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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 2022 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program.

Recommended Action: That the Commission approve the 2022 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Presenter: Iyore Osamwonyi, 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 final 2022 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. Staff presented the annual updates on the Classified Program during the [November 2018](#), [November 2019](#), [December 2020](#), and [December 2021](#) Commission meetings as required by the authorizing legislation. Round One grant period ended in June 2021, and Round Two grant period ended in June 2022. Further information on this program is provided in the 2022 Classified Program Annual Report ([Attachment A](#)).

Education Code §44393(e) required the 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 results of the evaluation led by Shasta College, the lead evaluator, in collaboration with Sinclair Research Group (SRG) were presented at the [June 2021](#) Commission meeting.

Classified School Employee Teacher Credentialing Program Request for Applications (2021-22)

At the [February 2022](#) Commission meeting, staff provided updates on the 2021-22 state funded grant programs administered by the Commission. The 2021-22 state budget appropriated \$125 million one-time fund, available for five years, to expand the existing California Classified School Employees Teacher Credentialing Program, which provides grants to TK-12 local educational agencies to recruit and support 5,208 new non-certificated school employees to become

certificated classroom teachers. Per the authorizing legislation, grant awards of up to \$4,800 per participant per year may be made to funded applicants. Eligible applicants are local education agencies—school districts, county offices of education, or charter schools interested in securing grant funding to recruit and support classified staff who already hold an associate or higher degree to complete a bachelor’s degree and earn a California teaching credential.

In April 2022, the Commission published the Request for Application (RFA) for the Classified Program. Following a competitive RFA process in summer 2022, the Commission awarded forty local education agencies with grants of up to \$14 million for the first year of the program. Table A below shows the complete list of Round One grant recipients and their allocated slots and amount. The [Request for Application](#) for Round Two is available, and applications are due to the Commission on December 9, 2022. Grant competitions will be offered twice a year until the 2025-26 fiscal year or until the \$125 million has been awarded.

Table A: Round One (2022-23) Classified Grant Program Recipients, Participant Slots, and Amount

Local Education Agency	Classified Employee Participant Slots Allocated to Grantees	Amount
Berkeley Unified School District	12	\$48,000
Clovis Unified School District	40	\$192,000
Davis Joint Unified School District	135	\$648,000
Dinuba Unified School District	20	\$96,000
Fresno Unified School District	30	\$144,000
Garden Grove Unified School District	90	\$432,000
Glenn County Office of Education	30	\$144,000
Hawthorne School District	36	\$172,800
Huntington Beach Union High School District	20	\$96,000
Kern County Office of Education	75	\$360,000
Lighthouse Community Public Schools	10	\$48,000
Long Beach Unified School District	20	\$96,000
Los Angeles County Office of Education	50	\$240,000
Los Angeles Unified School District	100	\$480,000
Madera Unified School District	25	\$120,000
Merced County Office of Education	20	\$80,000
Modesto City Schools	27	\$129,600
Moreno Valley Unified School District	25	\$120,000
Oakland Unified School District	50	\$240,000
Orange County Department of Education	600	\$2,880,000
Pajaro Valley Unified School District	10	\$48,000
Placer County Office of Education	85	\$408,000
Pomona Unified School District	30	\$144,000
Riverside County Office of Education	200	\$960,000

Sacramento County Office of Education	150	\$720,000
San Bernardino County Superintendent of Schools	200	\$960,000
San Diego Unified School District	20	\$96,000
San Francisco Unified School District	25	\$120,000
San Juan Unified School District	25	\$120,000
San Mateo County Office of Education	50	\$240,000
San Mateo Union High School District	60	\$288,000
Santa Ana Unified School District	60	\$288,000
Santa Barbara County Education Office	30	\$144,000
Santa Clara County Office of Education	250	\$1,200,000
Santa Maria Bonita School District	115	\$552,000
Torrance Unified School District	50	\$240,000
Ventura County Office of Education	50	\$240,000
Visalia Unified School District	35	\$168,000
West Contra Costa Unified School District	25	\$120,000
Yuba City Unified School District	40	\$192,000
Total	2925	\$14,014,400

Staff Recommendation

Staff recommends that the Commission approve the 2022 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 implement the renewed rounds of California Classified School Employee Teacher Credentialing Program and present data reports at future Commission meetings. The Commission will submit the 2022 Annual Report of the Classified Program to the Legislature no later than January 1, 2023.

Attachment A

2022 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 2022

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 and \$25 million in July 2017 for the California School Employee Teacher Credentialing Program (Classified Program). Both 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. 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. Round One grant period ended June 30, 2021, and Round Two grant period ended June 30, 2022.

Update on Round Two Classified Program Year Five

The state report includes information on the following topics for Round Two, Program Year Five 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 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-eight Round Two grant recipients for the 2021-22 school year show that 79 percent of the classified employee program slots were filled. Of the twenty-eight grantee LEAs, fourteen were able to fill all their participant slots. When a participant finishes mid year and exits the program, the program may add another qualified participant as a replacement. Eleven LEA participant slots were not filled due to program completers and candidates who dropped out of the program for personal reasons. Commission staff made several attempts to contact two LEA participants, and zero data was provided. One LEA closed in January 2019.

Table 1: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round Two (2021-22)

Local Education Agency (LEA)	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2021-22
Berkeley Unified School District	12	12
Chico Unified School District	30	30
Clovis Unified School District	20	30
Davis Joint Unified School District	115	115
Fresno Unified School District	25	35
Huntington Beach Union High School District	20	14
Kern County Superintendent of Schools	45	45
Lake County Office of Education	20	19
Los Angeles County Office of Education	22	20
Los Angeles Unified School District	45	33
Marin County Office of Education	30	30
Merced County Office of Education	20	22
Monterey County Office of Education	135	0
Moreno Valley Unified School District	22	11
Mount Diablo Unified School District	20	0
National University Academy ¹	10	0
Oakland Unified School District	40	44
Orange County Department of Education	200	200
Placer County Office of Education	50	38
San Bernardino County Superintendent of Schools	70	30

¹ National University Academy Lakeside (Charter Number 0991) closed in January 2019.

Local Education Agency (LEA)	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2021-22
San Joaquin County Office of Education	20	20
San Ramon Valley Unified School District	24	7
Santa Ana Unified School District	20	23
Santa Barbara County Office of Education	45	53
Sonoma County Office of Education	115	115
Ventura County Office of Education	20	5
Visalia Unified School District	35	26
Westside Unified School District	20	18
Total	1250	995

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

As of July 12, 2021, 169 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 2021, 80 percent of all Round Two program participant held a bachelor’s degree. Participant academic standing by grantee LEA for 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 is shown in Table 2 below.

Table 2: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 5 (2021-22)

Classified Program Employee Academic Standing	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)
Total Classified employees participating	1192; 95%*	1190; 95%*	1287; 97%*	1035; 82%*	995; 79%*
Classified employees with junior class standing	157; 13%	92; 8%	90; 7%	78; 7%	70; 7%
Classified employees with senior class standing	242; 20%	224; 19%	166; 13%	117; 11%	128; 12%
Classified employees who hold bachelor's degrees	771; 65%	865; 73%	914; 71%	826; 79%	797; 80%
Classified employees who have earned a teaching credential and are now serving as a teacher	23; 2%	78; 7%	200; 15%	164; 15%	169; 16%

**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 2018, a total of 945 California credentials have been earned by the Classified Program participants in the following areas:

- Education Specialist, with a total of 446;
- Multiple Subject, with a total of 306;
- Single Subject, with a total of 86;
- Multiple Subject Bilingual Education, with a total of 41;
- Single Subject STEM, with a total of 26;
- Single Subject Bilingual Education, with a total of 22; and
- Education Specialist Bilingual Education, with a total of 18.

Table 3: Earned Preliminary Credentials by Classified Program LEAs in Round Two, Program Year Five

Credential Areas	2017-18	2018-19	2019-20	2020-21	2020-21
Multiple Subject	2	50	87	90	77
Multiple Subject: Bilingual Education	0	1	13	19	8
Single Subject	1	25	21	23	16
Single Subject: STEM	0	3	10	8	5
Single Subject: Bilingual Education	0	2	10	10	0
Education Specialist	5	49	130	131	131
Education Specialist: Bilingual Education	1	3	14	0	0

Use of Grant Funds to Meet Local Needs

Programs reported that their local needs are being met as program participants are diverse and 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:

- The Classified Program is helping our district address the acute shortage of teachers in special education. Last year, a participant earned a Multiple Subject credential and was offered a full-time teaching position. This program also addresses our district’s goals of increased hiring and retaining teachers representing historically underrepresented communities. The participant who earned the credential is African American. We are proud that 50% of our program participants identify as African American and 33% are Hispanic/Latino.
- This round was full at 30 participants. We have five candidates hired in credentialed positions for 2022-23, which is a success.
- Currently, there are 21 participants in the Grow2Teach program, who are the teacher of record (2021-2022). In the next year, 2022-2023, there will be an additional nine G2T participants who will be teachers of record with a total of 30 classroom teachers under various certification.

- This program has been very successful, motivational, and inspirational for classified employees. Our District was able to reimburse many classified employees for pursuing their credentials. Next year, we plan to continue our course in recruiting more classified employees who wish to participate in this program. We also 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.
- This program has been a great success because it has given local prospective teachers the support and momentum that they need to earn their degrees and teaching credentials to serve students in their home community. We have doubled our intern graduation rate this year and are excited to provide quality teachers within our community.

Use of Grant Funds to Support Classified Employees

Programs reported that grant funds disbursed were expended for tuition, books, and other college/university fees. Remaining funds were expended for 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:

- The barrier for many candidates continues to be the passage of CBEST, CSET & RICA exams to be eligible for entry into the credential program and applying for a preliminary credential. This past year we have provided additional support in collaboration with California State University, Fresno in providing CSET & RICA Prep classes in addition to providing test prep materials which have been very successful to increase the passage rate for students.
- When possible, we pay tuition directly to the participants' approved credential programs. This often alleviates the stress of participants making large out of pocket payments and then waiting for reimbursement and possibly incurring late fees in the process.
- Another helpful option to help reduce financial stress, is ordering textbooks for participants' current program of study as well as study material and/or test prep supplies. These items can be sent directly to their home to help expedite delivery.
- This grant has afforded us the opportunity to support our candidates with critical licensure test fees, tutoring, and other test support, along with guidance related to entering and navigating the licensure process in California.

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

Programs reported effective collaboration between school districts and postsecondary institutions. 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:

- We have participants enrolled in various programs such as Alliant, Brandman, Cal State TEACH, National University, San Francisco State, CSU Sacramento, UC Davis, Western Governors' University, and local Intern Programs.

- In order to monitor and support participants' progress, we work together with participants and their IHE's to identify candidates who will benefit from receiving tutoring for coursework and subject matter review resources. Our focus has been to support second-language learner teacher candidates by providing individual tutoring support designed by university professors to support subject matter competency and successful coursework completion.
- Participants who were not enrolled in a credential program were required to enroll in an online community college course at Feather River Community College (FRC) that provided instruction in a variety of content areas such as professional dispositions, lesson plan, and design, classroom management, and other important aspects of the teaching profession.
- Maintaining active communication with our IHE partners has been an integral part of our program. Our IHEs have identified the criteria needed for candidates to be accepted into their credentialing programs while addressing areas of need. Because of the grant and the unique population of participants, San Diego State University created an online credential program only available to our participants.

Factors Hindering Full Implementation

Classified employees work and life imbalance has been a significant factor hindering implementation of many Classified Programs. Program leaders reported difficulties with recruiting and contacting participants. The following are some direct narratives as reported by the grantees describing the factors hindering full implementation:

- It is difficult to track county wide educators who are no longer in our program because they have transferred districts.
- Many of the teachers who are enrolled in this grant program reported that they are working at least two jobs while going to school and most reported that they have families.
- We have found that our participants are challenged with holding a full-time job, sometimes holding multiple jobs, raising families, and going to school part or full time. They need extra support to be successful as receiving money is not always enough. They need emotional support as well as guidance while on this journey to become a credentialed teacher.
- We have struggled to meet our target of 50 candidates due to COVID related challenges and a decrease in the classified pool.

The Ethnic and Racial Composition of the Participants in the Round Two, Program Year 5

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, 86 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, 42 percent of the classified employees in the program who provided data self-identified as Hispanic or Latinx as shown below in 4a.

Table 4a: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round Two, Program Year 5

Self-Identified Racial/Ethnic Identification as Hispanic or Latinx	Number	Percent
Participants Who Are Hispanic or Latinx	419	42.1%
Participants Who Are Not Hispanic or Latinx	576	57.9%

Table 4b 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 (42 percent), followed by White participants (25 percent). Of the total 995 participants enrolled in program Year Five, six percent identified as Black or African American, and five percent identified as Asian. The total of all other races, including Multiracial, equaled six percent, and 13 percent of the participants did not report their race/ethnicity.

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

Gender/Sexual Orientation/Ethnicity/Race	Program Year 5 (n= 995)	Percent (n= 995)
Female	649	65.2%
Male	170	17.1%
Non-binary/other	12	1.2%
Gender not reported	164	16.5%
Heterosexual/straight	507	51.0%
Gay/Lesbian	17	1.7%
Bisexual	8	0.8%
Other	0	0.0%
Decline to state	463	46.5%
American Indian or Alaska Native	12	1.2%
Asian	54	5.4%
Black or African American	67	6.7%
Hispanic/Latinx	419	42.1%
Native Hawaiian or Pacific Islander	2	0.2%
White	253	25.4%
Two or more races	52	5.2%

Gender/Sexual Orientation/Ethnicity/Race	Program Year 5 (n= 995)	Percent (n= 995)
Race/Ethnicity not reported	136	13.7%

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 2022 from Round 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.

Round Two grant period ended June 30, 2022. Eighty percent of Round Two participants hold bachelor’s degrees and 16 percent of the employees have earned teaching credentials and are now serving as teachers. Table 5 below provides the numbers of earned credential areas across Rounds One and Two per fiscal year spanning the last six years. Reviewing the data from the past six years, participants have earned a total of 1625 credentials. The Education Specialist credential is the most earned credential area, with a total of 765 from both rounds over the last six years. Subsequently, the Multiple Subject credential is the second most earned credential area, with a total of 518. A total of 1625 credentials have been issued to classified staff over the six years of grant funding, and 1145 former classified employees are now serving as teachers.

Table 5: Number of Credential Areas for Classified Rounds One and Two per Fiscal Year

Credential Areas	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Multiple Subject	0	25	107	148	161	77	518
Multiple Subject: Bilingual Education	0	2	6	17	41	8	74
Single Subject	0	8	39	37	50	16	150
Single Subject: STEM	0	3	11	26	22	5	67
Single Subject: Bilingual Education	0	2	3	14	11	0	30
Education Specialist	4	29	127	245	229	131	765
Education Specialist: Bilingual Education	0	1	3	17	0	0	21
Total Credentials Earned	4	70	296	504	514	237	1625

In conclusion, 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.