

**STATE OF CALIFORNIA**

**CALIFORNIA COMMISSION ON  
TEACHER CREDENTIALING**



**CALIFORNIA CENTER FOR  
TEACHING CAREERS  
(CALTEACH)**

**PROGRAM EVALUATION  
A REPORT TO THE LEGISLATURE**

**MARCH, 2003**

**CALIFORNIA CENTER  
FOR TEACHING CAREERS  
(CALTEACH)**

**Program Evaluation  
A Report to the Legislature**



**Gray Davis, Governor  
State of California**

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March 2003**



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EVALUATION OF THE CALIFORNIA CENTER FOR  
TEACHING CAREERS (CALTEACH)

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This evaluation of the California Center for Teaching Careers (CalTeach) pursuant to California Education Code Section 90533 finds that, in general, the activities undertaken thus far by the CalTeach program are consistent with the legislative mandate for the program. The report concludes that during the first five years, the CalTeach staff has built a solid foundation for a sustainable program that -- together with California's myriad teacher recruitment, preparation, and retention programs -- helps meet a critical statewide need. The evaluation offers general findings for each of the specified responsibilities of the program outlined in statute. In addition, while recognizing the uncertain future of the program due to the current fiscal constraints of the state, the report offers both organizational and programmatic recommendations for consideration should the program move forward in the coming years.

The California Center for Teaching Careers (CalTeach) was created in 1997 through passage of SB 824 (Green, Chapter 864, Statutes of 1997) for the purpose of recruiting qualified and capable individuals into the teaching profession. A copy of the statute is included in the appendix to this report. The statute requires CalTeach to: (1) develop and distribute statewide public service announcements; (2) develop, modify, and distribute effective recruitment publications; (3) provide information to prospective teachers regarding requirements for obtaining a teaching credential; (4) provide specific information regarding admission and enrollment into conventional and alternative teacher preparation programs; (5) create and expand a referral database for qualified teachers seeking employment in public schools; and (6) develop and conduct outreach activities to high school pupils as well as college students. In addition, passage of SB 1666 (Alarcon, Chapter 70, Statutes 2000) in 2000 directed CalTeach to provide support for the public relations and media campaigns for the Teacher Recruitment Centers. The evaluation finds that the activities undertaken by CalTeach are consistent with the program's legislative charge in each of these legislatively mandated areas.

CalTeach undertakes these responsibilities in a variety of ways including the CalTeach website ([www.calteach.com](http://www.calteach.com)), telephone hotline and call center that utilizes an interactive voice response system integrated with the website, major media campaign, outreach and collaboration. Significant utilization of both the website and call center, likely in part the result of the program's major media campaign, suggests that CalTeach is becoming widely recognized as a potential source of useful information for prospective teachers. CalTeach's outreach and collaboration efforts include, among others, working collaboratively with the Education Job Opportunity Information Network (EdJoin), the California Teacher Recruitment Centers, County Offices of Education, school districts, and future teacher clubs and organizations. Ensuring that recruitment efforts include California's numerous and diverse communities and multilingual audiences are integral parts of CalTeach's activities.

Given the current fiscal situation of the State and the resulting need to reduce expenditures supported by the general fund, the future of CalTeach remains unclear. If future state funding is provided to the program, the following recommendations are offered for consideration.

Recommendations in this report related to organizational and structural issues include:

- *Devising, developing, and implementing a comprehensive evaluation and research agenda. Specifically, the report recommends consideration of several issues including: redefining the role of the CalTeach Advisory Committee; reexamining the question of teacher recruitment in light of changing circumstances and in order to better understand the most effective mix of services to achieve desired goals; contributing to the understanding of California's changing teacher supply needs; considering the benefits of possible collaboration with major statewide technology initiatives; and deciding whether and in what manner to implement the regional network concept.*

Recommendations in this report related to programmatic areas include:

- *Monitoring and documenting ongoing evolving relationship with EdJoin and the California Teacher Recruitment Centers;*
- *Periodically reevaluating activities aimed at recruiting individuals from various populations or target audiences for both effectiveness and cost efficiency;*
- *Continuing periodic reviews of all CalTeach products and communication tools to assess their accuracy, quality, ease of use, and usefulness; and*
- *Considering enhancing information provided about the admissions and enrollment requirements of teacher preparation programs.*

Additionally, the report recommends that CalTeach continue to identify and implement strategies to ascertain the program's impact on California's teacher supply needs. Finally, the report contains statewide considerations regarding teacher recruitment efforts in California and suggestions for future evaluations.

## II.

## INTRODUCTION AND BACKGROUND

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### INTRODUCTION

Section 90533 of the California Education Code requires that the California Commission on Teacher Credentialing, in consultation with the Legislative Analyst, conduct an evaluation of the California Center for Teaching Careers (CalTeach). This report responds to that legislative mandate.

The overall objective of this report is to determine whether the CalTeach program as implemented thus far is responsive to the intent of its enabling statute, whether the activities undertaken by the Center are generally consistent with the provisions of the law, and whether the duties for the program outlined in statute are being adequately addressed. Further, this report attempts to determine the extent to which demonstrable evidence exists to suggest whether and to what extent the program is having an impact on increasing the numbers of individuals who ultimately pursue teaching careers in California. Finally, the report offers comments and recommendations for consideration as the program moves forward in the future.

### BACKGROUND

In October 1997, the Legislature passed and the Governor signed SB 824 (Greene, Chapter 864, Statutes of 1997) establishing the California Center for Teaching Careers (CalTeach) for the purpose of “recruiting qualified and capable individuals into the teaching profession.” The creation of the CalTeach program grew out of significant concern that California lacked sufficient numbers of teachers to address the educational needs of a student population growing rapidly both in size and diversity. At that time, officials estimated that California needed to recruit, prepare, and train in excess of 250,000 new teachers in the coming decade. In the mid 1990’s, California’s existing mechanisms for recruiting individuals into the teaching profession were clearly insufficient and, left unaddressed, would have likely resulted in a significant deficit in the numbers of qualified teachers available to educate the state’s burgeoning student population.

Given the size of the challenge, California’s Governor and Legislature embarked on an ambitious, multi-pronged approach to better ensure that all of California’s classrooms would be staffed by qualified teachers in the coming years. It included adopting and funding a network of various programs and incentives designed to encourage individuals to pursue a career in teaching and to minimize existing barriers to the profession. These programs and incentives can be categorized into three major types: (1) state-funded teacher preparation programs; (2) financial aid and incentives; and (3) information dissemination and recruitment. Included among the state-funded teacher preparation programs are the Paraprofessional, Pre-Intern, and Intern Grant Programs and expanded university programs. The student financial aid programs that provide assistance for those seeking a teaching credential include the Cal Grant T Program, Assumption Program of Loans for Education (APLE), and the Teaching Fellowship Program; while financial incentives for teachers and prospective teachers

include the Teaching as a Priority Program, additional compensation for National Board Certification, and the removal of earning limits for retired teachers. State-funded information dissemination and recruitment efforts include the California Teacher Recruitment Centers and CalTeach.

Within this network of programs, the critical and unique role envisioned for the CalTeach program was to serve as a one-stop information, referral, and recruitment service center for individuals considering or pursuing teaching careers. The establishment of the Center, in large measure, was the result of recommendations of the California Statewide Task Force on Teacher Recruitment, a broad-based group focused on issues and policies related to attracting individuals into the teaching profession. CalTeach is intended to serve as the crucial initial entry point for those seeking further information on teaching careers and its activities are meant to complement other state-funded teacher recruitment and preparation programs. Together, these programs were designed to better position California to ensure that sufficient numbers of qualified teachers would be available to educate the next generation of students.



This section of the report provides a brief overview of the CalTeach program including its legislative mandate, scope of work, administration and governance, and funding.

#### *LEGISLATIVE MANDATE*

Section 90531 of the California Education Code sets forth the duties and responsibilities of the California Center for Teaching Careers. They include, but are not limited to, the following:

- (a) Developing and distributing statewide public service announcements;
- (b) Developing and modifying and distributing effective recruitment publications;
- (c) Providing information to prospective teachers regarding requirements for obtaining a teaching credential;
- (d) Providing specific information to prospective teachers regarding admission to and enrollment into conventional and alternative teacher preparation programs;
- (e) Creating or expanding a referral data base for qualified teachers seeking employment in the public schools; and
- (f) Developing and conducting outreach activities to high school pupils as well as college students.

#### *SCOPE OF WORK*

The responsibilities of the CalTeach program listed above all share the common purpose of facilitating the dissemination of information to prospective teachers about the steps required to become a K-12 teacher in California. In order to carry out these charges and to reach the greatest numbers of prospective teachers, the Center has employed several major communication tools and strategies.

#### *CalTeach Website*

The CalTeach Website ([www.calteach.com](http://www.calteach.com)) serves as the primary communication and information dissemination tool used by the Center to provide prospective teachers with information about entrance into the profession. The website was launched in May of 1998 and has the capacity to provide information that responds to the needs of individual users. The website clearly and accurately explains the various pathways to becoming a credentialed teacher in California in order for individuals to seek more information on the pathways that are most appropriate given their particular life circumstances and academic background. The website also provides useful information to high school students and other individuals seeking information on entrance into the teaching profession. It offers a range of information from academic requirements, descriptions of the various pathways to teaching, available financial incentives, required exams and assessments, rewards of teaching, and job and placement information. It also includes resources for advisors and recruiters.

### *Telephone Hotline and Call Center*

CalTeach also employs a telephone hotline (1-888-CALTEACH) and call center that is staffed by trained advisors to provide prospective teachers with general information and answers to commonly asked questions. In addition, it utilizes an interactive voice response (IVR) system that is integrated with the CalTeach website. The IVR system is available in English, Spanish, Korean, Cantonese, Vietnamese, and Hmong. From the time this system became effective in 2000 through February 2001, CalTeach had logged in nearly 77,000 phone calls, with about 68 percent of those callers requiring assistance from a CalTeach advisor.

### *Major Media Campaign*

Public service announcements, advertisements, brochures, and videos are among the various media-related products developed and distributed to encourage interest in the teaching profession and to better inform individuals about various pathways and requirements to becoming a teacher in California. An infusion of \$18 million in State General Funds over the past two years has afforded CalTeach the ability to hire professional media consultants to develop, test, and implement a major media campaign designed to spark interest in the teaching profession and encourage interested individuals to seek more information and, specifically, to utilize the services provided by CalTeach.

### *Outreach and Collaboration*

In order to accomplish the objectives set forth for CalTeach by the Legislature, CalTeach relies extensively on collaboration with local educational entities, institutions of higher education, the California Teacher Recruitment Centers, campus teacher recruitment clubs, and other organizations interested in the recruitment of new teachers. In addition, CalTeach, together with the California State University, has sponsored Teach for Tomorrow Partnership, a statewide broad-based coalition comprised of members of the business, media, and community and membership organizations as well as state and local public officials. CalTeach personnel are made available, conduct presentations, and disseminate information at numerous and varied events such as career fairs, conferences, club meetings, and classes in a variety of settings such as public colleges and universities and community organizations within California and outside the state.

## *ADMINISTRATION AND GOVERNANCE OF THE PROGRAM*

The CalTeach program is administered by the California State University Institute for Education Reform as an intersegmental program. The CalTeach Advisory Committee is comprised of sixteen individuals representing a broad spectrum of the education community. They include county offices of education, the CSU Chancellor's Office, the University of California Office of the President, the Community College Chancellor's Office, the California Department of Education, schools of education at independent higher education institutions, the California School Boards Association, the California Teachers Association, the California Commission on Teacher Credentialing, the Association of California School Administrators, the California Student Aid Commission, and the Teacher Recruitment Centers.

Initially, the program operated out of both the campuses of CSU Sacramento and CSU Long Beach; an additional outreach office at CSU Fresno was opened in the fall of 2000. At its highest staffing levels which occurred in 2000-2001, CalTeach employed approximately 16 individuals (including five student assistants) to carry out its duties. However, at the end of the 2000-2001 fiscal year, CalTeach operations at CSU Long Beach were significantly downsized and consolidated in Sacramento. The call center and technology efforts were transferred to Sacramento as well. During 2001 and 2002, the CalTeach program staff consisted of a total of 8 positions including one-half time director, one co-director, two call center advisors, one support position, and three outreach coordinators located at each of the Sacramento, Long Beach, and Fresno sites.

With the enactment of SB 1666 (Alarcon, Chapter 70, Statutes of 2000), CalTeach assumed additional responsibilities. SB 1666 established the Teacher Recruitment Incentive Program which funded six teacher recruitment centers throughout California. While the legislation mandated that the Sacramento County Office of Education provide statewide oversight and technical assistance for the regional teacher recruitment centers, CalTeach was directed to support the public relations and media campaigns for the Teacher Recruitment Centers.

*PROGRAM FUNDING*

The program is established in statute through January 1, 2008, when it is due to sunset unless new legislation is enacted. However, continued funding for the program is contingent upon the annual Budget Act. Total funding for the program from its inception in 1998 to 2002 has been \$28,450,000, from both public and private sources. A breakdown of the year by year funding for the program is as follows:

***Total Funding for CalTeach 1997-2002***

<b>YEAR</b>	<b>FUNDS</b>	<b>SOURCE</b>
<b>1997-1998</b>	\$ 500,000 \$ 400,000	Goals 2000 Education America Funds William and Flora Hewlett Foundation, Walter S. Johnson Foundation, Stuart Foundation
<b><i>Total Year 1.</i></b>	<b>\$ 900,000</b>	
<b>1998 – 1999</b>	\$ 2,000,000 \$ 500,000 \$ 50,000	State General Funds (California State University) Goals 2000 Educate America Funds Edison International and Aetna Financial Services
<b><i>Total Year 2.</i></b>	<b>\$ 2,550,000</b>	
<b>1999-2000</b>	\$ 2,000,000 \$ 500,000	State General Funds (California State University) Goals 2000 Educate America Funds
<b><i>Total Year 3.</i></b>	<b>\$ 2,500,000</b>	
<b>2000-2001</b>	\$ 2,000,000 \$ 9,000,000 \$ 500,000	State General Funds (California State University) State General Funds (Designated for Advertising) Goals 2000 Educate America Funds
<b><i>Total Year 4.</i></b>	<b>\$11,500,000</b>	
<b>2001-2002</b>	\$ 2,000,000 \$ 9,000,000	State General Funds (California State University) State General Funds (Designated for Advertising)
<b><i>Total Year 5</i></b>	<b>\$11,000,000</b>	

In addition to the resources illustrated above, the program has also gained significant value from its media investment. By leveraging media placements, CalTeach estimated a 4:1 rate of return on its television purchases and 3:1 on its investment in radio. The total value of this in kind contribution was estimated at \$1.3 million at the end of 2001. In addition, CalTeach estimates that the added value of its purchases with ethnic media at the end of 2001 was \$1.5 million. Taken together then, the non-state and in-kind support totaled \$5.25 million or approximately 18.5 percent of the five year total revenue for the program.

## IV.

# IMPLEMENTATION OF EDUCATION CODE SECTION 90531

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Section 90531 of the California Education Code explicitly sets forth six primary responsibilities or duties of the California Center for Teaching Careers. This section of the report identifies the major activities undertaken by the Center from its inception through 2001.

### *Education Code Section 90531 (a). Developing and distributing statewide public service announcements.*

In its five year existence, the development of public service announcements and other media-related products have accounted for a large portion of CalTeach's efforts. These efforts began modestly and have clearly increased with the commensurate level of funding. Over the course of its first five years, the program has employed a strategy that encompassed four different media: print, television, radio, and internet.

Below is a summary of media related activities undertaken by the CalTeach Program since 1998.

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#### 1998 – 1999

In its first year of operation and with limited funding, CalTeach collaborated with Recruiting New Teachers, Inc. a national non-profit organization to tailor existing radio and public service announcements to the California audience. With the adoption of the 1998-1999 State Budget Act, the Legislature and the Governor appropriated \$2 million for CalTeach to develop and implement a statewide, comprehensive advertising campaign. CalTeach contracted with Big Honkin' Ideas and Burson-Marsteller advertising firms to create a media campaign and to develop television and radio ads. This initial campaign targeted three main audiences: high school and college students, career changers, and paraprofessionals. CalTeach utilized \$1.3 million to purchase television air time to run 2 television spots and one radio spot. In addition, funds were used to purchase advertisements in college newspapers, business periodicals, on the internet, and to develop and distribute public service announcements. The advertisements were released in January of 1999 in conjunction with six press conferences. CalTeach reports that the number of hits to the website and calls to the hotline increased tenfold as a result of these initial advertisements.

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#### 1999-2000

With a second appropriation of \$2 million from the State in 1999-2000, CalTeach continued its media efforts, but placed greater emphasis on raising the visibility of CalTeach and on involving the ethnic press in California. In particular CalTeach targeted California's large Hispanic population as well as youths and adults. CalTeach began the process of developing and widely disseminating its materials in Spanish. These included a Spanish public service announcement and its bookmarks in Spanish.

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2000-2001

For two consecutive state fiscal years -- 2000-2001 and 2001-2002 -- CalTeach was provided with an infusion of \$9 million from the State of California to expand its public relations efforts and media campaign. For this significant endeavor, CalTeach contracted with Ogilvy Public Relations Worldwide for in-state public relations and advertising and Media Cross Public Relations of St. Louis, Missouri for the out-of-state recruitment and advertising. For the California campaign, Ogilvy and the CalTeach staff developed and agreed upon two distinct messages for their media campaign. The macro campaign attempted to increase awareness of the importance of being a teacher among all audiences and position teaching as a valuable, dignified, and important profession. The micro campaign message was to drive inquiries to both CalTeach and the regional recruitment centers with the goal that it would result in a placement of 11,000 teachers by the end of Year 1. This campaign targeted specific audiences including career changers, students, and upcoming graduates and retired teachers.

In implementing this two pronged campaign, CalTeach and their consultants developed a strategy that involved both the mainstream as well as ethnic press. From May 2001 to August 2001, CalTeach reports that 3,687 public service announcements ran on television stations with potential viewership of 23,402,000. During that same four month period, CalTeach ran over 3,600 radio public service announcements and utilized movie theaters in the Bay Area and Salinas area to air public service announcements. CalTeach utilized the internet as well to transmit its message with the creation of an AOL Internet Banner and a Monster.com banner.

The chart below summarizes the major in-state related activities for 2000-2001.

***Summary of CalTeach Media Campaign – 2000-2001***

<b>TYPE</b>	<b>MEDIA</b>	<b>AUDIENCE</b>
Public Service Announcements	Television	23,402,000
Public Service Announcements	Radio	1,684,950
Public Service Announcements	Movie Theater Screens (798 in Bay Area/Salinas)	48,883,177
Mainstream Advertising	broadcast/print/internet /theaters	181,000,000
Internet Banner	America Online	8,918,013
Internet Banner	Monster.Com	15,000
Advertisements (Insertions)	129 college newspapers	3,030,000 circulation
Advertisements (Insertions)	Business Journal/American Association of Retired Persons publication	3,543,564 circulation

One strategy employed included a monthly editorial campaign centered on chosen themes or topics such as Dia Del Maestro/Teacher Appreciation Day, Teaching is a Family Thing, and Career Changers, for examples, to relay the major campaign

messages. CalTeach provided documentation of 364 news articles, television, and radio coverage that were printed or ran during the period of March 2001 to October 2001 – in both the mainstream and ethnic press. CalTeach reports that, during that period, over 38 million impressions were made.

While CalTeach targeted mainstream press such as the *Los Angeles Times*, *Sacramento Bee*, the *Oakland Tribune*, the *Contra Costa Times*, and major television and radio stations, utilizing California's ethnic media that spanned a wide range in terms of size of audience and geographic location was an integral component of CalTeach's overall media strategy. During this period, CalTeach partnered with 130 ethnic media outlets statewide. CalTeach staff reported that they ran 970 print advertisements in 100 print outlets and 30 broadcast outlets that serve Latino, African-American, Vietnamese, Korean, Laotian, Hmong, Filipino, Chinese, Portuguese, Turkish, Persian, Armenian, and Native American communities. Examples of these ethnic media outlets include the *Los Angeles Watts Times*, the *Philippine News*, *Crenshaw Inglewood Today*, and *Korea Times*, as well as major ethnic radio and television in California.

CalTeach, with the leadership of Charles Reed, Chancellor of the CSU, also partnered with Davis Guggenheim, Director and Filmmaker to distribute *Teach*, a teacher recruitment video that has been utilized in a variety of settings with diverse audiences. CalTeach distributed 5,500 *Teach* videos. These videos were distributed to a broad spectrum of organizations such as Boys & Girls Clubs in California and overseas military, youth centers and clubs, high school libraries, Welfare to Work Partnerships, YMCAs in California, JTPAs in California, College and Universities, and school districts throughout California. And finally, CalTeach also partnered with Guggenheim to help promote the highly acclaimed documentary, *The First Year*, bringing widespread attention to both the rewards of and the challenges facing new teachers employed in California public schools.

With the enactment of SB 1666 (Alarcon, Chapter 70, Statutes 2000), CalTeach assumed additional responsibilities. SB 1666 established the Teacher Recruitment Incentive Program which funded six teacher recruitment centers throughout California. While the legislation mandated that the Sacramento County Office of Education provide statewide oversight and technical assistance for the regional teacher recruitment centers, CalTeach was directed to support the public relations and media campaigns for the Teacher Recruitment Centers. CalTeach reports that they have coordinated the advertising campaigns for both CalTeach and the Teacher Recruitment Centers so that the messages and images are the same. They share many of the same camera-ready ads, taglines, and text in their media related products. A prime example of this collaboration is the development of a common logo. During the fall of 2000, CalTeach representatives met with the Sacramento County Office of Education and others to develop a logo that all would use in their various recruitment efforts.

During the spring of 2001, CalTeach and the directors of the six regional recruitment centers met to discuss ways in which CalTeach could best collaborate. As a result of these meetings, each of the teacher recruitment centers was assigned a contact from one of the public relations agencies with which CalTeach was already working. Each of the recruitment centers, with assistance from the public relations experts

developed a regional public relations plan that could include advertising, public relations, and the development of materials. Once the regional plan and scope of work was submitted to and approved by CalTeach, CalTeach provided \$225,000 from its own public relations budget for a total of \$1,350,000 to each of the six centers. The data collected by the Teacher Recruitment Centers indicates that 17,631 teachers were hired through collaborative recruitment activities for the period July 1, 2001 through June 30, 2002.

While CalTeach's original public relations plan for this period had included advertising and public relations work at the regional level, the creation of the Teacher Recruitment Centers and the directive to work with these sites required CalTeach to shift resources. Specifically, funds were provided to the public relations firms in order to assist in the development and implementation of the regional advertising and public relation plan and for the creation of region-specific materials. Likewise, staff and administrative time was also adjusted in order to facilitate the collaboration between CalTeach and the Teacher Recruitment Centers in this regard.

***Education Code Section 90531 (b). Developing and modifying and distributing effective recruitment publications.***

Over the past four years, the Center for Teaching Careers has developed, tested, and produced numerous recruitment publications to provide information about the credentialing process, financial incentives, and teacher preparation programs. They include a general brochure aimed at individuals who are contemplating the possibility of becoming a teacher (*Future Ahead*), a publication that is designed to address issues of recruiting, developing and supporting a qualified and capable teacher workforce (*Passport to Teaching*), a general brochure describing the process involved in obtaining the different types of credentials needed to be a California teacher (*Steps to Teaching*), a brochure on financial support available for teachers and teacher candidates (*Where is the Money?*), and a matrix which outlines and defines the numerous incentive programs available for prospective and current teachers. Posters, bookmarks and videos have also been produced and distributed.

The chart below illustrates the publications produced by CalTeach over the past four years and the approximate number of their distribution.



***CalTeach Publications 1998-2001***

<b>Publication</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Passport	5,000	12,500	22,000	24,000
Steps to Teaching			65,737	49,682
Where's the Money			56,320	76,083
What is CalTeach			21,450	48,194
Future Ahead			84,293	41,531
Incentive Matrix				3,477
CalTeach Posters			5,000	6,000
Video			1,500	1,500
Bookmarks		29,218		
English			72,693	15,209
Spanish			50,675	7,300

CalTeach utilizes focus groups to better understand the needs of prospective teachers, to understand the types of publications that would be useful, and to revise and modify existing materials. The use of focus groups has resulted in the development of additional materials designed for specific audiences such as teachers from out-of-state or out of the country and career changers. Further, CalTeach provides translated publications where it deems appropriate to reach multilingual audiences. For instance, the publication series “Finding Your Pathway to Teaching” which was developed in 2002 to provide tailored information on the various routes to teaching for high school students, community college students, university students, career changers, and those with foreign degrees are available in English, Spanish, Korean, Cantonese, and Vietnamese.

***Education Code Section 90531 (c). Providing information to prospective teachers regarding requirements for obtaining a teaching credential.***

The CalTeach website, call center, outreach activities, and CalTeach publications all offer a range of information to prospective teachers about credentialing, financial incentives, and teacher preparation programs. CalTeach provides users with information about both academic and assessment requirements associated with obtaining a California teaching credential. The CalTeach communication tools include information about undergraduate preparation blended programs, postbaccalaureate programs, pre-intern, and intern programs and, to a limited extent, information about programs available at community colleges for prospective teachers. In addition, the CalTeach website allows a prospective teacher to learn more about specific credential programs by searching the entire state, within a particular county, or through a teacher recruitment center. Information on assessments include brief descriptions of the exams, an explanation of who is required to take which exams, upcoming testing schedules, and relevant links.

CalTeach representatives at educational, teacher recruitment, and community events provide prospective teachers with the opportunity to speak personally to those with an understanding and knowledge of California’s teacher preparation and credentialing systems. Program data show that CalTeach staff were involved in 385

recruitment and outreach presentations and events from January 2000 through December 2001. (Reliable data is not available prior to January 2000 as the Outreach Specialist positions were not established until January 2000. Until that time, incidental requests for presentations were honored with little systematic tracking of audiences.) CalTeach reports total recruitment and outreach presentations in 36 of the 58 counties in California. The chart below illustrates the number and type of recruitment events and presentations engaged in by CalTeach staff during this period.

***Participation in Events and Presentations Made by CalTeach Staff  
January 2000 through December 2001***

<b>Type of Event</b>	<b>Number of Events</b>	<b>Type of Institution</b>	<b>Number of Events</b>
Assembly	29	Middle School	1
Class Presentation	132	High School	174
Conference	38	Community College	112
Workshop	44	Baccalaureate-granting institution	24
Career Fair	94	District Office	14
Club Presentation	21	County Office of Education	18
Staff Meeting	27	Education Organization	6
		Other/Not classified	36

***Out-of-State Recruitment Efforts***

One strategy implemented by CalTeach is to seek potential teacher candidates from outside of California. Specific information for either current or prospective teachers residing outside of California is available on the CalTeach website and CalTeach advisors are trained to assist these individuals. CalTeach contracted with Media Cross to target college seniors in approved educational programs at accredited universities and colleges in key states. CalTeach has also instituted an aggressive recruitment effort that involves the training of five recruiters called "Roads Scholars." In 2001, Roads Scholars attended 133 events at 177 different campuses. As of February 2002, Roads Scholars had attended events and visited college campuses in approximately 20 other states. CalTeach targeted states with teacher surpluses, similar requirements as California, and a diverse group of applicants. In the summer of 2001, CalTeach implemented an out-of-state recruitment effort entitled "Golden Opportunity" that targeted prospective teachers in eight major U.S. cities. In addition, CalTeach produced and purchased advertising space in 70 college newspapers.

CalTeach reports that approximately \$2.1 million was expended on efforts to recruit out-of-state in 2000-2001 and \$1.9 million was expended on out-of-state efforts in 2001-02. The names of 3,500 individuals who have expressed interest in teaching in California have been collected as a result of these out-of-state activities thus far. CalTeach is seeking ways to follow these individuals to determine whether they eventually become teachers. CalTeach is currently seeking to match the information they have with the applications the Commission on Teacher Credentialing has received from out-of-state candidates to help assess whether these out-of-state recruitment

efforts have resulted in new teachers for California. The information provided from the California Teacher Recruitment Centers indicates that at least 800 of the 3,500 teachers have been hired by California school districts as teachers. Overall in California, the number of out-of-state teachers has increased; constituting approximately 22 percent of all new teachers in 2000-01.

***Education Code Section 90531 (d). Providing specific information to prospective teachers regarding admission to and enrollment into conventional and alternative teacher preparation programs.***

The CalTeach website, call center, outreach activities, and publications all offer a range of information about the various pathways into teaching. Explanations of the various pathways and general requirements are included on the website. The CalTeach communication tools include descriptions about undergraduate preparation blended programs, postbaccalaureate programs, pre-intern, and intern programs. The CalTeach website offers general information about California's numerous teacher preparation programs and the specific types of programs each institution offers. The website provides information such as the types of programs offered, key contact people, and their e-mail addresses. In addition, potential teachers are referred to the six regional teacher recruitment centers. However, prospective teachers must contact their program of interest for additional information about admissions to the program as well as application packets and deadlines, program descriptions, information on tuition and fees, length of program, academic and fieldwork requirements, and faculty.

***Education Code Section 90531 (e). Creating or expanding a referral data base for qualified teachers seeking employment in the public schools.***

The Center for Teaching Careers reports that from May 1998 through December 2001, the CalTeach website offered individuals the opportunity to post their resumes on line in order to make them more available to prospective employers and employers could also post available job opportunities for prospective applicants. During this period, the Center reports that they received positive responses from applicants, and posted 42,510 resumes on line. However, the Center reports that, although over 10,000 job opportunities were posted on their site, they encountered some resistance from districts to altering their existing recruitment vehicles. The Center has no specific data on actual hires as a result of either individual resume postings or employer job opportunity postings during this period.

As a result of the feedback CalTeach staff received from California school district personnel, the Center reevaluated their efforts in this area. They determined that by collaborating with and strengthening their relationship with the Education Job Opportunity Information Network (ED-JOIN), an internet recruitment tool provided by the California County Superintendents Educational Services Association with financial support from the California Teacher Recruitment and Incentive Program, prospective teachers in California could effectively receive the on-line job services they need. The Center concluded that, because of its existing ties with school districts, and because of the extensive staff effort necessary to keep the information current and accurate, ED JOIN was better positioned to carry out this job posting service for prospective teachers and school districts in California.

In addition to its partnership with ED-JOIN, CalTeach also collaborates extensively with the California Teacher Recruitment Centers to provide prospective teachers with information about job availability in the state. The CalTeach website provides a link to the Teacher Recruitment Centers and the call center advisors provide information to callers about the Teacher Recruitment Centers.

***Education Code Section 90531 (f). Developing and conducting outreach activities to high school pupils as well as to college students.***

With respect to activities directed at high school and college students, the Center for Teaching Careers has relied heavily on partnerships with existing organizations, entities, and agencies already working in this area. They have collaborated with local school districts, county offices of education, and professional development providers to provide materials for this target population. CalTeach has focused on providing high school, community college, and university students information on the various pathways to teaching and information on other resources designed to assist students as they continue along their academic careers and that can ultimately facilitate the critical decision-making process of determining whether or not to pursue teaching as a career. In addition, CalTeach recognizes California's diverse student population and provides many of its materials in various languages.

Over the course of its short history, CalTeach staff report that they have responded to nearly all (approximately 95 percent) requests from high school counselors and teachers for class and club presentations. In addition, they have attended and made presentations at numerous local and state conferences for those in the education community so that more educational leaders can be aware of the services CalTeach provides. According to the data provided by CalTeach and displayed earlier, of the 385 presentations or events attended by CalTeach personnel from January through December 2001, 174 involved at least one high school and another 112 of these involved a community college.

In recent months, the CalTeach staff have been engaged in reevaluating the manner in which they carryout this particular charge, given their limited staff of three outreach directors. They are in the process of identifying and implementing a more strategic approach to delivering services to this audience. In particular, they have considered the value of targeting their efforts and evaluating the potential impact of their activities on a given population or area. For instance, they have already begun to implement this targeted approach with the nine community colleges for which they have held "Pathways to Teaching" forums. To determine the location for these events, CalTeach staff used criteria including the size of the campus, its diversity, and the presence of existing teacher recruitment efforts to determine where their limited resources and efforts might have the greatest impact. The collaboration efforts undertaken by CalTeach have resulted in the development of an extensive database of individuals who are key to the teacher recruitment effort. These individuals include those in institutions of higher education, school districts, community college transfer centers, and career counselors for examples. Additionally, CalTeach representatives have indicated that they believe that taking a regional approach to their charge may assist them in accomplishing their objectives more effectively and efficiently. As such,

they have identified this strategy as a promising one in concept and are currently analyzing whether establishing regional networks for the purpose of providing technical assistance with its partners may be a more effective way in which to respond to diverse local needs.



This section of the report provides an analysis of activities undertaken by CalTeach to date to determine whether they are consistent, thus far, with the statute and, where available, provide information on demonstrable outcomes. The format for the analysis below follows the six primary responsibilities set forth in Section 90531 of the California Education Code for the CalTeach program and is based on the information contained in Section IV.

***Education Codes Section 90531 (a). Developing and distributing statewide public service announcements.***

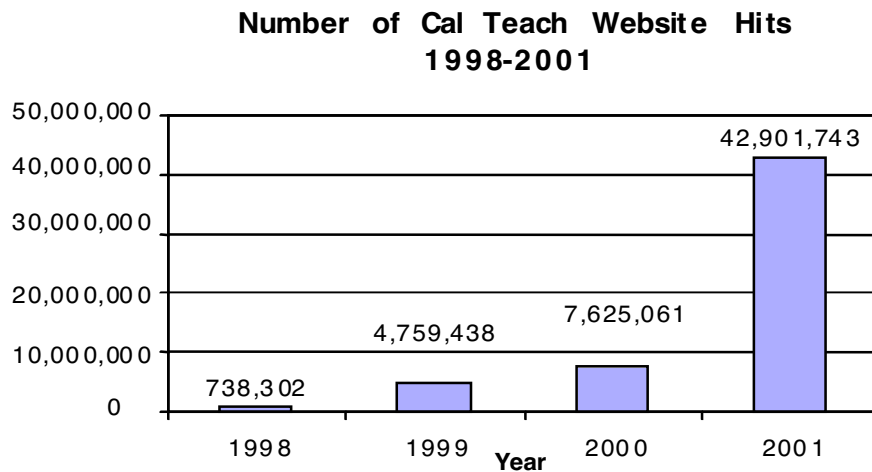
Section 90531 (a) of the California Education Code mandates that CalTeach develop and distribute statewide public service announcements. However, this responsibility entrusted to CalTeach was significantly expanded upon in two significant ways. First, subsequent to the enactment of the enabling legislation, the Legislature significantly increased the appropriation in 2000 and 2001 for the program thereby establishing an additional mandate to expand its public relations efforts beyond public service announcements to other forms of publicity and to attempt to reach as broad an audience as possible. And second, with the enactment of SB 1666 (Alarcon, Chapter 70, Statutes of 2000), CalTeach also assumed the responsibility for the regional media campaigns for the Teacher Recruitment Incentive Program.

Based on information described in Section IV, the activities undertaken by the CalTeach program to date are generally consistent with its responsibilities delineated above and because of the additional responsibilities entrusted to it subsequent to passage of its enabling legislation, has surpassed those originally delineated. Over the course of the past five years, CalTeach has implemented a communication strategy that has employed numerous aspects of the media in order to reach a broad audience of prospective teachers. CalTeach provided significant documentation that its has developed, produced, and distributed public service announcements; advertisements for print, radio, and television; insertions in college newspaper, business journals, and association newsletters; advertisements and banners on the internet; video recruitment materials; and has distributed its message at movie theaters in targeted locations. The monthly editorial campaign conducted by CalTeach from March to November 2001 that focused on unique themes related to teaching resulted in 364 documented news articles that either ran in local newspapers throughout the state, on radio, or on local television stations, bringing attention to California's need for new teachers. Further, CalTeach garnered significant value from both their television and radio purchases, reaping a 4:1 ratio (four free spots for every one paid spot) and 3:1 (three free spots for every one paid spot) of return, respectively.

Not only are the activities undertaken by the CalTeach program consistent with their legislative mandate, but there is some indication that the media effort, in general, has been effective. In the public relations arena, it is commonly recognized that there are three proven hallmarks to a successful public education campaign. They are (1) raising awareness; (2) changing, educating, and or reinforcing attitudes; and (3)

motivating people to action (which is accomplished by engaging an audience, identifying the desired action, providing incentives and motives for action, and emphasizing the rewards of a particular action). Given the volume of media coverage received described above, the steady and strong increase in use of CalTeach website, and the increase in the numbers of calls received by the CalTeach call center, it appears that the CalTeach public education campaign achieved significant results.

CalTeach has experienced exponential growth in the number of hits to its website over the course of its five year history. The chart below illustrates the number of website hits, as reported by CalTeach for the years 1998 through 2001.



The CalTeach website was launched in May of 1998. CalTeach uses WebTrends, Inc. to monitor activity on their website. During the period between 1998 and 1999, it experienced approximately 650 percent growth. Between the second and third year, the site experience a 60 percent increase in the number of hits. While the early activities of the program were admirable and served as a solid foundation for further efforts, there is some evidence that the program’s recent media related activities, and for which significant state funds have been invested, have been particularly successful. The data collected by WebTrends indicates that number of hits to the site dramatically increased in 2001 from 2000 -- by approximately 560 percent.

This dramatic growth coincides with a series of events and activities undertaken by CalTeach, most notably, the press launching of the Teacher Recruitment Centers in the spring of 2001, coordinated by CalTeach. As such, it is possible, and certainly likely that this dramatic growth in its website can be, in part, attributed to coordinated in-state and out-of-state advertising and the broader public relations campaign to inform the public and those interested in becoming teachers about the website.



Data collected by WebTrends for the first half of 2002 indicate that interest in CalTeach's website remains strong. The average number of hits to the CalTeach website from January to July 2002 was over 7.1 million per month.

The numbers above are presented with acknowledgement of the limitations of website hits as an indicator of actual usership of a website. Technology experts caution that number of hits reflects the amount of server traffic and is not an accurate indicator of the number of individuals actually using a website, nor does it speak to the quality of website. Number of "hits" to a website should be considered only one indicator, and certainly an indicator with significant limitations, of a website's usefulness and usership. With that caveat in mind, significant growth in number of hits to the CalTeach website can be attributed, at least in part, to a growing awareness of CalTeach and the services offered, and that, in turn, can be attributed, at least in part, to its public relations and media efforts. The CalTeach staff is now collecting and examining additional criteria such as "pages viewed" in order to obtain more accurate understanding of the number of individuals utilizing the site.

The increase in number of calls to the call center is also an indication that the CalTeach public relations efforts have been effective in informing individuals of the existence of CalTeach and of the services it provides for those interested or considering teaching as a career. CalTeach reported that 9,359 calls were made to CalTeach counselors in 2000 and that number increased to 52,607 in 2001 – a more than fivefold increase. Likewise, calls to the CalTeach Interactive Voice Response system nearly doubled in one year, from 13,540 in 2000 to 24,040 in 2001.

The CalTeach staff reported that their efforts have not been without difficulty. The need to ensure that the firm selected understands the objectives and goals of the program, provides flexibility, and is willing to take into consideration the expertise of the CalTeach staff in the field of education, has required CalTeach staff to be highly selective in the firms they hire. Likewise, the CalTeach staff reported that they better understand the need to categorize and target interested audiences and to seek effective media strategies for each distinct audience. Critical relationships have been forged between CalTeach and the ethnic media, increasing their visibility in California's diverse communities. Further, they report that these efforts are also helping improve all the services offered to ensure their availability to diverse communities.

In general, CalTeach staff has done outstanding and exemplary work in this area. CalTeach has utilized a strategy that is broad in scope in order to reach as many prospective teachers as possible and implemented a public relations teacher recruitment strategy that reaches out to all members of California's diverse communities.

As California's budget crisis continues and fewer limited resources are available for state funded public relations efforts, maintaining the current level of effort in this area will likely prove challenging. If CalTeach is continued as a state-funded program, the knowledge gained and relationships built over the past five years will serve CalTeach well in the future as it attempts to carryout its responsibilities under this provision. Nevertheless, limited resources will likely require that CalTeach find alternative and creative means of ensuring that the critically important message about California's need for new teachers continues to be delivered widely.

***Education Code Section 90531 (b). Developing and modifying and distributing effective recruitment publications.***

Section 90531 (b) of the California Education Code mandates that CalTeach develop, modify, and distribute effective recruitment publications. The efforts undertaken thus far by the Center for Teaching Careers are clearly consistent with their responsibilities under this section of the Education Code.

CalTeach has provided both documentation and examples of the publications it has produced and distributed over the past five years. The brochures, publications, and bookmarks all provide general and accurate information about California's various pathways to teaching, financial assistance available, incentives for and rewards of teaching, and other critical pieces of information that prospective teachers are likely to find useful as they consider whether teaching is a career path they wish to pursue.

CalTeach staff recognize that development of publications require constant modification and revision as feedback for improvement is collected. CalTeach has utilized focus groups to assess the quality and usefulness of the information provided, to modify existing publications and documents, and to develop new materials.

***Education Code Section (c). Providing information to prospective teachers regarding requirements for obtaining a teaching credential.***

The services provided by CalTeach are consistent with the responsibility outlined in statute to provide prospective teachers information regarding requirements for obtaining a teaching credential.

As previously described, all the major communication tools employed by CalTeach are designed to provide prospective teachers with information regarding requirements for obtaining a teaching credential. The CalTeach website, call center, outreach activities, and CalTeach publications all offer a range of information to prospective teachers about credentialing, financial incentives, and teacher preparation programs. They include information about both academic and assessment requirements associated with obtaining a California teaching credential as well as information about the various pathways to becoming a certified teacher. The information is accurate and current.

Both the numbers of activities CalTeach has engaged in over its first five years, and the variety of types of activities and strategies utilized by CalTeach demonstrate a commitment of purpose to the objectives set forth for it by the Legislature.

***Education Code Section 90531 (d). Providing specific information to prospective teachers regarding admission to and enrollment into conventional and alternative teacher preparation programs.***

The activities conducted by CalTeach thus far are consistent with the responsibility of providing specific information to prospective teachers regarding

admission to and enrollment into conventional and alternative teacher preparation programs as outlined in statute.

The CalTeach website, call center, outreach activities, and publications all offer a range of information about the various pathways into teaching. The CalTeach communication tools include information about undergraduate preparation blended programs, postbaccalaureate programs, pre-intern, and intern programs. In particular, the website provides information about California's numerous teacher preparation programs and the specific types of programs each institution offers. Explanations of the various pathways and general requirements are included on the website allowing prospective teachers to assess each program using salient criteria and to help them determine which type of program might be most appropriate for their particular needs.

In addition, through all of its major communication tools, CalTeach provides prospective teachers with useful information about the variety of financial assistance programs available for teacher credential candidates. Given the number and complexity of financial assistance programs, as well as differing eligibility criteria, CalTeach provides clear and succinct information about possible ways for individuals to reduce their financial barriers to teaching.

Although it does provide prospective teachers with information about the types of programs offered at the institution as well as how to contact key individuals in the program, the information CalTeach provides on admissions and enrollment is brief and minimal. Prospective teachers interested in program descriptions, faculty information, admission deadlines, tuition and fee information, or coursework and fieldwork descriptions must contact programs directly. While it would be entirely unrealistic for CalTeach to provide all admissions and enrollment information on each program offered to prospective teachers in California and, further, recognizing that the prospective teacher bears some responsibility for seeking out desired information, prospective teachers could, nevertheless, benefit from some enhancement of the information CalTeach provides with respect to admissions requirements and enrollment into teacher preparation programs.

***Education Code Section 90531 (e). Creating or expanding a referral data base for qualified teachers seeking employment in the public schools.***

Section 90531 (e) of the California Education Code mandates that CalTeach create or expand a referral database for qualified teachers seeking employment in the public schools.

As described in the earlier section, CalTeach offered both resume and job posting services from May 1998 through December 2001, at which time CalTeach decided to suspend this activity. Instead, CalTeach chose to strengthen its relationships with ED JOIN and the California Teacher Recruitment Centers which are already engaged in this activity. Rather than providing these services directly, CalTeach makes referrals to ED JOIN and the California Teacher Recruitment Centers and provides links on its website to both these programs.

CalTeach's decision to no longer directly provide job seekers and employers with opportunity to post resumes and teacher openings on the CalTeach website was based on consideration of limited staff resources and a recognition that mechanisms for accomplishing this objective already existed. Continuing this service through the CalTeach website would have required a substantial use of staff time and resources to maintain and update, resulting in an ineffective expenditure of limited public resources as well as an unnecessary duplication of services. Providing an easy-to-use link on the CalTeach website to both ED JOIN and the Teacher Recruitment Centers -- both of which provide on-line job referral and job opportunity posting services -- allows CalTeach to direct their limited state resources to areas for which there is a clear need and fewer service providers. The efforts of CalTeach to collaborate with Ed JOIN are consistent with an expansion of a referral database for qualifying teachers seeking employment in the public schools as mandated by the enabling statute for CalTeach.

***Education Code Section 90531 (f). Developing and conducting outreach activities to high school pupils as well as to college students.***

Section 90531 (f) of the California Education Code requires that CalTeach develop and conduct outreach activities to high school pupils as well as college students. The activities undertaken thus far by CalTeach appear to be consistent with this mandate.

As discussed in the previous section of this report, the data indicates that CalTeach personnel were involved in 385 recruitment and outreach presentations and events from January 2000 through December 2001. (Reliable data is not available prior to January 2000.) Nearly half of these (174) involved at least one high school and another 29 percent (or 112) of these involved a community college, suggesting that CalTeach is indeed making a concerted effort to reach these audiences. By relying heavily on existing organizations, entities, and personnel already working with these populations CalTeach is able to build upon and complement efforts already underway to recruit these students into the teaching profession.

Fostering the interest of high school and community college students to consider pursuing a career in teaching is one of the critical functions of CalTeach that serves to address the long term teacher supply needs of the state. However, the length of the pipeline from high school student to teacher and the numerous factors that influence individuals over the period of many years makes much more difficult the task of tracking the effectiveness of the efforts of a single program such as CalTeach on the eventual outcome. At this time, longitudinal follow-up studies are not part of CalTeach's mandated activities.

The Center has reported that it has expanded its target population to include community college students given the large numbers of students enrolled in this system, the diversity of their student population, their place in the teacher recruitment pathway, and the funding provided to recruit students to teaching. Both the size of the community college student population as well as its diversity coupled with the fact that these students are likely faced with more imminent decisions such as which undergraduate coursework to enroll than their high school counterparts, makes this population an ideal audience for teacher recruitment information. Positive evaluations

from students attending events held in association with community college campuses suggest that CalTeach has provided these students with useful information about the steps they need to take to become a teacher in California.

CalTeach has begun the process of identifying and implementing a more strategic approach to addressing the needs of these two audiences. While it has been possible for CalTeach personnel to respond to each and every request in the past, it is perhaps not the most cost efficient, effective manner to reach these audiences. Focusing its efforts based upon thoughtful analysis utilizing relevant criteria to determine where its efforts could have the greatest impact could serve CalTeach well in the future.

CalTeach has also reported that they are considering the development of regional networks for teacher recruitment. CalTeach could serve in the role of coordinator and information disseminator, not only to reach high school and community college students, but to reach prospective teachers with a variety of backgrounds. This strategy has the potential to reach a great number of potential teachers in all areas of the state and ensure that limited resources are maximized.

### *CalTeach Budget*

A limited review of the CalTeach budget suggests that public funds were appropriately expended consistent with the roles and responsibilities entrusted to the CalTeach program, the objectives outlined by the Legislature and the Governor for the program, and consistent with generally accepted business practices.



## VI. CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of the CalTeach program is to provide accurate, useful, and timely information to individuals considering or interested in the teaching profession with the intended outcome that, once empowered with this information, more individuals will choose teaching as a career. Overall, CalTeach has done particularly well in its first five years of operation in building a solid foundation for a sustainable program that helps meet a critical statewide need – addressing California’s teacher shortage.

During these first five years, CalTeach has done an admirable job of building and refining its website; developing, producing, and distributing numerous publications; developing and implementing a public media campaign; implementing a call center and counseling services for prospective teachers; utilizing advisors and outreach coordinators; and collaborating and developing partnerships with other agencies and organizations interested in teacher recruitment and preparation. In addition, it appears, as demonstrated by the frequency of use of its services, that CalTeach has done an effective job of ensuring that prospective teachers and those who counsel or come in contact with them are aware of the existence of CalTeach as a potential source of information about the teaching field and the services the program provides. The Center on Teaching Careers appears to have contributed to raising awareness of the need for new teachers in California and to have provided prospective teachers with accurate information to help them make decisions about whether to pursue teaching.

Despite its successes, California’s current budget crisis makes uncertain the future of the CalTeach program, as is the case with numerous other state-funded programs. These recommendations and thoughts are offered for the coming years should the Governor and the Legislature decide to continue CalTeach as a state-funded program.

While the first five years were dedicated to building a program that both addresses its legislative mandate and a critical statewide need, the program now needs to build upon that foundation. Defining a vision and a strategic plan for the next five years, identifying priorities, setting goals, and, perhaps most importantly, identifying and collecting evidence to demonstrate program effectiveness should be primary considerations. In addition, the anticipated State budget shortfall over the next few years will require that CalTeach reevaluate the manner in which it can continue to provide crucial services given limited resources.

The recommendations are centered around two general areas: (1) organizational and structural, and (2) programmatic.

### Organizational and Structural Recommendations

1. *CalTeach should devise, develop, and implement a comprehensive evaluation and research agenda.*

The Center for Teaching Careers should establish specific goals and specify projected outcomes annually. These goals and outcome measures should be explicit for each category of activity. With some activities, CalTeach has, in fact, established explicit, and sometimes, quantitative goals. For example, CalTeach, together with its contractor Olgilvy Public Relations, had established clearly defined goals and expectations for one of their recent public relations campaigns. CalTeach staff should take a comprehensive view of all of their activities annually, identify what they expect to achieve over the course of the year, and identify how they intend to measure their success in each of these areas.

Once these annual goals and outcome measures are identified, a formal plan to evaluate the extent to which CalTeach is meeting these goals should follow. The plan should explicitly cite the types of data that will need to be collected and set forth strategies for collecting that data. Performance measures should be explicitly stated. The use of an outside evaluator should also be considered.

The results of the formal evaluation should inform CalTeach staff about whether and in what manner they should alter, refine, or target their efforts. CalTeach staff should determine what programmatic changes would be appropriate to better achieve desired goals.

CalTeach may also consider developing an appropriate research agenda. Its experience, expertise, and role in the field of teacher recruitment may afford it particular advantages in advancing a longitudinal research agenda. Longitudinal research undertaken by CalTeach could serve not only to inform and help guide the work of the program, but may also contribute to a greater understanding of the components of effective public policies and programs in the area of teacher recruitment.

In the context of this evaluation and research plan, several issues related to the structure of CalTeach and the role that it plays should be explored further including the following:

- *Consider redefining the role of the CalTeach Advisory Committee.* In light of the transition of CalTeach from a program in its infancy to one which is now established and maturing, there may be benefits from reconstituting and/or redefining the role of the advisory committee. It may be an appropriate point in the program's development for the advisory committee to be policy oriented, rather than programmatically oriented.
- *Reexamine the question of teacher recruitment, the manner in which the mechanisms are evolving in California, and the role of CalTeach in light of these changes.* Over the five year period since CalTeach was established, California's policy makers have demonstrated arguably an unprecedented focus on the need for fully certified, high quality teachers. Numerous initiatives and programs to recruit, prepare, and retain teachers in California have been established or expanded. CalTeach should evaluate the services it provides and the manner in which it provides them in relation to these changing circumstances and in an effort to better understand the most effective service mix.



- *Assess the changing market demands for teaching to not only inform CalTeach activities, but also to better inform the state and other related programs about emerging trends in teacher supply and demand.* CalTeach may be uniquely positioned to make a significant contribution by facilitating a better understanding of the changing market demands for teachers. CalTeach's collaborative efforts with the Teacher Recruitment Centers, with school districts and county offices of education, as well as higher education institutions and other teacher preparation programs, may allow CalTeach to identify emerging trends in teacher supply needs. This information can be used to not only modify CalTeach activities to better meet these changing needs, but also can inform other programs designed to ensure a qualified teacher in every classroom.
- *Consider the benefits of possible collaborations with major statewide technology initiatives.* California has invested significantly in several technology initiatives and networks designed to facilitate communication between and among educational enterprises. CalTeach should consider ways in which to partner with these initiatives to accomplish mutually beneficial goals and objectives.
- *Decide whether and in what manner to implement the regional network concept.* CalTeach is developing a regional network model to assist it in facilitating teacher recruitment and to better respond to local needs. Given limited resources and staff, the regional networks concept may be a cost efficient and effective way to maximize the services provided by CalTeach. CalTeach should consider whether to continue to pursue and implement the regional concept through which CalTeach's role as coordinator, developer of materials, and information disseminator may be utilized most effectively. Should CalTeach decide to pursue the idea through to implementation, it should consider utilizing regional structures already in existence, such as the Beginning Teacher Support and Assessment clusters or the Department of Education's regional structure for California thereby building upon those already recognized and established regional configurations.

### Programmatic Recommendations

1. *Monitor and document ongoing evolving relationship with Ed Join and Teacher Recruitment Centers.* CalTeach should continue its collaboration with Ed-Join and the Teacher Recruitment Centers to provide a referral database for teachers seeking employment. Further, CalTeach should continue to work with these entities to develop a data collection and applicant tracking system such that an assessment of how this approach facilitates the matching of applicants to job availability can be made and to determine whether it is an effective mechanism for recruiting and hiring applicants. CalTeach should periodically reevaluate whether this collaboration is the most efficient, cost effective means of carrying out its responsibilities delineated under Section 90531 (e) of the Education Code.
2. *Periodically reevaluate activities aimed at recruiting individuals from various populations or target audiences for both effectiveness and cost efficiency.*

*Effectiveness:* To the extent possible, CalTeach should continue to identify promising strategies that may be effective with particular populations of individuals. For example, CalTeach has increased its focus on targeting community college students – a population that offers a rich pool of prospective teachers – both with respect to numbers and diversity. Seeking a variety of potentially effective ways to reach this audience, such as collaboration with transfer centers on community college campuses, and then monitoring, to the extent possible, the effectiveness of these strategies using demonstrable evidence should serve CalTeach well.

*Cost Efficiency:* CalTeach should be appropriately cognizant of the cost efficiency of the various strategies it employs and the activities it undertakes to accomplish its goals and objectives. CalTeach has already begun a process of being more thoughtful and strategic about responding to requests for participation in events or presentations, to high schools and community colleges, for instance. Rather than respond to each and every request, CalTeach is reevaluating the manner in which it reaches these audiences. CalTeach might also consider reevaluating the manner in which it has recruited individuals from outside of California to seek possible, less costly alternatives. Certainly, reaching beyond California's borders for qualified individuals to staff our state's schools is one promising strategy for meeting California's teacher needs. However, because resources will be limited in the near future, CalTeach should assess its efforts to date, and consider options and alternative activities for reaching the same audience with fewer expenditures.

3. *Continue periodic reviews of all CalTeach products and communication tools to assess their accuracy, quality, ease of use, and usefulness.* CalTeach staff has recognized the need to continually improve their products and services and should continue to evaluate all of the materials they publish and services they provide on a periodic basis. CalTeach may want to consider utilizing a variety of methods such as field reviews from professionals in teacher preparation, surveys of their users, and focus groups. Such assessment should be used to determine the usefulness, relevance, and accuracy of the information provided in the publications, to identify revisions for existing material, and to determine whether and what types of additional publications ought to be developed or services provided. CalTeach should also periodically reassess the use of advertising in a social marketing perspective and its communication plan that identifies stakeholders by effective tools for social marketing.

4. *Consider enhancing information provided about the admissions and enrollment requirements of teacher preparation programs.* CalTeach should consider ways in which it may provide prospective teachers with additional admissions and enrollment information. In addition to the link to the California Teacher Recruitment Centers on the website, adding a link to the homepage of each teacher preparation program in California may be a simple solution that would go far in providing the types of additional information about programs (faculty, length of program, tuition and fee information, and so forth) commonly sought by prospective teacher candidates.

### **Assessing the Impact of CalTeach**

Perhaps the most difficult, yet important, challenge ahead for CalTeach is to identify the impact of the program on meeting California's teacher supply needs.

*CalTeach should continue to identify and implement strategies to ascertain the program's impact on California's teacher shortage challenge.*

There are some indications that California's numerous efforts at recruiting new teachers may be paying off. For instance, according to the Commission's Report, *Teacher Supply in California 2000-2001, A Report to the Legislature*, the number of California teaching credentials issued increased by 8.2 from 1997-98 to 2000-2001, the number of individuals taking the California Basic Education Skills Test over that same period increased by 6.9 percent, and there have been notable increases in the numbers of teachers being prepared through alternative routes. Perhaps most telling, information provided by teacher preparation program sponsors for 2000-2001 for reporting requirements under Title II of the Higher Education Act suggest that enrollments in teacher preparation programs have surged significantly in California. But separating the various state funded initiatives to determine what role each has played and is playing with respect to increasing the number of prospective teachers who ultimately pursue a teaching credential is difficult.

The Teacher Recruitment Centers, in collaboration with CalTeach, reported that their combined efforts have led to the hiring of 17,631 credentialed teachers by school districts in California during January 1, 2001 through June 30, 2002. It is impossible to know, without actual surveys of these individuals, how many of these new teachers would have likely obtained teaching positions without the assistance of CalTeach and the Teacher Recruitment Centers. It is also reasonable to assume that there may be numerous individuals who utilized the CalTeach services, but sought employment independent of the California Teacher Recruitment Centers. The difficulty in measuring such outcomes is exacerbated because there is little incentive for school districts to report this information back to CalTeach personnel. The same is true for CalTeach's collaboration with Ed Join. Gaining credit for a "CalTeach" hire requires that the districts report the results of their hiring process back to Ed Join.

Likewise, it is critical to assess the extent to which CalTeach is having an impact on the numbers of students enrolling in teacher preparation programs in California as well as the extent to which the services provided have eased the transition and assisted prospective teachers in making such an important and life affecting decision. Currently, no data exists to assess the impact the CalTeach program is having on enrollment in teacher preparation programs. Recognizing that the clientele of the CalTeach program is much broader than those simply enrolled in teacher preparation programs, enrollment is, nevertheless, an important indicator of the impact of the program's effectiveness. Identifying and implementing a process for determining the extent to which teacher preparation candidates used CalTeach services prior to their enrollment in the program and what role it played in helping them make their decision to become a teacher is critical. Collaboration with teacher preparation programs in California to survey teacher candidates could help answer these questions.

Identification of measures of effectiveness are critical, if difficult. The paucity of data from which to reach reliable conclusions about specific aspects of the CalTeach program at this time is, in large measure, due to the complexity of the task. While CalTeach is a teacher recruitment tool, its primary function is to provide individuals with accurate information about how to enter the teaching profession. Once the

information dissemination has taken place, the individual must ultimately decide whether to pursue teaching. It is extremely difficult to understand the effects of a particular information dissemination effort on human behavior. In this case, understanding how the services provided by CalTeach and the information gleaned from the program have ultimately affected the actions of individuals -- whose motivation, interest, and academic preparation are as varied as they are numerous -- would not be feasible. Nevertheless, CalTeach staff is well aware of this challenge and is working to identify mechanisms that would serve to inform policymakers and others about the impact of the program.

To that end, CalTeach has made numerous changes to their website and intake form used by all recruits (in state and out of state) in order to better track candidates over the course of their journey to becoming a teacher. The ultimate objective is to be able to follow a prospective teacher from the initial inquiry through their teacher preparation program and through the hiring of that teacher by a district. Once they have identified their clients and where they are in the teacher pipeline, rather than simply responding to requests, they hope to be able to provide teachers with information at various critical points during their journey to becoming a teacher in California. CalTeach is attempting to interface with the data collection efforts of the Teacher Recruitment Centers, and, eventually, with the Commission's database. Development of this database is essential to demonstrate to the Legislature and general public, that the public funds invested in this effort are producing results in the form of new teachers for California's public schools. Case studies of current and former clients may also prove useful in determining just how valuable and useful CalTeach services are to those who are considering teaching as a career.

Certainly, finding ways to demonstrate the impact of CalTeach is an existing challenge that must be addressed. If the program continues to be state-funded, in five years when the program is set to sunset, there is strong likelihood that there will be a continuing need to provide prospective teachers with information about how to become a teacher in California. If there is future legislative interest to continue the program to address this need, CalTeach must be prepared to demonstrate how it has been effective in moving individuals from interest to preparation to the classroom.

### **State Level Considerations**

In general, this evaluation finds that to date the CalTeach program as implemented is responsive to the intent of its enabling statute and the activities undertaken by CalTeach are generally consistent with the provisions of the law.

However, since the establishment of the CalTeach program, numerous state funded programs and entities have either been established or increased their focus on teacher recruitment. While the enormity of the challenge of preparing enough qualified K-12 teachers to staff California's classrooms has likely necessitated this multi-pronged strategy, it may now be appropriate to ensure that the missions and roles of each of these programs and entities are appropriately clarified and distinguished from the missions of similar programs and entities.

For example, one of the primary responsibilities of CalTeach is to disseminate information and provide outreach activities to prospective teachers. Numerous other agencies provide information and outreach services to prospective teachers and their level of activity in this area has increased in recent years along with the state's awareness of the need to fill our classrooms with qualified teachers. The Commission on Teacher Credentialing, the California Department of Education, California's two public university systems, the Student Aid Commission, the six state funded regional recruitment centers, the County Offices of Education, and the state's 1,000 school districts all provide some information and, in some cases, services, to individuals to enter the field of teaching.

If CalTeach is to be retained as a state-funded entity, it may be appropriate to distinguish and delineate its purpose and role, given the proliferation of entities engaged in similar efforts. One example of how the role might be more clearly defined in light of changing circumstances is that the state might consider how the services of CalTeach might be leveraged to help meet the new federal requirements of having all teachers highly qualified by the 2005-06 year.

The state should also reconsider the current structure of teacher recruitment efforts. California has implemented both a regional approach (teacher recruitment centers) as well as a statewide approach (CalTeach program). While this evaluation notes a high level of cooperation and collaboration between the two programs, the state might reassess whether this bi-level structure is the most effective approach. A reexamination of the current statewide and regional structure for recruitment efforts should be conducted by the Legislative Analyst's Office and incorporated into a future report.

### **Future evaluations**

This evaluation has identified several areas that could benefit from further investigation. It is therefore suggested that future evaluations of the program, to the extent possible, include: (1) a focus on information that clarifies the impact of CalTeach on meeting the ultimate objective of recruiting high quality teachers for California's schools, and (2) survey data from a representative sample of new teachers to assess the impact of various recruitment strategies. This latter suggestion could help determine which of the educational entities and recruitment strategies have had the most positive impact on individuals' desire to become teachers and their ability to find employment as well as possibly identify those that have been ineffective. Ideally, the information obtained would assist policymakers in determining the impact of the program and provide insight into the variety of types of information and services that are most useful to prospective teachers.

### *Conclusion*

As previously stated, the activities undertaken by CalTeach thus far are consistent with the legislative mandate for the program. The Center on Teaching Careers has achieved numerous accomplishments over the first few years of its existence. The services provided by CalTeach are of critical statewide importance. Ensuring a strong and viable, one-stop information and referral center for prospective teachers is a concept that continues to be as relevant in 2003 as it was in 1998. The need

for fully credentialed, high quality teachers to educate California's burgeoning K-12 student population continues to be a significant challenge for the state and one in which CalTeach serves an important role in addressing.

# APPENDIX

**BILL NUMBER: SB 824 CHAPTERED**  
BILL TEXT

CHAPTER 864  
FILED WITH SECRETARY OF STATE OCTOBER 10, 1997  
APPROVED BY GOVERNOR OCTOBER 10, 1997  
PASSED THE SENATE SEPTEMBER 12, 1997  
PASSED THE ASSEMBLY SEPTEMBER 9, 1997  
AMENDED IN ASSEMBLY SEPTEMBER 5, 1997  
AMENDED IN SENATE MAY 23, 1997  
AMENDED IN SENATE MAY 13, 1997  
AMENDED IN SENATE APRIL 15, 1997

INTRODUCED BY Senator Greene

FEBRUARY 26, 1997

An act to add and repeal Article 4 (commencing with Section 90530) of Chapter 11 of Part 55 of the Education Code, relating to teacher recruitment, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

SB 824, Greene. California Center on Teaching Careers.

Existing law establishes various programs for the recruitment of teachers.

This bill would establish the California Center on Teaching Careers for the purposes of recruiting qualified and capable individuals into the teaching profession. From funds appropriated for that purpose, the California State University would be required to establish and administer the center, in concurrence, as defined, with representatives of the Commission on Teacher Credentialing, the State Department of Education, the University of California, and independent institutions of higher education, as defined. The California Center on Teaching Careers would be required to perform specified duties, including, among others, creating or expanding a referral data base for qualified teachers seeking employment in the public schools.

This bill would require the Commission on Teacher Credentialing, in consultation with the Legislative Analyst, to conduct an evaluation of the program on or before March 1, 2002, and would authorize the inclusion of that evaluation in the analysis of the 2002-03 Budget Bill prepared by the Legislative Analyst.

This bill would repeal those provisions as of January 1, 2008.

This bill would appropriate \$500,000 from the unappropriated balance of federal funds received by the state pursuant to the federal Goals 2000: Educate America Act to the California State University, without regard to fiscal year, for the support of the California Center on Teaching Careers.

This bill would declare that it is to take effect immediately as an urgency statute.



Appropriation: yes.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Article 4 (commencing with Section 90530) is added to Chapter 11 of Part 55 of the Education Code, to read:

Article 4. Teacher Recruitment Program

90530. (a) The California Center on Teaching Careers is hereby established for the purpose of recruiting qualified and capable individuals into the teaching profession. From funds appropriated for that purpose, the California State University shall establish and administer the center, with the concurrence of representatives of the Commission on Teacher Credentialing, the State Department of Education, the University of California, and independent institutions of higher education as defined in subdivision (b) of Section 66010. For the purposes of this subdivision, "concurrence" means agreement on all of the following:

(1) The priorities, goals, and general objectives of the duties set forth in Section 90531.

(2) The order in which the duties specified in this chapter are undertaken.

(b) It is the intent of the Legislature that activities of the California Center on Teaching Careers be implemented with the active involvement of local education agencies whenever appropriate.

90531. The duties of the California Center on Teaching Careers shall include, but not be limited to, all of the following:

(a) Developing and distributing statewide public services announcements.

(b) Developing and modifying and distributing effective recruitment publications.

(c) Providing information to prospective teachers regarding requirements for obtaining a teaching credential.

(d) Providing specific information to prospective teachers regarding admission to and enrollment into conventional and alternative teacher preparation programs.

(e) Creating or expanding a referral data base for qualified teachers seeking employment in the public schools.

(f) Developing and conducting outreach activities to high school pupils as well as to college students.

90532. It is the intent of the Legislature that the funds appropriated by the state in this bill for the purposes of this article be matched dollar-for-dollar by funds from other sources, including, but not limited to, federal programs, local sources, private sector sources, and other state programs.

90533. The Commission on Teacher Credentialing, in consultation with the Legislative Analyst, shall conduct an evaluation of the program established by this article on or before March 1, 2002, and the Legislative Analyst may include that evaluation in the analysis of the 2002-03 Budget Bill prepared by the Legislative Analyst.

90534. This article shall remain in effect only until January 1, 2008, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2008, deletes or extends that date.

SEC. 2. (a) The sum of five hundred thousand dollars (\$500,000) is hereby appropriated from the unappropriated balance of federal funds received by the state pursuant to the federal Goals 2000: Educate America Act (P.L. 103-227) to the California State University, without regard to fiscal year, for the support of the California Center on Teaching Careers established pursuant to Article 4 (commencing with Section 90530) of Chapter 11 of Part 55 of the Education Code.

(b) It is the intent of the Legislature that ongoing support for the California Center on Teaching Careers established pursuant to Article 4 (commencing with Section 90530) of Chapter 11 of Part 55 of the Education Code be appropriated in the annual Budget Act.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to begin recruiting qualified individuals into the teaching profession, at the earliest possible time in an effort to alleviate the shortage of credentialed teachers that California will be experiencing over the next several years, it is necessary for this act to take effect immediately.