



**Report to the Legislature on the California Classified
School Employee Teacher Credentialing Program
December 2017**

Submitted Pursuant to Education Code §44393 (f)

This report was developed by staff of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact psdinfo@ctc.ca.gov.

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Vision Statement

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Mission Statement

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

Report to the Legislature on the California Classified School Employee Teacher Credentialing Program December 2017

Introduction

Education Code §44393 (f) requires the Commission on Teacher Credentialing (Commission) to report to the Legislature annually regarding the California Classified School Employee Teacher Credentialing Program. The requirements of the report are specified in Education Code §44393 and must include the following:

- The number of classified school employees recruited;
- The number of classified school employees recruited who are subsequently employed as teachers in the public schools;
- The degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education; and
- The ethnic and racial composition of the participants in the program.

Background

In July 2016 the state budget allocated a total of \$20 million for the California School Employee Teacher Credentialing Program (Classified Program). This five-year grant program addresses the state's teacher shortage by supporting local education agencies (LEAs) to recruit classified school employees into teaching careers and support their undergraduate education, professional teacher preparation and certification as credentialed California teachers. Classified staff at grantee LEAs who are selected to participate in the program (participants) receive financial assistance for degree- and credentialing-related expenses such as tuition, fees, books, and examination costs; academic guidance; and other forms of individualized support to help them complete the undergraduate education, teacher preparation program, and transition to becoming credentialed teachers for the public schools. In July 2017, the Legislature approved an additional \$25 million in funding for a second round of Classified Program grant awards. Altogether, the two rounds of funding for the Classified Program are helping to support 2,250 classified school employees statewide to become credentialed classroom teachers for California's public schools.

The Number of Classified School Employees Recruited

In September 2016, the Commission issued an RFP for the first round of the Classified Program. Per statute, eligible applicants were school districts, charter schools, and county offices of education. The Commission received sixty-one proposals requesting 5,582 out of 1,000 available participant slots. Of these applications, twenty-five LEAs statewide were awarded funding for the total of the available 1,000 participant slots. Funding awards were announced for this first round of classified grants in December 2016; grant recipients subsequently began implementing their

programs approximately midway through the 2016-17 school year, as it took LEAs some time to identify the eligible classified employee applicants, determine their educational status, connect them with collaborating undergraduate programs and teacher credentialing programs, provide advisement, and enroll participants in courses. The 25 grantee LEAs are shown in Table 1 below, along with the number of allocated participant slots. Note that some of the grantee LEAs represent a consortium of districts and/or counties.

Data received from the twenty-five round one grant recipients show that 97 percent of the classified employee program slots were filled by summer 2017. Of the twenty-five grantee LEAs, twenty-one were able to fill all of their participant slots, with a number of LEAs reporting waiting lists of classified employees wanting to participate in the program.

Table 1: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 1 (2016-17)

LEA	Classified Employee Participant Slots
Alhambra Unified School District	40
Chico Unified School District	25
Clovis Unified School District	25
Davis Joint Unified School District	60
Elk Grove Unified School District	20
Fairfield-Suisun Unified School District	20
Garden Grove Unified School District	40
Los Angeles County Office of Education	40
Madera Unified School District	20
Modesto City Schools	20
Monterey County Office of Education	45
Orange County Department of Education	100
Pomona Unified School District	20
Riverside County Office of Education	100
Sacramento County Office of Education	40
San Francisco Unified School District	25
San Juan Unified School District	20
San Luis Obispo County Office of Education	45
San Mateo County Office of Education	50
Santa Clara County Office of Education	50
Santa Cruz County Office of Education	50
Sonoma County Office of Education	40
Ventura County Office of Education	50
Visalia Unified School District	35
West Contra Costa Unified School District	20
Total	1,000

In July 2017, the Legislature authorized \$25 million for a second round of funding for the California Classified School Employee Teacher Credentialing Program, beginning in school year 2017-18. This round of funding will support an additional 1,250 classified school employees to become credentialed teachers in California public schools. A RFP was issued by the Commission in August 2017; twenty-eight LEAs submitted application proposals. As with round one, eligible applicants were school districts, charter schools, and county offices of education. Collectively, applicant LEAs requested 2,741 participant slots out of 1,250 slots available for funding. All twenty-eight LEAs submitted strong proposals and were awarded grants on October 20, 2017.

Round Two grant recipients are listed in Table 2 below, along with the number of participant slots allocated.

Table 2: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 2 (2017-18)

LEA	Classified Employee Participant Slots
Berkeley Unified School District	12
Chico Unified School District	30
Clovis Unified School District	20
Davis Joint Unified School District	115
Fresno Unified School District	25
Huntington Beach Union High School District	20
Kern County Superintendent of Schools	45
Lake County Office of Education	20
Los Angeles County Office of Education	22
Los Angeles Unified School District	45
Marin County Office of Education	30
Merced County Office of Education	20
Monterey County Office of Education	135
Moreno Valley Unified School District	22
Mt Diablo Unified School District	20
National University Academy	10
Oakland Unified School District	40
Orange County Department of Education	200
Placer County Office of Education	50
San Bernardino County Superintendent of Schools	70
San Joaquin County Office of Education	20
San Ramon Valley Unified School District	24
Santa Ana Unified School District	20
Santa Barbara County Office of Education	45
Sonoma County Office of Education	115
Ventura County Office of Education	20

LEA	Classified Employee Participant Slots
Visalia Unified School District	35
Westside Union School District	20
Total	1,250

Grant notification letters were sent to the second round of Classified Program grant recipients during the second week of November 2017. The LEA grantees for this second round are in the early stages of program implementation. Therefore, information from this second round of participants will be reported in the 2018 Annual Report to the Legislature.

The Number of Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

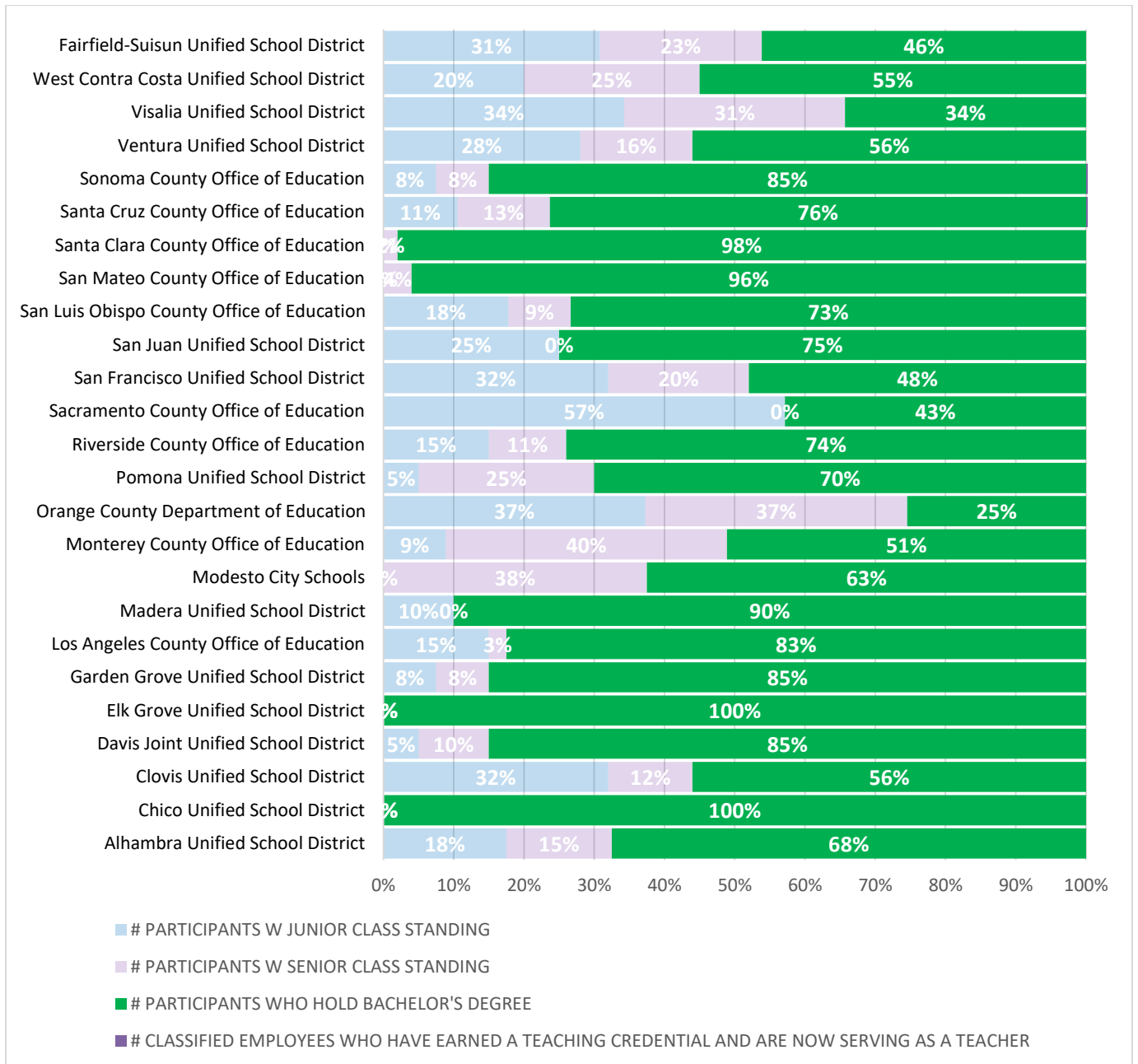
As of June 15, 2017, two Classified School Employee Program participants have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs.

Since 2016-17 was the initial program year, it would be expected that the majority of the participants are still completing either degree requirements or teacher preparation and would not yet have earned California certification. The authorizing legislation required eligible Classified Program participants to have a minimum of two years of postsecondary education or an associate’s degree (AA). As of June 15, 2017, more than two-thirds of program participants (70 percent) held a bachelor’s degree. In 80 percent of the grantee LEAs, more than half of the program participants have Bachelor’s degrees. 2017 participant academic standing by grantee LEA is shown in Table 3 below.

Table 3: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1 (2016-17)

	Number	Percent
Total Classified employees participating	968	97%
Classified employees with junior class standing	166	17%
Classified employees with senior class standing	143	15%
Classified employees who hold bachelor’s degrees	679	70%
Classified employees who have earned a teaching credential and are now serving as a teacher	2	0.2%

Figure 1: Education Standing of Classified School Employee Program Participants by LEA, Round One (2016-17)



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

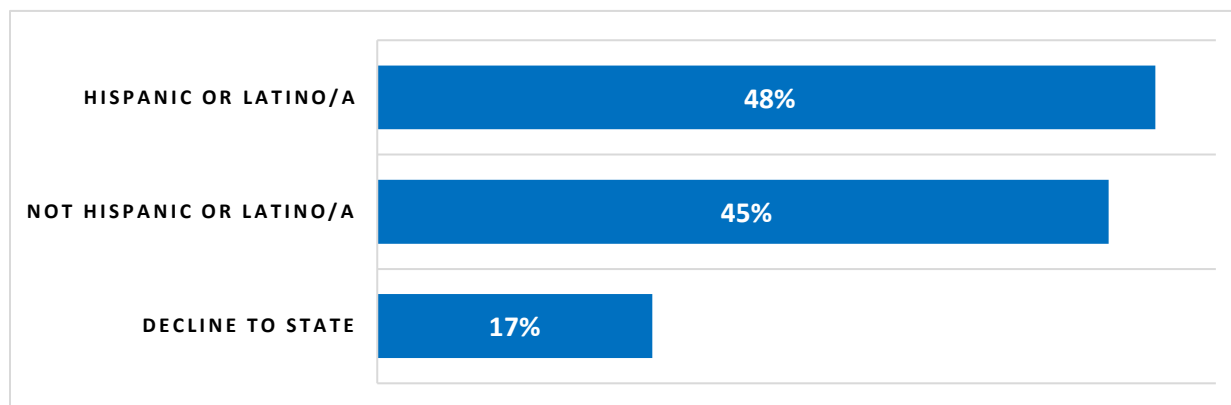
As of June 15, 2017, two Classified School Employee Program participants have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. All other participants are still working on completing degree requirements or teacher preparation. The grantee LEAs placed a priority on recruiting and enrolling Classified employees who indicated an interest in obtaining a California credential in one of the LEA's identified shortage areas. Further information will be provided in the 2018 Annual Report to the Legislature as more participants complete program and certification requirements.

The Ethnic and Racial Composition of the Participants in the Program.

Commission staff informed grant recipients that they would need to collect and provide data regarding the ethnic and racial composition of program participants in order to provide mandated data to the Legislature. The grantee LEAs requested this information from participants, and submitted to the Commission the data self-reported by the participants. Some participants chose not to provide their ethnic and/or racial background information. Overall, 83 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

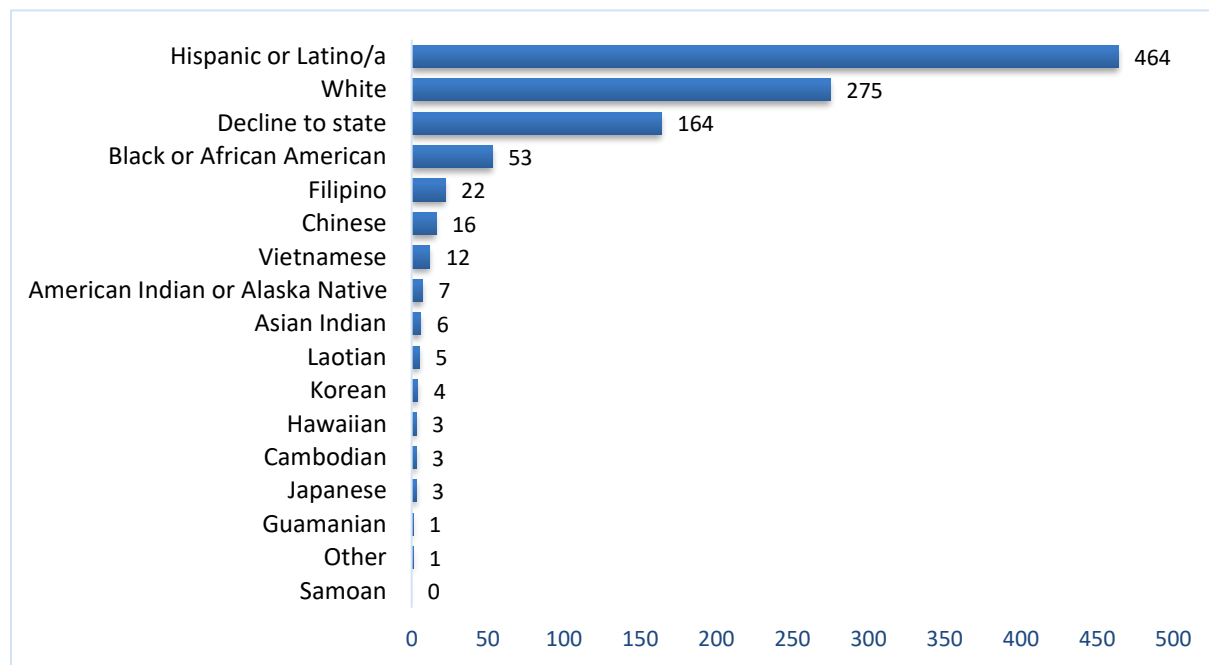
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (48 percent) of classified employees in the program self-identified as Hispanic or Latino/a.

Figure 2: Self-Identified Racial/Ethnic Identification as Hispanic or Latino/a of Classified Employees, Round One



The largest racial/ethnic group of classified employees recruited are Hispanic or Latino/a, followed by White participants, who comprise 28 percent of all participants. Roughly five percent of participants are Black or African American (Figure 3).

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



Report Summary and Conclusions

Narrative data compiled from annual reporting forms in June 2017 show that LEAs report using grant funds as a means to help meet their local teacher shortage needs, that the program is serving racial and ethnically diverse classified school employees, and that a majority of grantee LEAs have established collaborative arrangements with postsecondary institutions, many of which are offering flexible course schedules or online courses that accommodate many of the participants' work schedules. Most round one LEAs reported that their Classified Program is in an early phase, and that the bulk of activity in 2016-17 focused on:

- Recruitment of classified employees;
- Hosting information sessions to provide participants with information about pathways to credentialing;
- Providing informational sessions regarding program and credentialing requirements;
- Facilitating and streamlining arrangements to provide advisement to participants with partnering institutions of higher education; and
- Assisting participants to enroll in the appropriate coursework.

The Commission will continue to work with these programs to help them be successful in their efforts to provide additional certificated teachers for California's public schools to help employers meet shortage needs. Outcomes data provided in the 2018 Annual Report to the Legislature will be augmented with data from the first full year of implementation from round two grantees as well as with continuing implementation data from round one grantees.