
2B

Information/Action

Educator Preparation Committee

Update on the California Classified School Employee Teacher Credentialing Program

Executive Summary: This agenda item provides an update on the California Classified School Employee Teacher Credentialing Program and presents the 2020 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program.

Recommended Action: That the Commission approve the 2020 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Presenter: Iyore Osamwonyi, Assistant Consultant, Professional Services Division

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 California Classified School Employee Teacher Credentialing Program

Introduction

This agenda item provides an update on the California Classified School Employee Teacher Credentialing Program and presents the 2020 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program as required by statute (Education Code §44393(f)).

Background

The Legislature approved a combined total of \$45 million for two separate rounds of funding for the California Classified School Employee Teacher Credentialing Program (Classified Program)— \$20 million in 2016 and an additional \$25 million in 2017. This grant 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 One, and 1,250 slots for Round Two). 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. As of fall 2020, Round One grantee LEAs are in their fifth and final year of the program, and Round Two grantee LEAs are in their fourth year, soon to be finished in fiscal year 2021-22.

Further information on this program is provided in the 2020 Classified Program Annual Report ([Attachment A](#)).

Evaluation of the Classified Program

Education Code §44393(e) requires the Commission on Teacher Credentialing (Commission) to contract with an independent evaluator with a proven record of experience in assessing teacher training programs to conduct an evaluation to determine the success of the Classified Program. The evaluation shall be completed on or before July 1, 2021. In July 2020, [an award of \\$250,000](#) was funded to Shasta College to develop and conduct the evaluation. Shasta College submitted a proposal in response to the [Evaluation of the Classified Program RFP, which](#) was reviewed in accordance to the selection criteria and found to be of sufficient quality to be fundable. The evaluation design will use a mixed-methods approach containing both qualitative (focus groups, in-depth one-on-one interviews, and narrative responses from surveys) and quantitative measures (online surveys) to determine the success of the Classified Program.

Areas to be reviewed include:

1. Program implementation and monitoring;
2. Recruitment of participants (particularly recruitment aimed at addressing teacher shortages);
3. Financial assistance provided to participants (tuition, fees, books, examination costs);
4. Collaboration with IHEs (developing coursework and teaching programs for participants);
5. Provision of individualized support (information, timely academic guidance, access to coursework, economic support, flexibility of hours of employment, assistance in preparation for certification);
6. Sufficiency of annual progress of participants;
7. Meeting teacher shortage needs within grantee's service area (school district, charter school or county office of education); and
8. Employment as an intern or fully credentialed California teachers.

Shasta College will provide the Commission with three progress reports during the project period, with reports due to Commission staff on the following dates: October 30, 2020; January 31, 2021; and April 30, 2021. A final report is due to the Commission by June 1, 2021 on the findings of the evaluation. The Commission will submit the completed evaluation to the Governor and the education policy and fiscal committees of the Assembly and Senate no later than July 1, 2021.

Staff Recommendation

Staff recommends that the Commission approve the 2020 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Next Steps

Commission staff will continue to monitor the California Classified School Employee Teacher Credentialing Program and present a final evaluation report of the Classified Program at future Commission meetings.

Attachment A

2020 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

December 2020

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 in 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.

Section I: Update on Round One Classified Program

Section I of the state report includes information on the following topics for Round One, Program Year Four of the Classified Program – recruitment, academic progress, candidates prepared by subject area, number of credentials issued, and candidate demographics. Participating districts are responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant's individual education plan, and providing supplementary academic support services to the participants.

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 2019-20 school year indicated that 83 percent of the Classified Employee program slots were filled. Of the twenty-five grantee LEAs, thirteen were able to fill all their participant slots, with a number of these LEAs reporting wait lists of classified employees wanting to participate in the program. Eleven LEA participant slots were not filled due to program completers and candidates who dropped out of the program for personal reasons. The grantees plan to recruit new participants to fill the open spots. One LEA experienced difficulties enrolling additional candidates to replace those who have completed or left the program, and the LEA requested no additional funds for 2019-20 school year.

Table 1: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round One (2019-20)

Local Education Agency (LEA)	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2019-20
Alhambra Unified School District	40	10
Chico Unified School District	25	20
Clovis Unified School District	25	20
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	41
Madera Unified School District	20	0
Modesto City Schools	20	10
Monterey County Office of Education	45	34
Orange County Department of Education	110	110
Pomona Unified School District	20	7
Riverside County Office of Education	100	100
Sacramento County Office of Education	40	16
San Francisco Unified School District	25	25
San Juan Unified School District	20	20
San Luis Obispo County Office of Education	45	36
San Mateo County Office of Education	50	50
Santa Clara County Office of Education	50	38
Santa Cruz County Office of Education	50	26
Sonoma County Office of Education	40	40

Local Education Agency (LEA)	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2019-20
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	17
Total	1010	845

The Number of Round One, Program Year 4 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

As of July 12, 2020, 167 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 2020, 80 percent of all Round One program participants held a bachelor's degree. The participant academic standing by grantee LEA for 2016-17, 2017-18, 2018-19, and 2019-20 is shown in Table 2 below. Due to COVID-19, grantees indicated that it has been difficult to contact participants to verify their current standings. On April 23, 2020, the Commission approved the use of [Variable Term Waivers \(VTW\)](#) for individuals who have been impacted by the COVID-19 restrictions while they were participating in a Commission-approved educator preparation program. The Classified Program grantees indicated that forty-eight Round One program participants have been approved for a PS-VTW.

Table 2: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1, Program Year 4 (2019-20)

Classified Program Employee Academic Standing	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)
Total Classified employees participating	968; 97%	981; 97%*	908; 90%*	845; 83%*
Classified employees with junior class standing	116; 17%	104; 10%	69; 8%	45; 5%
Classified employees with senior class standing	143; 15%	148; 15%	121; 13%	115; 13%
Classified employees who hold bachelor's degrees	679; 70%	713; 73%	712; 78%	678; 80%
Classified employees who have earned a teaching credential and are now serving as a teacher	2; 0.2%	53; 5%	143; 16%	167; 20%

**of funded slots for classified participants, including candidates added as replacement.*

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

Table 3 below shows the numbers and areas of credentials earned by Classified School Employee Program participants. Since July 2017, a total of 400 California credentials have been earned by the Classified Program participants in the following areas:

- Education Specialist, with a total of 206;
- Multiple Subject, with a total of 135;
- Single Subject, with a total of 32;
- Single Subject STEM, with a total of 14;
- Multiple Subject with Bilingual Education, with a total of seven (7);
- Single Subject Bilingual Education, with a total of four (4); and
- Education Specialist Bilingual Education, with a total of two (2).

Table 3: Earned Preliminary Credentials by Classified Program LEAs in Round One, Program Year 4

Credential Areas	2016-17	2017-18	2018-19	2019-20
Multiple Subject	0	23	56	56
Multiple Subject: Bilingual Education	0	2	4	1
Single Subject	0	7	11	14
Single Subject: STEM	0	0	7	7
Single Subject: Bilingual Education	0	2	1	1
Education Specialist	2	23	74	107
Education Specialist: Bilingual Education	0	0	0	2

As of July 12, 2020, 167 Round One Classified School Employee Program participants (20 percent of the Round One participants) have completed 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 their teacher preparation program.

Use of Grant Funds to Meet Local Needs

Programs reported that their local needs are being met as program participants are near finishing their credential programs while others have earned their credentials. Programs also reported some participants are now teaching in their respective LEA classrooms. The following are some direct narratives as reported by the grantees regarding the use of grant funds to meet their local needs:

- As evidenced by the number of participants who have received their credentials this year and are now in our classrooms – this program is successful. The funding has been welcomed by the participants and the mentorships and relationships have been helpful.
- The program has had tremendous outcomes in the number of those now serving in certificated positions. Twenty-two (22) of the program participants are currently teaching in LEA classrooms. Twelve of which are teaching in Special Education classrooms, our area of highest need. We are proud of the fact that these teachers are

those that have worked with our children for years, know our children best, and know how to best serve their needs as teachers.

- The Classified Grant has aided a significant number of STEM applicants this year as well as Special Education teachers.
- This grant has allowed the district to support classified staff to obtain Education Specialist credentials.
- This year, we have approximately 24 employees who earned their credentials and 21 of them are now teaching. We have three (3) more who will be seeking teaching positions for 2020-21. It is expected that for next year, we will have at least five (5) more graduates and there will be more available credentialed special education teachers and more teachers entering the workforce that can be very helpful for the school district resource.

Use of Grant Funds to Support Classified Employees

Programs reported that grant funds disbursed were expended for tuition, books, transportation passes, and other college/university fees. Remaining funds were expended for printing, postage, and other administrative costs. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. The following are some direct narratives as reported by the grantees regarding the use of grant funds to support classified employees:

- We have maintained our agreements with colleges and universities to assist with tuition payments.
- Each candidate was assigned to an advisor. Our advisors met with them to develop a teacher pathway checklist that identified all the requirements each individual candidate needs to enter a credential program. Our advisors ensured that support was provided for testing requirements, aided in advising pertinent timelines relating to CalTPA and RICA, and overall general advisement. 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.
- When possible, we will pay tuition directly to the participant's approved credential programs. Another helpful option to help reduce financial stress, is ordering textbooks for participant's current program of study as well as study material and/or test prep supplies. Many participants need additional support to pass required credential testing. We have partnered with Teachers Test Prep which provides online and in person test prep for CBEST, CSET & RICA at a 50 percent discount. Teacher Test Prep bills the district quarterly; funds are deducted from participants' available grant funds. We are thankful for this program as it provides invaluable support for our Classified Employees, who will in turn give back as highly qualified and dedicated teachers in California's public schools.
- There are multiple candidates that have credentials pending based on the passing of their CSET, RICA, or edTPA exams. The importance of follow up, mentoring, and coaching is necessary in helping the candidates in this program meet the grantees' needs.

Classified Grantee LEAs and Institutions of Higher Education (IHE) Partnerships

A notable program success is the effective collaboration between school districts and postsecondary institutions. The purpose of these partnerships was to strengthen the relationships between local school districts and the postsecondary institutions that prepared teachers who typically were hired by these districts. The partnerships assured the smooth operation of the program as the participants enrolled in their bachelor's degree and/or teacher preparation coursework. The following are some direct narratives as reported by the grantees describing their partnership with IHEs:

- The program continues to have the potential to meet the teacher shortage needs. We had one classified staff complete his single subject credential in Physical Education. We are anticipating a PE opening at the high school that he can fill. We are anticipating seven (7) of the classified staff will complete their credentials during the 2020-21 school year. Most of our grantees are attending CSULA.
- As in previous years, this past year we have provided additional support in collaboration with California State University, Fresno in providing CSET and RICA preparatory classes in addition to providing test prep materials which have been very successful to increase the passage rate for students. We will continue to provide this type of support to the employees/students in the program.
- Participants are free to choose any Commission approved pathway allowing them to find a program that works best for (their needs). We have participants enrolled in programs such as Alliant, Brandman, Cal State TEACH, National University, San Francisco State, Western Governors, and local Intern Programs.
- Majority of our spots have been utilized by our special education paraprofessionals, as we continue to partner with California State University Long Beach in a cohort for student teaching. We have been very proud that we have produced over 13 educators through the classified grant and see many coming into student teaching this next year.
- One partnership that we are extremely excited about is with San Diego State University (SDSU). Working together we saw a need to create an online credential program that would be affordable for our candidates as well as take into account the special skill set they bring to the table since all of them work in a school setting and most of them work directly in a classroom. Thirty-six candidates were accepted into SDSU's online credential for the 2019-20 school year. Next year, we will have approximately 22 new participants enrolled in the credential program at SDSU. This online option is only available to our candidates.
- The Classified Program is allowing the district to further promote our continuing partnerships with institutions of higher learning, specifically the University of La Verne (ULV), and California State Polytechnic University, Pomona (Cal Poly).
- The county office and its 23 school districts are grateful for the grant funding as it has provided an opportunity to partner with many local universities to grow our own teachers in the County.

Factors Hindering Full Implementation

COVID-19 has been a significant factor hindering implementation of many Classified Programs. Program leaders reported difficulty with recruiting because of travel restrictions, limited access

to testing centers due to COVID-19 restrictions, and difficulties with contacting participants. The following are some direct narratives as reported by the grantees describing factors hindering full implementation:

- Many of the classified staff that were in the program have been challenged by COVID-19 circumstances and did not attend classes during the 2019-20 school year. My job responsibilities have changed and has resulted in not being able to oversee the program as I should.
- These unique circumstances have impacted the ability of our employees to pursue and remain enrolled in coursework while taking their safety under consideration. Those enrolled in online coursework remained unaffected and were able to continue their education. Those enrolled in courses which required a physical presence may or may not have been able to complete their course and this would have impacted their ability to submit reimbursements. As we were not aware of their intended course enrollment/completion, and how this may have affected their ability to utilize the funds which were available to them, we are unable to hypothesize how much of the funds would have been utilized. Thus we conclude the funds were encumbered on the student’s end, due to the influences of COVID-19 in regards to completing their coursework, while they remained available on our end to disburse to those who were able to meet the guidelines.
- Due to COVID-19, information from participants has been difficult to contact participants to verify their current standings.

The Ethnic and Racial Composition of the Participants in the Round One, Program Year Four

Program grantee LEAs collected demographic data regarding the ethnic, racial, gender, and sexual orientation of program participants as mandated by the authorizing legislation and AB 677 (Chap. 744, Stats. 2017). The grantee LEAs submitted the self-reported data to the Commission. Overall, 52 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity. Since the demographic data was self-reported, some program participants did not provide the self-identified demographic data.

In terms of the racial/ethnic breakdown of the classified employees in the program, 37 percent of the classified employees in the program who provided data self-identified as Hispanic or Latinx as shown below in Table 4a.

Table 4a: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round One, Program Year Four

Self-Identified Racial/Ethnic Identification as Hispanic or Latinx	Number	Percent
Participants Who Are Hispanic or Latinx	317	37.5%
Participants Who Are Not Hispanic or Latinx	528	62.5%

Table 4b below provides gender/sexual orientation and race/ethnicity data of the Classified Program participants. Participants were asked to self-identify their gender and sexual orientation. Reporting this information to the Commission is voluntary for individuals participating in the program, thus grantee LEAs are permitted to enter “0” or “N/A” if the information is unavailable. The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx (37 percent), followed by White participants (32 percent). Of the total 845 participants enrolled in program Year Four, 10 percent identified as Asian and five percent identified as Black or African American. The total of all other races, including Multiracial, equaled five percent. Nearly half of the participants did not report their race/ethnicity (48 percent).

Table 4b: Self-Identified Demographic Information of Classified Employees, Round One

Gender/Sexual Orientation/Ethnicity/Race	Program Year 4 (n= 845)	Percent (n= 845)
Female	380	45.0%
Male	82	9.7%
Non-binary/other	2	0.2%
Gender not reported	381	45.0%
Heterosexual/straight	201	23.8%
Gay/Lesbian	2	0.2%
Bisexual	0	0.0%
Other	3	0.4%
Decline to state	639	75.6%
American Indian or Alaska Native	6	0.7%
Asian	86	10.2%
Black or African American	43	5.1%
Native Hawaiian or Pacific Islander	2	0.2%
White	271	32.1%
Two or more races	34	4.0%
Race/Ethnicity not reported	403	47.7%

Section II: Update on Round Two Classified Program Year Three

Section II of the state report includes information on the following topics for Round Two, Program Year Three of the Classified Program – recruitment, academic progress, candidates prepared by subject area, number of credentials issued, and candidate demographics. Participating districts are responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant’s individual education plan, and providing supplementary academic support services to the participants.

The Number of Classified School Employees Recruited in Round Two

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. The twenty-eight grantee LEAs are shown in Table 5 below, along with the number of allocated participant slots. Note that some of

the grantee LEAs represent a consortium of districts and/or counties. At the [November 2019 Commission meeting](#), staff reported that all Round Two grantees in Program Year Two, 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.

Data received from the twenty-eight Round Two grant recipients for the 2019-20 school year show that 97 percent of the classified employee program slots were filled. Of the twenty-eight grantee LEAs, twenty were able to fill all their participant slots, with a number of these LEAs reporting waiting lists of classified employees wanting to participate in the program. When a participant finishes mid year and exits the program, the program may add another qualified participant as a replacement. However, the program may not exceed at any time the allocated total number of program slots. Only seven LEA participant slots were not filled due to program completers and candidates who dropped out of the program for personal reasons. The grantees plan to recruit new participants to fill the open spots. One LEA closed in January 2019 and their grant money has been reallocated.

Table 5: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round Two (2019-20)

Local Education Agency (LEA)	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2018-19
Berkeley Unified School District	12	12
Chico Unified School District	30	23
Clovis Unified School District	20	27
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	45
Lake County Office of Education	20	28
Los Angeles County Office of Education	22	23
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	137
Moreno Valley Unified School District	22	13
Mount Diablo Unified School District	20	18
National University Academy ¹	10	0
Oakland Unified School District	40	40
Orange County Department of Education	200	252
Placer County Office of Education	50	44

¹ National University Academy Lakeside (Charter Number 0991) closed in January 2019. Grant money has been reallocated.

Local Education Agency (LEA)	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2018-19
San Bernardino County Superintendent of Schools	70	63
San Joaquin County Office of Education	20	20
San Ramon Valley Unified School District	24	16
Santa Ana Unified School District	20	37
Santa Barbara County Office of Education	45	45
Sonoma County Office of Education	115	115
Ventura County Office of Education	20	19
Visalia Unified School District	35	35
Westside Unified School District	20	20
Total	1250	1287²

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

As of July 12, 2020, 200 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 2020, 71 percent of all Round Two program participant held a bachelor’s degree. Participant academic standing by grantee LEA for 2017-18, 2018-19, and 2019-20 is shown in Table 6 below. Due to COVID-19, grantees indicated that it has been difficult to contact participants to verify their current standings. On April 23, 2020, the Commission approved the use of [Variable Term Waivers \(VTW\)](#) for individuals who have been impacted by the COVID-19 restrictions while they were participating in a Commission-approved educator preparation program. The Classified Program grantees indicated that twenty-two Round Two program participants have been approved for a PS-VTW.

Table 6: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 3 (2019-20)

Classified Program Employee Academic Standing	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)
Total Classified employees participating	1192; 95%*	1190; 95%*	1287; 97%*
Classified employees with junior class standing	157; 13%	92; 8%	90; 7%
Classified employees with senior class standing	242; 20%	224; 19%	166; 13%
Classified employees who hold bachelor's degrees	771; 65%	865; 73%	914; 71%

² The total number of enrollments include candidates added as replacement; thus, greater than the number of slots.

Classified Program Employee Academic Standing	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)
Classified employees who have earned a teaching credential and are now serving as a teacher	23; 2%	78; 7%	200; 15%

**of funded slots for classified participants, including candidates added as replacement.*

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

Table 7 below shows the numbers and areas of credentials earned by Classified School Employee Program participants. Since July 2018, a total of 370 California credentials have been earned by the Classified Program participants in the following areas:

- Education Specialist, with a total of 163;
- Multiple Subject, with a total of 118;
- Single Subject, with a total of 47;
- Education Specialist Bilingual Education, with a total of 18;
- Single Subject STEM, with a total of 12;
- Multiple Subject with Bilingual Education, with a total of seven (7); and
- Single Subject Bilingual Education, with a total of five (5).

Table 7: Earned Preliminary Credentials by Classified Program LEAs in Round Two, Program Year Three

Credential Areas	2017-18	2018-19	2019-20
Multiple Subject	1	38	79
Multiple Subject: Bilingual Education	0	1	6
Single Subject	1	25	21
Single Subject: STEM	0	3	9
Single Subject: Bilingual Education	0	2	3
Education Specialist	5	39	119
Education Specialist: Bilingual Education	1	3	14

As of July 12, 2020, 200 Round Two Classified School Employee Program participants (15 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 requirements.

Use of Grant Funds to Meet Local Needs

Programs reported that their local needs are being met as program participants are near finishing their credential programs while others have earned their credentials. Programs also reported some participants are now teaching in their respective LEA classrooms. The following are some direct narratives as reported by the grantees regarding the use of grant funds to meet their local needs:

- We are also working towards our district’s Local Control and Accountability Plan (LCAP) goals of increased hiring and retention of teachers of color. Ten out of our 12 candidates identify as teachers of color. Additionally, our first hired graduate from the program has completed her first year as a fully credentialed teacher in the district and is thriving in her position as a kindergarten teacher.
- Of the 28 who hold credentials and are eligible for filling a certificated position, 24 will be teachers of record in 2020-21. More significant, of the 28 who hold credentials, 22 are Education Specialists and only one (1) of those credential holders does not currently have a position for 2020-21.
- This year the new cohort will include participants working toward a Math, Science, or Education Specialist content area with priority given to underrepresented minorities and an emphasis on recruiting black male teacher candidates. The school district administrators’ involvement in selecting each year’s cohort criteria has resulted in a targeted approach to meeting the teacher shortages at their school sites, and on a broader scope within our region. This type of involvement contributes toward our success in meeting teacher shortage needs.
- We also plan to use our Classified Credential Grant participants as much needed substitutes in our district – especially in special education where the supply does not always meet the demand. In total, we have hired seven Classified Credential Grant program completers as certificated employees within CUSD between both grant rounds. We feel we are making progress in meeting our program goals through continued marketing and communication with current and prospective replacement participants driven by our advisory team leadership.
- We have identified mathematics, science, special education, and bilingual education as “high need” due to the high demand of the subject area and the difficulty to fill those positions. The District was able to recruit 25 candidates in the following areas: Math (2), Science (1), Special Education (13), Bilingual Education (4), Multiple Subject (5).
- Next year, we plan to have a few graduates from this program who will move into some of our teaching positions in Special Education. We look forward to the continued success of this program.

Use of Grant Funds to Support Classified Employees

Programs reported that grant funds disbursed were expended for tuition, books, transportation passes, and other college/university fees. Remaining funds were expended for printing, postage, and other administrative costs. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. The following are some direct narratives as reported by the grantees regarding the use of grant funds to support classified employees:

- We continue to provide coaching, test prep, and guidance counseling to ensure that our participants are successful in their teaching positions.
- This program has been very successful, motivational, and inspirational for classified employee. Our district was able to reimburse many classified employees for pursuing their credentials.

- Our candidates have indicated that without this financial support, they would have been unable to pursue their goals of becoming teachers.
- Our mentors have taken time to support participants in applying and being accepted into various credential programs. For grantees currently in a pre-service program, our mentors have been able to support their learning and help better connect their school assignments with their current classified positions.

Classified Grantee LEAs and Institutions of Higher Education Partnerships

A notable program success is the effective collaboration between school districts and postsecondary institutions. The purpose of these partnerships was to strengthen the relationships between local school districts and the postsecondary institutions that prepared teachers who typically were hired by these districts. The partnerships assured the smooth operation of the program as the participants enrolled in their bachelor's degree and/or teacher preparation coursework. The following are some direct narratives as reported by the grantees describing their partnership with IHEs:

- Another success factor is that we collaborate with our university partners to successfully ensure completion of our program candidates which ultimately leads to their earning a teaching credential.
- The KCSOS Teacher Development Program works closely with CSU Bakersfield, Point Loma Nazarene University, Bakersfield, and University of La Verne Bakersfield campus to provide academic guidance and CSET test review resources and support. To accelerate participants' progress, we work together with IHE's to identify and support participants who will benefit from receiving tutoring for coursework and subject matter review resources.
- We will continue to collaborate with district and university stakeholders to include their ideas for the best way to address the teacher shortages in our community. These partners have expressed their appreciation for the support that Commission continues to provide for LEAs and IHEs as it relates to recruiting and supporting new teachers in our region. Thank you for your guidance and support.

Factors Hindering Full Implementation

COVID-19 has been a significant factor hindering implementation of many Classified Programs. Program leaders reported difficulty with recruiting because of travel restrictions, limited access to testing centers due to COVID-19 restrictions, and difficulties with contacting participants. The following are some direct narratives as reported by the grantees describing the factors hindering full implementation due to COVID-19 and in general:

- The results of the number of individuals completing credential programs is not known yet due to the COVID-19 situation causing delays for individuals entering and completing programs.
- The funds for this program help, yet they are not enough. We did raise the amount of tuition support to the maximum level of \$4,000 a year for full-time and \$2,000 for part-time. However, university programs are much more expensive. We are trying to support the participants to the best of our ability.

- Classified employees do experience challenges in working full-time and attending school on either a full or part-time basis. They have often felt discouraged yet the support of their cohort leaders who work with them monthly has been a tremendous asset for the program.
- It's not uncommon that these folks are taking minimal classes since they are working full-time (by necessity), have small children at home, and simply do not have time/funding to take a bigger course load at their university. However, it's been happening, the majority of individuals receiving funding from our program say that it is absolutely the case they would not have started working toward their credential (or BA then credential) without this program.
- Since most of these classified credential grant classified employees are maintaining their classified positions while working toward a credential – many with family responsibilities – the process is a bit slower than that of typical full-time college students. We have learned the necessity of a fluid and flexible program with some employees needing to make some semesters' course loads lighter than others.

The Ethnic and Racial Composition of the Participants in the Round Two, Program Year 3

Program grantee LEAs collected demographic data regarding the ethnic, racial, gender, and sexual orientation of program participants as mandated by the authorizing legislation and AB 677 (Chap. 744, Stats. 2017). The grantee LEAs submitted the self-reported data to the Commission. Overall, 43 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity. Since the demographic data was self-reported, some program participants did not provide the self-identified demographic data.

In terms of the racial/ethnic breakdown of the classified employees in the program, 36 percent of the classified employees in the program who provided data self-identified as Hispanic or Latinx as shown in Table 8a.

Table 8a: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round Two, Program Year 3

Self-Identified Racial/Ethnic Identification as Hispanic or Latinx	Number	Percent
Participants Who Are Hispanic or Latinx	466	36.2%
Participants Who Are Not Hispanic or Latinx	821	63.7%

Table 8b below provides gender/sexual orientation and race/ethnicity data of the classified employees. Participants were asked to self-identify gender and sexual orientation. Reporting this information to the Commission is voluntary for individuals participating in the program, thus grantee LEAs are permitted to enter "0" or "N/A" if the information is unavailable. The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx (36 percent), followed by White participants (27 percent). Of the total 1287 participants enrolled in program

Year Three, four (4) percent identified as Asian and six (6) percent identified as Black or African American. The total of all other races, including Multiracial, equaled seven percent. Over half of the participants did not report their race/ethnicity (56 percent).

Table 8b: Self-Identified Demographic Information of Classified Employees, Round Two

Gender/Sexual Orientation/Ethnicity/Race	Program Year 3 (n= 1287)	Percent (n= 1287)
Female	755	58.7%
Male	171	13.3%
Non-binary/other	1	0.1%
Gender not reported	360	28.0%
Heterosexual/straight	496	38.5%
Gay/Lesbian	7	0.5%
Bisexual	3	0.2%
Other	2	0.2%
Decline to state	779	60.5%
American Indian or Alaska Native	30	2.3%
Asian	52	4.0%
Black or African American	72	5.6%
Native Hawaiian or Pacific Islander	5	0.4%
White	349	27.1%
Two or more races	62	4.8%
Race/Ethnicity not reported	717	55.7%

Summary and Conclusion

The California Classified School Employee Teacher Credentialing Program is helping to address the state’s teacher shortage by supporting the grantees to recruit classified school employees into teaching careers and support them in completing their undergraduate education, professional teacher preparation, and certification as credentialed California teachers. Narrative data compiled from the annual reporting forms in July 2020 from both Rounds One and Two show that LEAs report using grant funds as a means to help meet their local teacher shortage needs, that the program is serving racially 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. These programs are also serving classified school employees from a range of classified positions.

The July 2020 Classified Program data analysis shows that participants in both Round One and Round Two are effectively progressing through the program. Eighty percent of Round One participants hold bachelor’s degrees and 20 percent of the employees have earned teaching credentials and are now serving as teachers. Additionally, 71 percent of Round Two participants hold bachelor’s degrees and 15 percent of the employees have earned teaching credentials and are now serving as teachers.

Table 9 below provides the numbers of earned credential areas across Rounds One and Two per fiscal year spanning the last four years. Reviewing the data from the past four years, participants have earned a total of 770 credentials. The Education Specialist credential is the

most earned credential area, with a total of 369 from both rounds over the last four years. Subsequently, the Multiple Subject credential is the second most earned credential area, with a total of 253. A total of 770 credentials have been issued to classified staff over the four years of grant funding, and 367 former classified employees are now serving as teachers.

Table 9: Number of Credential Areas for Classified Rounds One and Two per Fiscal Year

Credential Areas	2016-17	2017-18	2018-19	2019-20	Total
Multiple Subject	0	24	94	135	253
Multiple Subject: Bilingual Education	0	2	5	7	14
Single Subject	0	8	36	35	79
Single Subject: STEM	0	0	10	16	26
Single Subject: Bilingual Education	0	2	3	4	9
Education Specialist	2	28	113	226	369
Education Specialist: Bilingual Education	0	1	3	16	20
Total Credentials Earned	2	65	264	439	770

Thus far, the number of recruited participants, successful program completers, and their areas of credential demonstrate a dedication to address teacher shortages in special education, STEM, bilingual, and other shortage areas. The grantee LEAs will continue to recruit and support the preparation of more individuals in the teaching profession and support the continued professional learning of credentialed California educators. Considering these factors, continued funding and operation of the Classified Program will positively impact teacher shortage areas during the 2020-21 school year.

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 2021 Annual Report to the Legislature will be augmented with data from the final year of implementation from Round One grantees as well as with continuing implementation data from Round Two grantees. A final evaluation report to determine the success of the Classified Program is due to the Commission in June 2021. The Commission will submit the completed evaluation to the Governor and the education policy and fiscal committees of the Assembly and Senate no later than July 1, 2021.