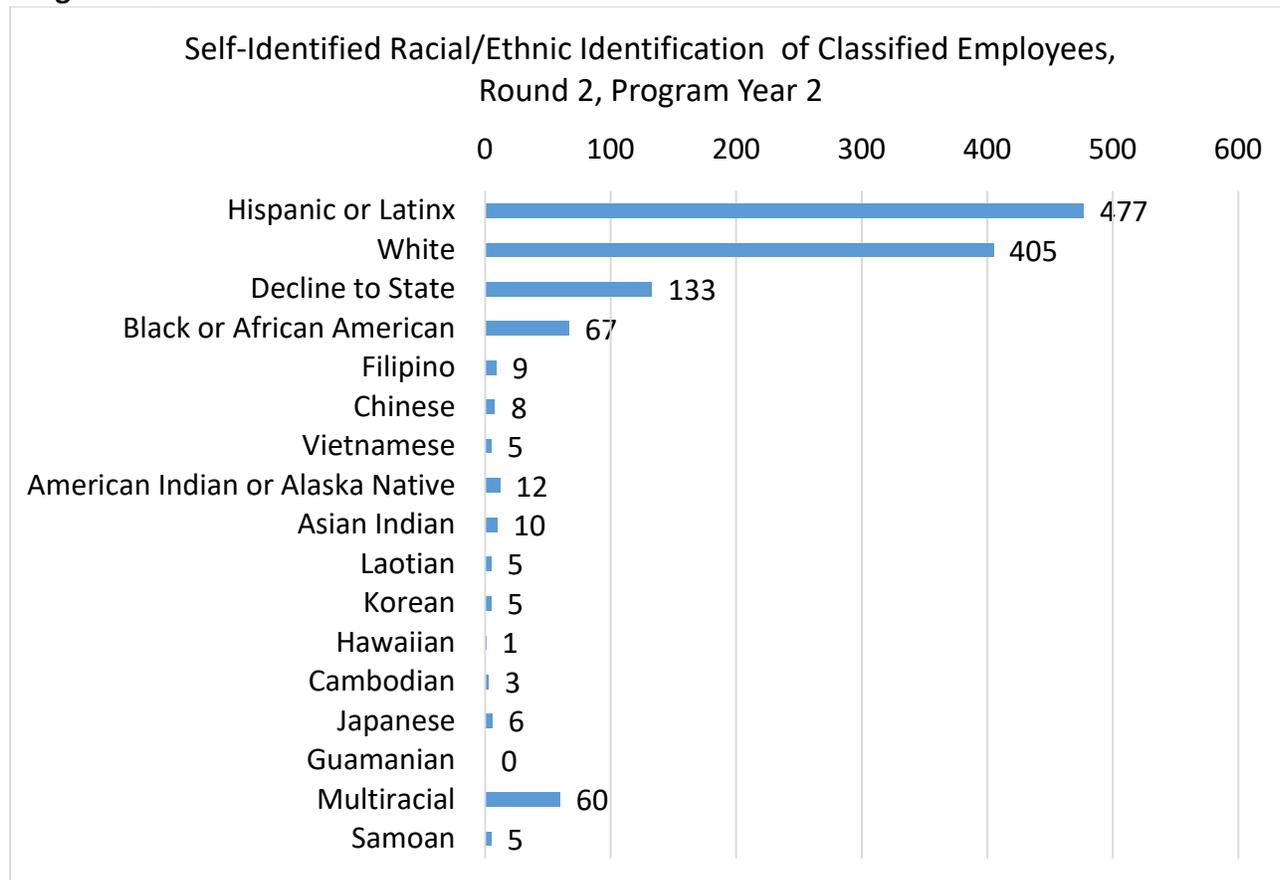
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (41 percent) of classified employees in the program who provided data self-identified as Hispanic or Latinx as illustrated in Figure 8.

Figure 8: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round Two, Program Year 2



The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx, followed by White participants, who comprise 33 percent of all participants. Approximately five percent of participants are Black or African American (Figure 9).

Figure 9: Self-Identified Racial/Ethnic Identification of Classified Employees, Round Two, Program Year 2



Summary and Conclusion

The California School Employee Teacher Credentialing Program is meeting the state’s teacher shortage by supporting the grantees to recruit classified school employees into teaching careers and support the individual in completing their undergraduate education, professional teacher preparation, and certification as credentialed California teachers. The July 2019 Classified Program data analysis shows that LEAs in both Round One and Two are in full operation and their participants are effectively progressing through the program. 78 percent of Round One participants hold bachelor’s degrees and 16 percent of the employees have already earned teaching credentials and are now serving as teachers. On the other hand, 73 percent of Round Two participants hold bachelor’s degrees and seven percent of the employees have already earned teaching credentials and are now serving as teachers. These programs are also ethnically and racially diverse and are serving classified school employees from a range of classified positions.

Table 6 provides the numbers of earned credential areas across Rounds One and Two per fiscal year spanning the last three years.

Table 6: Number of Credential Areas for Classified Rounds One and Two per Fiscal Year

Credential Area	2016-17	2017-18	2018-19	Total
Multiple Subject		25	89	114
Multiple Subject: Bilingual Education		3	3	6
Single Subject		9	35	44
Single Subject: STEM		3	8	11
Single Subject: Bilingual Education			1	1
Education Specialist	2	32	102	136
Education Specialist: Bilingual Education		2	3	5
Total Credentials Earned per Fiscal Year	2	74	241	317

Narrative derived from the data analysis indicates that the grantees are identifying and supporting their participants' individual needs as they progress through the program. Such support includes, advisement, financial assistance for degree, credentialing-related expenses 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. There has been a continuous recruitment process in place for classified employees as slots become open for program that either had participants who completed the program or participants who for personal or other reasons had to drop out of the program.

The Classified grantees submitted their 2018-19 classified report to the Commission on July 12, 2019. Reviewing data from the past three years (Table 6), it is noted that participants have earned a total of 317 credentials. The Education Specialist credential is the most earned credential area, with a total of 136 from both rounds over the last three years. Subsequently, the Multiple Subject credential is the second most earned credential area, with a total of 114. A total of 317 credentials have been issued to classified staff over the three years of grant funding, and 299 former classified employees are now serving as teachers.

Attachment B
California Center for Teaching Careers:
Final Report to the Legislature
November 2019

Tulare County Office of Education



California Center for Teaching Careers: Final Report to the Legislature

Commission on Teacher Credentialing

November 2019

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Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95811

This handbook is available on the [Commission's website](#).

State of California
Gavin Newsom, Governor
Commission on Teacher Credentialing

This list reflects the composition of the Commission in November 2019. Current membership of the Commission is available on the [Members of the Commission](#) webpage.

Commission Member

Tine Sloan, Chair
Alicia Hinde, Vice Chair
Kathleen Allavie

Kirsten Barnes

C. Michael Cooney
Marysol De La Torre-Escobedo
Johanna Hartwig
Terri Jackson
Bonnie Klatt
Kevin Kung
Jane Marks
Monica Martinez
Castle Redmond
Haydee Rodriquez

Representing

Faculty Representative
Teacher Representative
School Board Member Representative
Non-Administrative Services Credential
Representative
Public Representative
Teacher Representative
Public Representative
Designee, Superintendent of Public Instruction
Teacher Representative
Teacher Representative
Teacher Representative
Public Representative
Public Representative
Teacher Representative

Ex-Officio Representatives

Kathryn Williams Browne
Andrew Wall
Marquita Grenot-Scheyer
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California Community Colleges and Universities
Association of Independent California Colleges and
Universities
California State University
University of California

Executive Director

Mary Vixie Sandy

Representing

Commission on Teacher Credentialing

California Center for Teaching Careers: Final Report to the Legislature November 2019

Note: The Tulare County Office of Education developed this report to the Legislature and provided it to the California Commission on Teacher Credentialing for review prior to submission in November 2019.

The California Center on Teaching Careers (Center) was established in 2016 with a \$5 million-dollar grant award from the California Commission on Teacher Credentialing (Commission) to provide statewide collaborative leadership focused on increasing the teacher workforce. The primary goal of the Center is 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 our goals, the Center has engaged in the following outreach strategies:

Statewide Recruitment

The Center embarked on a comprehensive statewide Public Service Announcement (PSA) campaign which has resulted in TV Media Market Airings in 11 areas: Bakersfield, Chico-Redding, Eureka, Fresno-Visalia, Los Angeles, Medford-Klamath Falls (CA/OR border), Monterey-Salinas, Palm Springs, Sacramento-Stockton-Modesto, San Diego and San Francisco-Oakland-San Jose. This is no easy accomplishment in a state with two of the top 10 media markets nationwide. The PSAs were poignant yet relatable real-life teaching stories that drew the viewer in with the message of the life changing work of a teaching career. To get further reach with these moving PSAs the Center through its partnership with the Personnel Administrative Services Steering Committee (PASSCO) at the California County Superintendents Educational Services Association (CCSESA) asked County Offices of Education to explore their local connections with television stations; many local media markets around the State were exposed to the message of *“become a teacher today and make California better tomorrow.”* Beyond broadcast TV, the PSA campaign was disseminated via radio, satellite radio, national TV and national radio pick-ups expanding the sphere of our recruitment for highly-qualified, diverse candidates for California’s classrooms.

Taking into account the statewide retirement age data for our teacher workforce, school district needs across the state, the need for a teacher workforce that more closely mirrors our students, and the continued need for STEM, special education and multi-lingual teachers, the Center utilized a wide variety of media platforms. In addition to Facebook, Twitter, and Instagram we employed an array of media platforms such as: National Digital Publishers, YouTube, Viant, Mic.com, Teads, Nativo, Mashable, FMG/Fusion, Triple Lift, NinthDecimal, Meredith, Defy, CafeMedia, Tasting Table, The Nest, PopSugar, Flipboard, in order to reach a diverse **targeted audience of prospective teachers**. We actively and strategically targeted college/university students and alumni, career changers, paraprofessionals, substitute teachers,

Provisional Internship Permits (PIPs), Short-term Staff Permits (STSPs) holders and credentialed teachers (in-state, out-of-state, and out-of-country).

Outcomes

PSA Campaigns	Media Value	Detections (# to calculate impressions)	Impressions
TV PSA California	\$573,054	7,530	12,784,000
Radio PSA California	\$134,214	7101	25,136,000
TV PSA USA	N/A	12,800	N/A
Digital Radio PSA	\$254,000	N/A	16,000,000
Totals	\$961,268	27,431	53,920,000

PSA Social Media	Media Value	Actions (clicks/likes/shares)	Impressions (# of times viewed)
Facebook	\$99,361	161,801	5,073,252
Twitter	\$23,223	161,801	5,073,252
LinkedIn	\$10,133	882	393,971
Youtube Video	N/A	1,535 minutes	1,818 views
Totals	\$132,717	1,150,594	20,039,542

The Vortal Outreach	Reached	Engaged	Registered
Candidates	131,503	37,478	3,790
Education Stakeholders	13,058	3,722	226
Institutions of Higher Education	N/A	N/A	39

Vortal Content Displayed	Posted	Viewed
News	48	419
Videos	4	744
Events	13	33
Toolkits	2	16
Press Releases	2	35
Financial Aid	4	36
FAQs	3	26

Interactive Vortal (website)

One of the earliest projects for the Center was to build a dynamic, interactive vortal.¹ We wanted to be able to provide real-time matching systems for candidates and employers, house an electronic application system and database, host technical assistance networks and webinars, deliver information on training opportunities and support virtual recruitment strategies. The Center also created a credential tracker and support app that assists district and site based leadership with monitoring Provisional Internship Permits (PIPs) and Short-term Staff Permits (STSPs) thus creating a mobile system (smart phone or tablet based) that agencies throughout the state can utilize to better monitor and mentor their under-credentialed teachers, moving them into a clear credential and a teaching career.

Employment/Placement

Our Virtual job fairs (Vfairs) started as an exploration into a way to do recruitment and job fairs for the digital age and has quickly become one of our best innovations. In the beginning, we held hybrid job fairs with physical locations, setting up folding tables and putting out boxes of information along with the virtual, on-line job fair. We quickly learned that the stand-alone virtual fair (Vfair) is so user friendly, engaging, flexible and considering the age range of our targeted candidates, sometimes called digital natives, this was the right tool for our vast and varied state of California.

We have held 5 Vfairs in the 2018-19 academic year. Over 5,000 prospective teachers logged in and connected to 156 California educational agencies, with 43 different countries represented (see list)²; 3,240 job applications were viewed during the events and over 23,000 total virtual chats were conducted. The reach is much greater than we could have ever accomplished with limited staff, folding tables and boxes of materials. And this technology is opening up areas of the state that are often left out, the rural small districts.

In order to continually improve our strategies, we surveyed teaching candidates and hoped to glean from them their motivation to more effectively recruit and retain effective, high-quality teachers and the results were overwhelming. Of the seven categories they were offered as motivations for becoming a teacher almost 80 percent (79.37 percent) said it was to **encourage, educate and elevate the next generation**. Of the three top reasons candidates decided to go into teaching these were their motivations by ranking: 1) encourage, educate and elevate the next generation (79 percent); 2) giving back to the community (40 percent); 3) be a change agent (38 percent). These results highlight the next generation's optimism, enthusiasm and compassion for a teaching career.

Further, we surveyed the candidates who participated in our Vfairs to see if they had found a teaching job with a district in California, 38 percent of the 1,200 respondents to our placement survey reported that they were not contacted by any other organization about teacher

¹ Vortal is defined as a website that provides a directory of links to information related to a particular industry.

² Puerto Rico, American Samoa, Guam, Egypt, UK, Netherlands, China, Canada, Philippines, India, Poland, Africa, Pakistan, Singapore, Mexico, Italy, Spain, Portugal, Norway, Algeria, Japan, New Zealand

recruitment. In the academic year 2019-20, **the Center was the single point of contact for 788 candidates that are now teachers in districts in California**, our first full year with the virtual job fairs. Imagine what we can do when we really get going.

Of the 5000+ candidates from the five Vfairs in 2018-19, nearly half (2,466) had a preliminary or clear teaching credential; out of that pool of candidates, 343 had a credential from out-of-state and 154 had credentials from out-of-country.

Survey Results from Random Sample

Number of candidates surveyed	5,000
Number of respondents	1,200 (24%)

Employment/Placement

Number of candidate responses	1,200
Number of candidates who indicated have secured employment with a California school district as a result of the Center's efforts	788 (65.67%)

3a. What motivated the individual to enter or return to the teaching profession:

- Salary
- Reputation
- Giving back to community
- Be a change agent
- Inspire social justice
- Encourage, educate and elevate the next generation
- Other

Top three reasons by ranking	Number of responses	Percentage
Encourage, educate and elevate the next generation	952	79%
Giving back to the community	480	40%
Be a change agent	456	38%

3b. Which recruitment activities had the greatest impact on their decision to enter or return to the workforce:

- Email from The California Center on Teaching Careers (The Center)
- Email from EDJOIN
- Social Media Ad (Facebook, Twitter, Instagram)
- EDJOIN Ad (Splash Ads)
- Public Service Announcements (PSA)- tv, radio, digital, social media

Top three recruitment activities by ranking	Number of responses	Percentage
EDJOIN outreach	960	80%
The Center	252	21%
Social Media & PSA	180	15%

3c. Whether the teacher was contacted by other entities, other than the California Center on Teaching Careers, seeking to recruit teachers: YES or NO

Answer options	Number of responses	Percentage
YES	788	65.6%
NO	412	34.4%

3d. Whether, prior to being contacted by the California Center on Teaching Careers, the teacher had any of the following:

Types of credential	Number of responses	Percentage
A preliminary or clear teaching credential:	2,466	49.32%
• California	1,969 (out of 2,466)	79.85%
• Out-of-state	343 (out of 2,466)	13.90%
• Out-of-country	154 (out of 2,466)	6.25%
Prior experience working as a teacher:	2,466	49.32%
• California	1,969 (out of 2,466)	79.85%
• Out-of-state	343 (out of 2,466)	13.90%
• Out-of-country	154 (out of 2,466)	6.25%

Virtual Teacher Job Fairs

Categories	Number of responses
Number of events	5
Number of participants	5,000+
Number of educational agencies	156
Number of continents represented	6
Number of counties represented	43
Number of teaching applications viewed	3,240
Number of virtual chats conducted	23,000+

We have sent out a survey to the 156 educational agencies that participated in the Vfairs and are working on collecting the data on the positions that were filled and other disaggregated demographic information. We look forward to sharing that information as it becomes available.

Budget Report: December 1, 2016 – June 30, 2019

Item	Total Budget	Expenditures	Balance (Carryover)
Personnel Costs	\$746,609.00	\$774,440.88	(\$27,831.88)
Fringe Benefits	\$308,040.00	\$285,802.54	\$22,237.46
Travel	\$319,100.00	\$56,571.29	\$262,528.71
Facility Costs	\$348,961.00	\$34,149.94	\$314,811.06
Conferences	\$65,520.00	\$0	\$65,520

Item	Total Budget	Expenditures	Balance (Carryover)
Administration (Regional Satellites)	\$511,000.00	\$397,196.57	\$113,803.43
Consultant Fees	\$2,090,520.00	\$1,477,102.24	\$613,417.76
Communications	\$294,250.00	\$21,577	\$272,673
Supplies	\$316,000.00	\$44,760.42	\$271,239.58
Totals	\$5,000,000.00	\$3,091,600.88	\$1,908,399.12

Recognition

In the summer of 2019, the Center was awarded the Technical Innovation Award from the California County Superintendents Educational Services Association (CCSESA) and the National Brian L. Talbott Award from the Association of Educational Service Agencies for technological innovation and support. The Center's foundation on technology was the basis for the award, specifically the website (vortal) which matches candidates with employers and credential programs. And beyond the website, the Virtual job fairs (Vfairs) have attracted thousands of job seekers interested in teaching.